

**Peoples and Cultures of Latin America**  
**Fall 2018**  
**21:070:352:01**

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**Time:** T-Th. 2:30-3:50 pm  
**Room:** CPS 105  
**Office hours:** T. 11:30-1:30 pm

**Course Description**

This course introduces students to an anthropological understanding of the peoples and cultures of contemporary Latin America. Mainstream representations tend to portray the region as a discrete and homogeneous entity. Yet, Latin America is in fact home for a wide range of societies, cultures, religions, languages, and political and economic systems. This diversity comes about as a result of a shared history of resistance and adaptation to a variety of global economic and political forces that have been affecting the region since the first encounter with colonial European powers, in the 16<sup>th</sup> century. As this history is an ongoing process, Latin America is both a region in constant change and an open project.

Our goal is to critically examine this history of adaptation and resistance and to assess its promises and pitfalls. To this purpose, we will survey some key historical moments in order to consider the specific discourses, technologies and infrastructures of government through which different forms of colonial and postcolonial domination came to be established and exercised in the region. We will pay particular attention to the iterations of the “Indian Question” in this history. We will also explore the manifold forms of popular resistance to these forms of domination and consider the sustained efforts Latin Americans have been developing to reimagine, reform and decolonize their political communities. In doing so, we will trace the specific historical trajectory of postcolonial Latin America and explore how it might help us to understand the contemporary postcolonial condition of other regions in the world.

Our approach will be interdisciplinary, including anthropology, history, and cultural studies. We will discuss the material in four units: (1) The colonial crucible, in which we will explore the colonial roots of modern Latin America; (2) The postcolonial condition, in which we will explore how the colonial legacy shaped the postcolonial project of political communities of free and equal citizens; (3) The National Question, in which we explore how popular struggles for social justice were tied to national projects of emancipation from neocolonial domination and how they were defeated through state terror; (4) Neoliberalism and new movements, in which we will explore how the neoliberal turn of the 1990s is yet another form of colonial domination and how popular struggles against it are framed as demands for cultural and environmental rights, migration, and other modes of escaping the colonial grip.

**Student Learning Outcomes**

Learning about the Latin American historical process will provide students with a language and critical concepts to think about not only the region but also about other regions and the processes in the US to which Latin America is intimately tied. On completing successfully the course, students will be able to:

- Describe basic aspects of Latin American geography, culture and history, and challenge preconceived notions about the region.
- Explain key moments in the historical trajectory of Latin America as a result of complex practices of resistance and adaptation to broader processes of colonial and postcolonial domination.
- Realize that problems plaguing the region in the present are the result of specific forms of interrelation between Latin America and the rest of the world, and particularly the United States.
- Make use of the insights drawn from the Latin American experience to analyze the postcolonial condition in other regions of the world.
- Judge how popular struggles against neoliberalism worldwide—manifested as struggles for justice, cultural and environmental rights, among others—are in fact struggles for forms of decolonization.
- Participate productively in academic conversations regarding the postcolonial condition in Latin America and other regions in the world.

**Course requirements**

*Attendance is mandatory.* The class will meet twice a week, on Tuesdays and Thursdays. Typically, the first meeting

of the week (Tuesdays) will be a lecture session. The second meeting (Thursdays) will be a discussion session in which students will further explore the concepts introduced in the readings and the issues raised in the lectures. Students are required to attend all class meetings. Any unexcused absence from any of the two sessions will have a negative impact in the student's grade. Systematic absence will be grounds for receiving a failing grade. For excused and unexcused absences, this course abides to the Rutgers University's policy. See [http://catalogs.rutgers.edu/generated/nwk-ug\\_0608/pg23613.html](http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html)

Obviously, students are expected to conduct themselves courteously in class, arriving ON TIME and not engaging in activities that may obstruct the work of their fellow students or the instructor.

**Quiz:** There will be weekly quizzes throughout the term. These quizzes are meant to test how well students *recall* and *understand* basic facts, terms, and concepts. They are a combination of multiple choice questions, fill-in-the-blank questions, and true/false questions. No make-up quizzes are allowed.

**In class group work:** Group work promotes a deeper and more active learning process by encouraging student participation, interaction and exchange of ideas. Working together in groups gives students the opportunity to learn from and teach each other and exposes them to different approaches and ways of thinking about common problems. In addition, group work fosters interpersonal skills and trains students in techniques of team work.

Group work provides an opportunity for students to *apply* the acquired knowledge to solve problems in our contemporary world. As such, students are required to participate in group work every week. In class group work is graded with pass/fail.

**Participation in class discussion:** Class discussion is a central component of the active learning process in this course. Students are required to arrive to class ready to participate actively in all class-discussions, and that means simply that students **MUST** timely read the assigned material.

Participation in class discussion provides opportunities for students to break down the information and produce generalizations (*analysis*) and to combine information to generate insights (*synthesis*). As such, participation in class discussion is an individual contribution to the discussion of the material under consideration. Group work **DOES NOT** count as participation in class discussion.

**Unit tests:** At the end of each of the four units, there will be a test to evaluate your learning outcomes in the corresponding unit. Unit tests are longer than quizzes and typically comprise multiple choice questions, fill-in-the-blank questions, and true/false questions, and short-answer questions. Unit tests cover the chapters of the corresponding unit as well as any additional material discussed in class. No electronic devices of any kind are allowed during these tests.

*Note: There is no final exam for this course.*

## **Grading**

Evaluation will be based on:

- Attendance	5 points
- Participation in class discussion	10 points
- In class group work	15 points
- Quizzes	30 points
- Unit tests	40 points [10 points ea.]

**Total                    100 points**

## **Grade Conversion**

A	100 - 90		
B+	89.9 - 84.5	B	84.49 - 79.5
C+	79.49 - 74.5	C	74.49 - 69.5
D	69.49 - 59.5	F	59.49 - 0

There will be no “extra credit” in this course. Students have plenty of opportunities to achieve an excellent grade through the regular requirements of the course.

### **Academic Honesty**

Students are expected to comply with ethical standards of behavior set by Rutgers-Newark, The State University of New Jersey (<http://academicintegrity.rutgers.edu/>). These standards are concerned with cheating on exams, plagiarism, reuse of assignments, improper use of the internet and electronic devices, unauthorized collaboration, forgery, falsification, lying, facilitating academic dishonesty, and unfair competition. Every assignment must be entirely the work of the student who submits it. Any material or idea borrowed from another source must be properly cited. Following the University’s policy on academic integrity, any violation of these rules will be seriously taken and correspondingly prosecuted.

### **Classroom Etiquette**

Students are expected to conduct themselves courteously in class, arriving *on time* and not engaging in activities that may obstruct the work of their fellow students or the instructor. Students who are not in class on time will be marked absent and will miss the opportunity to take that day’s quiz. The instructor will make sure that students attend class in an environment free of disturbances, distractions, and any form of discrimination. All class members must be respectful of each other’s points of view and should feel comfortable asking questions and engaging in thoughtful discussions informed by class materials. Students who do not abide classroom etiquette may be asked to leave the class.

- *Cell phones and laptops:* Cell phones will be turned off and stored during all class meetings. There will be no exceptions in this regard. The use of laptops is expected to be exclusively for taking notes or consulting class materials. Students must refrain from other usages such as texting, emailing, social networking or doing any other non-course related activity during class meetings.
- Recording or photographing of class lectures, discussions or other activities is strictly prohibited without explicit prior permission.

### **Office Hours**

My office hours are listed above. I will be available to meet with students to discuss any questions related to this course during these regular office hours. I encourage you to come to me with your concerns and questions about specific issues arising from the material and discussions of the course.

### **Drop and withdrawal deadlines**

The last date for students to drop a course without a “W” grade: 9/11/18  
The last date to withdraw from a course with a “W” grade: 11/5/18

### **Readings and Themes**

This course draws on a carefully selected set of readings aimed to provide an overview of the topics under consideration. We will use the following textbook:

Chasteen, John Charles. 2016. *Born in Blood and Fire. A Concise History of Latin America. Fourth Edition.* New York: W. W. Norton and Company.

For the course there will be also a *Reading Package* (RP) that I will post on Blackboard on a weekly basis.

Your learning is my main concern in this course, so I may modify the schedule and the list of readings if it facilitates your learning.

### **Films**

Films speak directly to the topics of the course. Due to their summarizing power, they are meant to provide specific examples upon which a more detailed discussion of the material provided by critical literature can be grounded. Unless otherwise indicated, films will be watched outside of class. They will be available online via Netflix, YouTube, and the Rutgers Library website.

### Class Schedule

Unit	Date	Objective	Readings
<b>Week One: Setting Up the Question</b>			
	Sep 4	Overview of the course	
	Sep 6	<p>“Welcome to Latin America” (pp.1-14) and “A Tour of Latin America” (pp. M2-M12) in Chasteen, John Charles. <i>Born in Blood and Fire: A Concise History of Latin America</i>. New York: Norton, 2016.</p> <p><i>Film: <u>Even the Rain</u></i> (104 min, 2010). Directed by Iciar Bollain.</p>	
<b>I</b>	<b>Week Two: Constructing the (Colonial) “Other”</b>		
<p><b>The Colonial Crucible</b></p> <p>This unit offers an overview of historical and anthropological perspectives on conquest and colonization to understand the colonial roots of the modern nation state in Latin America.</p>	Sep 11	<p>“Encounter.” In <i>Born in Blood and Fire: A Concise History of Latin America</i>. (pp. 17-54).</p> <p><i>Film: <u>Aguirre, the Wrath of God</u></i> (94 min. 1972) directed by Werner Herzog.</p>	
	Sep 13	<p>Todorov, Tzvetan. 1984. <i>The Conquest of America: The Question of the Other</i>. New York: Harper &amp; Row. “Columbus and the Indians” (pp. 34-50).</p> <p>Seed, Patricia. 1993. ‘Are These Not Also Men?’: The Indians’ Humanity and Capacity for Spanish Civilisation. <i>Journal of Latin American Studies</i> 25(3):629-652.</p> <p><u>Optional Reading:</u></p> <p>de Lery, Jean. 1556 [1992]. <i>History of a Voyage to the Land of Brazil</i>. Berkeley: University of California Press. (pp. 3-6, 122-57)</p>	
	<b>Week Three: Colonial Governmentality</b>		
	Sep 18	<p>“Colonial Crucible.” In <i>Born in Blood and Fire: A Concise History of Latin America</i>. [pp. 55-94]</p>	
	Sep 20	<p>Namser, Daniel. 2015. Primitive Accumulation, Geometric Space, and the Construction of the ‘Indian.’ <i>Journal of Latin American Cultural Studies</i>, 24(3):335-352.</p> <p>Silverblatt, Irene. 2011. Colonial Peru and the Inquisition: Race-Thinking, Torture, and the Making of the Modern World. <i>Transforming Anthropology</i>, 19(2):132-138.</p>	

		<p><u>Optional Readings:</u></p> <p>Carrera, Magali. 2003. <i>Imagining Identity in New Spain: Race, Lineage, and the Colonial Body in Portraiture and Casta Paintings</i>. Austin, TX: University of Texas Press.</p>
	<b>Week Four: Independence</b>	
	Sep 25	<p>“Independence.” In <i>Born in Blood and Fire: A Concise History of Latin America</i>. [pp. 95-126]</p> <p>(Listen) BBC Radio 4. 2008. Bolivar. In Our Time. Oct 30. (Podcast, 45 min)  <a href="https://www.bbc.co.uk/radio/play/boof4prq">https://www.bbc.co.uk/radio/play/boof4prq</a></p>
	Sep 27	<p>Trouillot, Michel-Ralph. 1995. <i>Silencing the Past. Power and the Production of History</i>. Boston, MA: Beacon Press. [pp. 70-107]</p> <p>Anderson, Benedict. 2006. <i>Imagined Communities. Reflections on the Origin and Spread of Nationalism (Revised Edition)</i>. New York: Verso. [pp. 47-65]</p> <p><u>Optional Readings:</u></p> <p>Walker, Charles. 2014. <i>The Tupac Amaru Rebellion</i>. Cambridge, MA: University of Harvard Press. [Intro and Ch. 1, pp. 1-39]</p>
<p style="text-align: center;"><b>II</b></p> <p><b>The Post-colonial Condition</b></p> <p>This unit offers historical insights into post-colonial processes to understand how colonial legacies have shaped the modern process of Latin American state making and nation-building.</p>	<b>Week Five: Post-colonial State Formation</b>	
	Oct 2	<p>“Postcolonial Blues.” In <i>Born in Blood and Fire: A Concise History of Latin America</i>. [pp. 127-160]</p>
	Oct 4	<p>Thurner, Mark. 1997. <i>From Two Republics to One Divided: Contradictions of Post-colonial Nationmaking in Andean Peru</i>. Durham: Duke University Press. [Chapter two, pp: 20-53]</p> <p>Grandin, Greg. 2000. <i>The Blood of Guatemala: A History of Race and Nation</i>. Durham: Duke University Press. [Chapter 3, pp: 82-98]</p> <p><u>Optional Readings:</u></p> <p>Poole, Deborah. 1987. Landscapes of Power in a Cattle-rusting Culture of Southern Andean Peru. <i>Dialectical Anthropology</i>, 12(4):367-398</p>
	<b>Week Six: Progress</b>	
	Oct 9	<p>“Progress.” In <i>Born in Blood and Fire: A Concise History of Latin America</i>. [pp. 161-191]</p>
	Oct 11	<p>Grandin, Greg. 2009. <i>Fordlandia: The Rise and Fall of Henry Ford's Forgotten Jungle City</i>. New York: Metropolitan Books [TBA]</p>

		<p>Shumway, Nicolas. 1991. <i>The Invention of Argentina</i>. Berkeley: University of California Press. [pp. 112-145 &amp; 146-167]</p> <p><u>Optional Readings:</u></p> <p>de la Cadena, Marisol. 2000. <i>Indigenous Mestizos. The Politics of Race and Culture in Cuzco, Peru, 1919-1991</i>. Durham and London: Duke University Press.</p>	
<b>Week Seven: Neocolonialism</b>			
	Oct 16	<p>“Neocolonialism.” In <i>Born in Blood and Fire: A Concise History of Latin America</i>. [pp. 193-232]</p> <p><i>Film: Fitzcarraldo</i> (157 min. 1982) directed by Werner Herzog.</p>	
	Oct 18	<p>Quijano, Anibal. 2000. Coloniality of Power, Eurocentrism and Latin America. <i>Nepantla</i>, 1(3):533-580</p> <p>Nietschmann, Bernard. 1974. “When the Turtle Collapses, the World Ends.” <i>Natural History</i>, 83(6): 34-42.</p> <p><u>Optional Readings:</u></p> <p>Moraña, Mabel; Enrique D. Dussel; and Carlos A. Jáuregui (eds.) 2008. <i>Coloniality at Large: Latin America and the Postcolonial Debate</i>. Durham: Duke University Press.</p>	
<p><b>Part III</b></p> <p><b>The National Question</b></p> <p>How popular struggles for social justice were tied to national projects of emancipation from neocolonial domination and how they were defeated through state terror.</p>	<b>Week Eight: Nationalism</b>		
		Oct 23	<p>“Nationalism.” In <i>Born in Blood and Fire: A Concise History of Latin America</i>. [pp. 233-266]</p>
		Oct 25	<p>Manuel Gamio. 1926. "The Indian Basis of Mexican Civilization." In Manuel Gamio &amp; Jose Vasconcelos, <i>Aspects of Mexican Civilization</i>. Chicago: The University of Chicago Press. [pp.105-127]</p> <p>Mariategui, José Carlos. 1971. “The Problem of the Indian” in <i>Seven Interpretive Essays on Peruvian Reality</i>. Austin: University of Texas Press. [pp. 22-30]</p> <p>Jose Vasconcelos. <i>The Cosmic Race</i>. Baltimore: Johns Hopkins University Press, 1997. [excerpts from pp. 7-40]</p> <p><u>Optional Readings:</u></p> <p>Lomnitz, Claudio. 2001. <i>Deep Mexico, Silent Mexico: An Anthropology of Nationalism</i>. Minneapolis, MN: University of Minnesota Press. [TBA]</p>
	<b>Week Nine: Revolution</b>		
		Oct 30	<p>“Revolution.” In <i>Born in Blood and Fire: A Concise History of Latin America</i>. [pp. 267-296]</p>

		<i>Film: <u>The Motorcycle Diaries</u> (126 min, 2004). Directed by Walter Salles.</i>
	Nov 1	NO CLASSES TODAY, PROFESSOR IN A CONFERENCE IN MEXICO
	<b>Week Teen: Counterrevolution</b>	
	Nov 6	“Reaction.” In <i>Born in Blood and Fire: A Concise History of Latin America</i> . [pp. 297-328]  <i>Film: <u>When the Mountains Tremble</u> (83 min, 1983). Directed by Pamela Yates.</i>
	Nov 8	Taussig, Michael. 1984. Culture of Terror-Space of Death. Roger Casement's Putumayo Report and the Explanation of Torture. <i>Comparative Studies in Society and History</i> , 26(3):467-497  Wadi, Ramona. 2015. The School of the Americas is Still Exporting Death Squads. MintPress News. Available online: <a href="http://www.mintpressnews.com/the-school-of-the-americas-is-still-exporting-deathsquads/204655/">http://www.mintpressnews.com/the-school-of-the-americas-is-still-exporting-deathsquads/204655/</a>
	<b>Week Eleven: Human Rights</b>	
	Nov 13	Arditti, Rita, 1999. <i>Searching For Life, The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina</i> . Berkeley: University of California Press. [pp. 102- 143]  Burchianti, Margaret. 2004. Building Bridges of Memory: The Mothers of the Plaza de Mayo and the Cultural Politics of Maternal Memories. <i>History and Anthropology</i> , 15(2):133–150  <i>Film: <u>Las Madres. The Mothers of Plaza de Mayo</u> (64 min, 1983). Directed by Lourdes Portillo and Susana Muñoz.</i>
	Nov 15	2018 AAA ANNUAL MEETING San Jose, CA (Nov 14-18)
<b>Part IV</b>  <b>Neoliberalism and New Movements</b>  How the neoliberal turn of the 1990s is yet another form of colonial domination and how popular struggles against it are framed as demands for cultural and environmental	<b>Week Twelve: Neoliberalism</b>	
	Nov 20	“Neoliberalism and Beyond.” In <i>Born in Blood and Fire: A Concise History of Latin America</i> . [pp. 328-355]  Kane, Joe, 1994. Moi Goes to Washington. <i>The New Yorker</i> 5/2/93 (pp74-81) (8pp).  <i>Film: <u>Trinkets and Beads</u> (52 min, 1996). Directed by Christopher Walker.</i>
	Nov 22	THANKSGIVING RECESS
	<b>Week Thirteen: Impacts</b>	

rights, migration, and other modes of escaping the colonial grip.	Nov 27	Bessire, Lucas. 2014. <i>Behold the Black Caiman. A Chronicle of Ayoreo Life</i> . Chicago: University of Chicago Press. [Intro & Ch. 3, pp. 1-21 & 84-109]
	Nov 29	Gudynas, Eduardo. 2010. The New Extractivism of the 21st Century, Ten Urgent Theses about Extractivism in Relations to Current South American Progressivism. <i>Americas Program Report</i> (Washington, DC: Center for International Policy, January 21, 2010).  Albro, Robert. 2004. "The Water is Ours Carajo!. Deep Citizenship in Bolivia's Water War." In <i>Social Movements: An Anthropological Reader</i> , edited by June Nash. Oxford: Blackwell. [pp. 249-271]
	<b>Week Fourteen: The "Indian Question" Anew</b>	
	Dec 4	Postero, Nancy and Leon Zamosc. 2006. "Indigenous Movements and the Indian Question in Latin America," in <i>The Struggle for Indigenous Rights in Latin America</i> . Brighton, UK: Sussex Press [pp. 1-31]  Hale, Charles. 2005. Neoliberal Multiculturalism: The Remaking of Cultural Rights and Racial Dominance in Central America. <i>PoLAR: Political and Legal Anthropology Review</i> , 28(1):10–28.  <i>Film: <u>When Two Worlds Collide</u></i> (103 min, 2016). Directed by Heidi Brandenburg and Mathew Orzel.
	Dec 6	De la Cadena, Marisol. 2015. <i>Earth Beings: Ecologies of Practice across Andean Worlds</i> . Durham: Duke University Press. [TBA]  <i>Film: <u>The Embrace of the Serpent</u></i> (125 min, 2015). Directed by Ciro Guerra.  <u>Optional Reading:</u>  Postero, Nancy, 2017. "Race and Racism in the New Bolivia, in <i>The Indigenous State: Race, Politics and Performance in Plurinational Bolivia</i> . Berkeley: University of California Press. [pp. 116-136] (Book available open access at: <a href="https://doi.org/10.1525/lu-minos.31">https://doi.org/10.1525/lu-minos.31</a> )
<b>Week Fifteen: Other Movements</b>		
Dec 11	De Leon, Jason. 2015. <i>The Land of Open Graves. Living and Dying on the Migrant Trail</i> . Oakland, CA: University of California Press. [pp. 23-61]  <i>Film: <u>Asalto al Sueño</u></i> (83 min, 2006). Directed by Uli Stelzner.	