

**Race, Gender, & Political Economy in Latin America****ANTH 438/538****Class time: Mon. & Wed. 2:00 – 3:20 p.m.****Office Hours Tuesdays 12:30 – 2:20****101 Knight Library****4 Credits****Professor Lynn Stephen****316 Condon Hall, Department of Anthropology, 541-346-5168****[stephenl@uoregon.edu](mailto:stephenl@uoregon.edu)****Format: Lecture, discussion**

**Short Course Description:** Examines intersecting systems of race, class, gender, ethnicity, and in Latin America focused on five countries in three regions.

**Course Content/Expanded Description:**

This course seeks to develop theoretical building blocks in the intersectionality of gender, race, class, sexuality, ethnicity, and nationalism. Particular attention will be paid to the meaning of discovery and conquest, colonialism, revolutions (both past and present in the region), nationalism, grassroots social movements, African diasporas, indigenous cultures, gender, and human rights. Case studies included in the course are from Peru, Mexico, Brazil, Guatemala, Cuba, Haiti, and Puerto Rico. Students engage in exams, individual research, group projects, and discussion.

**Learning Objectives:** After successful completion of this class, students will be able to:

- a. Have a conceptual understanding of the categories of race, gender, ethnicity, nationalism, sexuality, and class and how they have been shaped in Latin America;
- b. Have an appreciation for the diverse histories found within Latin American countries and how they have differently affected varied groups of people—particularly those of indigenous and afro-descendent ancestry;
- c. Have an understanding of how U.S. history and foreign policy has interacted with Latin American history and politics;
- d. Have an understanding of the hemispheric economic, social, cultural, and political relations in Latin America;
- e. Have an appreciation of the concept of coloniality and its ongoing consequences in Latin America;
- f. Have an understanding of specific cultures of nationalism in Latin America

**Course Mechanics:** This course contains both lectures and discussion. The lectures emphasize background, theoretical concepts, and case studies. The discussions will give students the chance to deepen their understanding of concepts and examples explored in lectures and also to do exercises related to the material for that week. A Blackboard site will be maintained for this class. The course syllabus, midterm and final exams, individual research paper guidelines, class readings, websites, film clips, discussion questions, and other relevant materials will be posted by week under “course documents” for this class. When you register for the class you will automatically be enrolled to the site. All problems concerning the use of Blackboard will be

handled at the ITC center in Knight Library. You are responsible for using the site and for retrieving course materials from it and for printing out materials such as weekly discussion questions prior to in-class discussions.

### **Course Requirements/Evaluation Criteria:**

#### **Undergraduate Grading:**

Midterm paper 30%

Individual research paper 30 %

Take Home Final: 30%

Attendance/participation/pop quizzes 10%

#### **Graduate Grading:**

Midterm paper 40%

Individual Research Paper 45%

In-class presentation of research 15%

**Assignments and Grading:** Students are expected to complete all required readings (approximately 125 pages per week on average), actively participate in class discussions and group exercises, and turn in the following assignments. Graduate students will be assigned additional readings, primarily in relation to their research papers (150 – 200 pages per week). Graduate student assignments are specified below, usually entailing longer pieces of writing. Specifics for graduate students are given under each assignment below.

**Midterm paper** (covering topics from first half of class), 8-10 pages. Graduate students will be expected to write 10-14 pages for the midterm paper and their topic will be more complex than undergraduate requiring the use of more sources

**Individual research** (9-12 pages) Two page summary and bibliography also required in third week of class. Paper due on the last day of class. Grad students, your paper should be 10-14 pages and will involve the use of more sources. Your bibliography and outline will also be due during the third week of class.

**Take Home Final Exam.** Take-home finals will be due on the day assigned for the class final for undergraduates.

**Late papers and exams will be graded down one full letter grade.**

**Class attendance and participation.** Because this class has a high level of student participation, attendance at every class is important. **Attendance, participation, and pop quizzes are 10 percent of your grade. Attendance will be taken randomly during quarter and at sections.** Graduate students will meet separately as a group according to a schedule worked out in class.

**PLAGIARISM IS NOT PERMITTED IN THIS CLASS.** Plagiarism consists of turning in a paper or exam or exam question written by someone else, taking something written in a book by someone else and including it in a paper without quotation marks, and paraphrasing parts of books as if they were your own. This includes anything that is on the internet in electronic form as well as in printed form. If you are quoting more than four words, put quotation marks around it and

footnote it. Even if you note something in your bibliography and fail to put quotation marks around it in the text, it is still plagiarism. Any plagiarized papers will receive an F. No negotiations.

**Incomplete Policy.** No incompletes will be given in this class. No exceptions unless there are extreme circumstances such as a documented critical illness or a family crises. If you register for the class and do not complete the assignments you will be given credit for the work you turned in and receive an F for work not turned in. This will be calculated as part of your final grade.

### **Student Engagement Inventory for Undergraduates**

<b>Educational activity</b>	<b>Hours student engaged</b>	<b>Explanatory comments (if any)</b>
Course attendance	24	2 lectures @1 hr. 20 min. /wk.
Discussion sections	10	1 hour/week
Assigned readings	50	100-150 pages/wk.
Writing assignments	50	midterm, final exam, paper
Total hours:	134	

### **Student Engagement Inventory for Graduate Students**

<b>Educational activity</b>	<b>Hours student engaged</b>	<b>Explanatory comments (if any)</b>
Course attendance	24	2 lectures 1 hr. 2 min. /wk.
Assigned readings	80	150-200 pages/wk.
Writing assignments	60	midterm, final, research paper
Grad Student Meetings	10	five, two hour meetings/wk.
Total hours:	174	

Grade Definitions: Grades will be assigned in this course based on the following criteria.

- A. Outstanding performance relative to course requirements; demonstrates a mastery of course content at the highest level.
- B. Performance that is significantly above course requirements; demonstrates a mastery of course content at a high level.
- C. Performance that meets course requirements in every respect; demonstrates adequate understanding of course content.
- D. Performance that is at a minimum level to pass, but does not fully meet requirements in all aspects; demonstrates a marginal understanding of course content.
- F. Performance that does not meet requirements, for whatever reason; demonstrates an inadequate understanding of course content.

Accommodations: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter outlining your approved accommodations. [Disability Services: [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu), 346-1155; <http://ds.uoregon.edu/>].

**Required Books to be purchased at bookstore (in the order we will be reading them)**

African Slavery in Latin America and the Caribbean. By Herbert Klein. Oxford: Oxford University Press, 2008.

Women and the Crucible of Conquest: The Gendered Genesis of Spanish American Society, 1500-1600. Karen Vieira Powers. Albuquerque: University of New Mexico Press, 2005.

The Tattooed Solider. By Hector Tobar. Penguin Books. 1998

We are the Face of Oaxaca: Testimony and Social Movements. By Lynn Stephen. Duke University Press, 2013.

Black Women Against the Land Grab: The Fight for Racial Justice in Brazil. By Keisha-Khan Perry. University of Minnesota Press, 2013.

Articles listed under specific days will be put up on Blackboard according to the week they are to be read in PDF format under “Course Documents.” If there are web site links listed for reading in the syllabus, these will also appear on Blackboard according to the week.

**Week I. Gender in Inca and Aztec Civilizations**

M 1/6 Introduction to the course. Discussion of assignments.

Read Viera-Powers, pp. 1-39

W 1/8 Native and Spanish Ideologies of Gender and Sexuality

Read Viera Powers, pp. 40-140.

**Week II. African Societies, Slavery, and Its Transference to Latin America**

M 1/13 Slavery on the Atlantic African Coast and its Transference to Latin America. Guest Lecture by Professor Lindsay Frederick Braun.

Read Klein, pp. 3-65

Lovejoy, Paul E. 2006. “The Context of Enslavement in West Africa: Ahmad Bābā and the Ethics of Slavery.” In Slaves, Subjects, and Subversives: Blacks in Colonial Latin America, Jane C. Landers and Barry M. Robinson (eds.), pp. 9 – 38. Albuquerque: University of New Mexico Press. PDF Week 2, Blackboard.

W 1/15 Slavery in the Caribbean Lecture. Lecture.

Read Klein, pp. 85-119

Guitar, Lynne. 2006. "Broiling it Down: Slavery on the First Commercial Sugarcane Ingenios in the Americas (Hispaniola, 1530 – 45). In Slaves, Subjects, and Subversives: Blacks in Colonial Latin America, Jane C. Landers and Barry M. Robinson (eds.), pp. 39-82. Albuquerque: University of New Mexico Press. PDF Week 2 Blackboard

### **Week III. Constructing Difference Under Colonialism: Gender, Race, and Labor**

M 1/20 NO CLASS. Martin Luther King Holiday

W 1/22 Constructing Difference under Colonialism: Labor, Race, Ethnicity and Gender

Read: Matthew, Laura. "Mexicanos and the Meanings of Ladino in Colonial Guatemala Casta Designations in Central Mexico." Journal of Colonialism and Colonial History Volume 7, Number 1, Spring 2006. PDF Week 3 Blackboard

Fisher, Andrew B. "Creating and Contesting Community: Indians and Afromestizos in the Late-Colonial Tierra Caliente of Guerrero, Mexico." Journal of Colonialism and Colonial History 7:1, Spring 2006. PDF Week 3 Blackboard.

Liza Bakewell, "Castas."

<http://faculty.smu.edu/bakewell/BAKEWELL/thinksheets/castas.html>

### **Week IV. The Forging of Dependent Economies and the impact of workers on national histories**

M 1/27 Central America's and Cuba's Dependent Economies

Read: Euraque, Dario. 1998. "The Banana Enclave, Nationalism, and Mestizaje in Honduras." In Identity and Struggle at the Margins of the Nation-State: The Laboring Peoples of Central America and the Hispanic Caribbean (Comparative and International Working-Class History, Aviva Chomsky and Aldo Lauria Santiago (eds.), pp. 151-169. PDF Week 4 Blackboard.

Gundmonson, Lowell and Fransisco Scarano. 1998. "Conclusions: Imagining the Futures of the Subaltern Past: Fragments of Race, Class, and Gender in Central America and the Hispanic Caribbean, 1850-1950. In Identity and Struggle at the Margins of the Nation-State: The Laboring Peoples of Central America and the Hispanic Caribbean (Comparative and International Working-Class History, Aviva Chomsky and Aldo Lauria Santiago (eds.), pp. 335-364. PDF Week 4 Blackboard.

Film: Coffee: A Sackful of Power. This film will be put on reserve for students to view. A short clip will be used in class.

W 1/29 Chinese Labor in Cuba and Peru. Guest Lecture by Elliott Young, Associate Professor of History, Lewis and Clarke College. "Contracting Freedom: Coolies in Cuba and Peru in the Age of Emancipation"

Read: Young chapters Chapter 1: Contested Sovereignties in the Coolie Trade, pp. 35-65, Chapter 2: Contracting Freedom, pp. 66-114. PDF Week 4 Blackboard. (one PDF 35-114)

### **Week V. The Spanish Caribbean: Culture and Performance**

M. 2/3 U.S. occupation and governance of Puerto Rico: Cultural Responses and Long-Term Implications.

Visit Web site on Puerto Rican History Timeline since 1850

<http://www.topuertorico.org/history4.shtml>

<http://www.topuertorico.org/history5.shtml>

<http://www.topuertorico.org/history6.shtml>

Read: “The English Teacher” and “Josco” by Abelardo Díaz Alfaro, “Cloud Cover Caribbean” and “ADJ, Inc,” by Ana Lydia Vega, and “It’s Miller Time” by Victor Hernandez Cruz, 1989. PDFs Week 5 Blackboard

Lecture, then group analysis of short stories and poetry.

### **Week V and VI: Guatemala in the 20<sup>th</sup> and 21<sup>st</sup> Century: Revolution and Civil War**

W 2/5 The Guatemalan Revolution and Civil War

Read: “Ten Years of Spring and Beyond,” by Greg Grandin, Deborah Levenson & Elizabeth Oglesby, pp. 197-200 in The Guatemala Reader: History, Culture, Politics. Greg Grandin, Deborah Levenson & Elizabeth Oglesby (eds.). Durham and London: Duke University Press, 2011 (here after noted as Guatemala Reader). PDF Week 5 Blackboard.

Luis Cardoza y Aragón, “The Best Time of My Life,” pp. 201-205, Guatemala Reader. PDF Week 5 Blackboard.

Nick Culleter, “Operation Success,” pp. 230-245, Guatemala Reader. PDF Week 5 Blackboard.

Central Intelligence Agency, “Denied in Full,” pp. 256-261, Guatemala Reader. PDF Week 5 Blackboard.

Betsy Konefal, “Blood in our Throats,” pp. 326-334. PDF Week 5 Blackboard.

Forster, Cindy. 1998. “Reforging National Revolution: Campesino Labor Struggles in Guatemala, 144-154. In Identity and Struggle at the Margins of the Nation-State: The Laboring Peoples of Central America and the Hispanic Caribbean (Comparative and International Working-Class History, Aviva Chomsky and Aldo Lauria Santiago (eds.). PDF Week 5 Blackboard.

**M 2/10** The Guatemalan Civil War

The Tattooed Soldier, by Hector Tobar, pp. 1-80.

**W 2/12** Migration and the War comes to the U.S

Finish The Tatooned Soldier. Discussion.

Thursday 2/13/2013

Lecture at 7 p.m. Browsing Room by Hector Tobar. Attendance required for class. Sign in at lecture.

**Week VII. Race, Gender, and Land in Urban Brazil**

**M 2/17** Race and Urban Histories in Brazil in the 20<sup>th</sup> Century

Perry, Chaps. 1-3

**W 2/19** Black Women and Community Organizing

Perry, Chaps. 4-7, conversation with the author via video link.

**Weeks VIII and IX: Revolutions and Movements in Mexico**

**M 2/24** The Mexican Revolution : Roots and Aftermath

Read: "Mexican History: A Photo Essay," by Jon Mraz. Pp. 297-331 in The Mexico Reader: History, Culture, Politics, Gilbert M. Joseph and Timothy J. Henderson, Eds.). Durham and London: Duke University Press, 2002. (Hereafter The Mexico Reader). PDF Week 8 Blackboard

"Land and Liberty," by Ricardo Flores Magón, pp. 335-338, in The Mexico Reader. PDF Week 8 Blackboard.

"Plan of Ayala" by Emiliano Zapata and Others, pp. 339-343 in The Mexico Reader. PDF Week 8 Blackboard.

"Pancho Villa" by John Reed, pp. 365-371, in The Mexico Reader. PDF Week 8 Blackboard.

"The Constitution of 1917, Articles 27 and 123," pp. 398- 402 in The Mexico Reader, PDF Week 8 Blackboard.

"The Oil Expropriation, by Josephus Daniels, pp. 453-Cárdenas and the Masses in The Mexico Reader. Available as PDFs Week 8, Blackboard.

**W 2/26** Contemporary Social Movements: The Zapatista Rebellion and earlier revolts in Oaxaca

Read: "The Student Movement of 1968 by Elena Poniatowska, pp. 555-569 in The Mexico Reader. PDF Week 8 Blackboard.

“EZLN Demands at the Dialogue Table,” pp. 638-645 in The Mexico Reader. PDF Week 8 Blackboard.

“A Tzotzil Chronicle of the Zapatista Uprising,” by Marián Peres Tsu, pp. 655-669 in The Mexico Reader. PDF Week 8 Blackboard.

Chapters 1-3 in *We are the Face of Oaxaca* (pp. 1-95).

**M 3/3** The Role of Testimony and Media in the Oaxaca Social Movement of 2006

Read: Chapters 5,6 in *We are the Face of Oaxaca* (pp. 121-177)

**W 3/5** The Role of Public Art in the Oaxaca Rebellion

Guest lecture Cesar Chavez Victoria, Artist and Member of the ASARO collective.

Class meets at Jordan Schnitzer Art Museum, Ford Lecture Room

Read: Chapter 9, Conclusions in *We are the Face of Oaxaca* (pp. 245-288).

Sections will meet in art study of Museum for stenciling workshops with Cesar Chavez.

### **Week X Contemporary Identities and Movements in Latin America**

**M 3/10** Redefined Identities in Contemporary Latin America: Afro-descendent Movements

Read: Contesting Politics as Usual: Black Social Movements, Globalization and Race Policy in Latin America. By Tianna S. Paschel and Mark Q. Sawyer. In New Social Movements in the African Diaspora: Challenging Global Apartheid, Leith Mullings (ed.), pp. 13-32. Palgrave MacMillan, 2009. PDF Week 10 Blackboard

**W 3/12** Indigenous Autonomy in Contemporary Latin America

Read: San Andrés Accords on Indigenous Autonomy (1996).

[http://flag.blackened.net/revolt/mexico/ezln/san\\_andres.html](http://flag.blackened.net/revolt/mexico/ezln/san_andres.html)

Asserting Indigeneity in Contemporary Mexico and Central America. Lynn Stephen, PDF, Week 10, Blackboard.