



Oregon State University

Ecampus

**Course Name:** Peoples of the World – Latin America

**Course Number:** ANTH 313

**Credits:** 3 Credits

**Course Description:** Survey of peoples around the world. Early settlement, cultural history, ecological adaptations, population, family and gender roles, religious ideology, political and economic systems, modern social changes, and contemporary issues pertaining to indigenous peoples in culturally distinct regions of the world. Emphasis is placed on dispelling stereotypic images, both past and present.

**PREREQS:** ANTH 110 [D-] or ANTH 210 [D-] or completion of social processes and institutions requirement.

**Baccalaureate Core Course Attributes:** Core, Perspectives-Cultural Diversity, Liberal Arts Core: Non-Western Cultures

**Communication:** Please post all course-related questions in the General Discussion Q & A Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within one week of the due date. Longer written assignments may require a longer turn-around time.

**Course Credits: 3** This course comprises 90 hours of work divided between assignments, readings, lectures, multimedia content viewing, peer-to-peer interactions, and a final project.

**Technical Assistance** If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email [osuhelpdesk@oregonstate.edu](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

## Learning Resources

- Harry Sanabria, *The Anthropology of Latin America and the Caribbean*, Pearson, 2007 ISBN: 0205380999
- Aisha Khan, *Callaloo Nation: Metaphors of Race and Religious Identity among South Asians in Trinidad* (Latin America Otherwise) Duke University, 2004 ISBN: 978-0822333883
- Nathan Wachtel, *Gods and Vampires: Return to Chipaya*, University of Chicago Press, 1994 ISBN: 978-0226867649
- Other readings will be available in weekly modules and will be accessible for free. Readings available in Canvas (within the weekly module) will be denoted with a (C).

**Note to prospective students:** Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

## Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

## Measurable Student Learning Outcomes

### Baccalaureate Core: Cultural Diversity Learning Outcomes:

1. Identify and analyze characteristics of a cultural tradition outside of European /American culture.
2. Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.
3. Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.

### Course-Specific Learning Outcomes:

1. Identify, compare, and differentiate the peoples and cultures of Latin America by examining the diverse human landscapes of this world region
2. Identify and interrogate the evolution of this region and its peoples roughly from the Archaic Period (8,000-3,000 BCE) to the present.
3. Appraise and apply methodologies and theories that have evolved within the field of anthropology related to research in this world region
4. Read and synthesize ethnographic monographs that examine dimensions of culture and society in Latin America
5. Reconcile and relate the past and present that characterize this world region
6. Identify and critique the ideas of *place* and *space* used to categorize Latin America as a cohesive geographical, cultural, and social unit

## Evaluation of Student Performance

Each weekly module will contain a detailed description of the learning outcomes and associated activities and assignments. Each of the 10 weeks will contain 75 points worth of required work to be submitted as either discussion board posts or assignments. Students will be evaluated through the following required assignments.

1. **Discussion Board Posts:** Students will post original content on a weekly basis and will respond to peers' posts according to the assignment (point values will vary)
2. **Weekly Mini-Project/Activities:** Students will submit mini-projects and engage in weekly activities outlined in weekly course modules (point values will vary)
3. **Final Project:** Students will co-construct an ethnographic/infographic map of the region. Each student will choose a focus for the project from a provided list. Students will perform peer-reviews of draft content before the final submission of individual projects. More information will be provided in the Final Project Module. (75 points)

### Grading Scale:

<b>10 weeks x 75 points/week</b>	<b>750 pts</b>
<b>Final Project</b>	<b>75 pts</b>
<b>Total Points Possible</b>	<b>825 pts</b>

\*Note: Extra Credit assignments may be provided. Instructor will notify students of these opportunities. They are not required, but are intended to provide opportunities to earn additional points or make up points lost on prior assignments.

## Course Policies

### General Guidelines

Please conduct yourself with respect and civility in the classroom. **This course may touch on a variety of sensitive issues that may trigger emotional responses (religion, gender/sexuality issues, health, politics, systemic oppression in both past and present, violence, etc). Please let me know ahead of time if there is an issue that you do not feel comfortable discussing in a class setting.**

Notify me early about any changes in your status that might affect your performance in the class. I am happy to accommodate you, but it is often difficult to do so when students notify me of a need or problem at the last minute. ***Late work will have points deducted unless you talk to me beforehand and have a documented reason. Point deductions will vary according to the situation and the assignment.***

### Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

### Makeup Exams

Makeup exams will be given only for missed exams excused in advance by the instructor. Excused

absences will not be given for airline reservations, routine illness (colds, flu, stomach aches), or other

common ailments. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances. Please notify me at the outset of the term if you anticipate missing the midterm.

### **Incompletes**

When a student encounters a significant challenge or life event during the time, he/she/they need to discuss course completion options with the instructor. The university follows specific guidelines to issue an I or incomplete grade and to dictate how and when coursework will be completed. I grades will be issued at the instructor's discretion when the student has disclosed any challenges/issues in advance. The university uses a general [INCOMPLETE CONTRACT](#). In general, Incomplete accommodations should be a "last resort" option for very serious, unanticipated situations and should not be used as a strategy to allow a student to complete overdue work resulting from poor time management (this does not apply to students with DAS accommodations). Please discuss any situations with me early and we can attempt to resolve them without resorting to an Incomplete. For more information on this option, see <http://oregonstate.edu/registrar/incomplete-grade-policy>

### **Guidelines for a Productive and Effective Online Classroom**

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be intellectual. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them. These are spaces of intellectual engagement.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

This course adheres to the guidelines outlined in OSU's Freedom of Expression policy linked here:

<http://main.oregonstate.edu/freedom-expression>

### **Statement Regarding Students with Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss

details of the implementation of individual accommodations.

### **Accessibility of Course Materials**

All materials used in this course are accessible [with the exception of two videos]. If you require accommodations please contact Disability Access Services (DAS). [If all items are accessible in your course, please delete the orange text in this section.]

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

### **Expectations for Student Conduct**

Student conduct is governed by the university's policies, as explained in the Student Conduct Code.

### **Academic Integrity**

Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

**\*\*Before you read this legal/bureaucratic jargon, just accept that any act plagiarism or cheating is NOT WORTH YOUR TIME OR MONEY. Just email me if you are having difficulty completing an assignment and we can mutually figure out a solution that will not involve academic dishonesty.**

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

It includes:

**CHEATING** - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

**FABRICATION** - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

**ASSISTING** - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

**TAMPERING** - altering or interfering with evaluation instruments or documents.

**PLAGIARISM** - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without

appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

### **Turnitin Plagiarism Prevention**

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit Academic Integrity for Students: Turnitin – What is it?

### **Tutoring**

NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

### **OSU Student Evaluation of Teaching**

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

## COURSE CONTENT-WEEKLY LEARNING MODULES

**(C)** \*denotes the reading is available on Canvas in the Weekly Module (as a free resource)  
**SANABRIA** \*refers to the course textbook by Harry Sanabria

### Week One                      What and Where Is Latin America?

Learning Outcomes: Bacc Core-1 and Course Specific-1, 5, & 6

#### Readings:

- Price and Cooper, "Competing Visions, Shifting Boundaries: The Construction of Latin America as a World Region" (C)
- Lynn Stephen, "Reconceptualizing Latin America" (C)
- Sanabria, Chapters 1 and 2

#### Assignments:

- Discussion Board Post: Introduce Yourself to the Class and Respond to at least 3 peers (25)
- Mapping Exercise, Essay Reflection, and Respond to at least 2 peers (50)  
(Create a unique map of the region that conveys it as a *place* and a *space*. Search and select at least 5 images and embed them in the map using scribblemaps.com. You are also free to use the tools to mark-up the map in other ways, but it is not required. Write a 1-2 page essay explaining your image selections and identifying how you define Latin America as a *place* and a *space*. Respond to at least 2 Peers' Maps/Essays. Tutorial Provided. See this example of a finalized map:  
<https://www.scribblemaps.com/maps/view/313map/KY6CCM2D0w>

### Week 2:                      The Peopling of Latin America-Pre-Contact Era

Learning Objectives: Bacc Core: 1, 3 Course-Specific: 2, 5

#### Readings:

- Sanabria, Chapter 3
- Cynthia Robin, "Gender, Farming, and Long-term Change: Maya Historical and Archaeological Perspectives:" (C)
- Whitney Dangerfield, "Saving Macchu Picchu" (C)

#### Assignments:

- Position Paper and Responses-Machu Picchu (40pts-paper 30 and 2 responses 10 each)  
Position Paper Prompt: *Should Machu Picchu become a protected site closed to tourists? Why/Why not? What are the advantages and disadvantages of allowing public access? What are the implications for archaeological and environmental study? What would be a culturally, ethically, and environmentally safe way to engage with this site?*  
**Students will respond to at least 2 peers' position papers with substantive comments (about a paragraph)**
- Watch and React: Students will screen one of three documentaries (Nat Geo: Aztecs Empire, Inca: Rise of an Empire, or Lost Kingdom of the Maya). Students will write a 500-700 word reaction. Students can react to a set of provided questions/prompts in the Module. (20pts)
- Quiz (related to Robin and Sanabria reading) (15 pts)

Week 3: *The Peopling of Latin America: Contact Era*

Learning Objectives: Bacc Core, 2 Course-Specific: 1, 2, 3

Readings:

- Sanabria, Chapter 4
- Camilla Townsend, "Burying the White Gods: New Perspectives on the Conquest of Mexico" (C)
- Karl Butzer, "The Americas Before and After 1492: An Introduction to Current Geographical Research," (C)

Assignments:

- Watch and React: "When Worlds Collide" (vimeo). Students will write a 500-700 word reaction. Students can react to a set of provided questions/prompts in the Module. (30)
- Critique and Create: Students will articulate a new form of commemoration of 1492 (contact in general) and will write a paragraph justifying and explaining their creation. Students will respond to at least 3 peers' creations (30) (NPR interview as support)
- Discussion: Post a response to the prompt question and respond to at least 3 peers (15)-prompt will relate to Townsend reading)

Week 4 Confluences: Race and Ethnicity

Learning Objectives: Bacc Core 1, 3 Course-Specific: 1, 5, 6

Readings:

- Sanabria, Chapter 5
- Wageley and Harris, "A Typology of Latin American Subcultures" (C)  
[http://www.jstor.org.ezproxy.proxy.library.oregonstate.edu/stable/665441?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org.ezproxy.proxy.library.oregonstate.edu/stable/665441?seq=1#page_scan_tab_contents)
- Robin Sheriff, "Embracing Race: Deconstructing *Mesticagem* in Rio de Janeiro" (C)
- Deborah Yashar, "Does Race Matter in Latin America?"  
<http://proxy.library.oregonstate.edu.ezproxy.proxy.library.oregonstate.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=voh&AN=100961099&site=ehost-live>

Assignments:

- Q & A/Critique/Discussion (Wageley and Harris article) (25)
- Watch and React (2 music videos) (20)
- Image and Concept Slide Show: students will select 4 concepts from Chapter 5 and will create a storyboard or slideshow that explores the concept in a particular cultural/geographical context. (30) (will provide links to image collections)

Week 5 Confluences: Religion and Spirituality

Readings:

- Sanabria, Chapter 7
- Raquel Romberg, "Glocal Spirituality: Consumerism and Heritage in a Puerto Rican Afro-Caribbean Folk Religion" 131-154 (C)
- Nicholas Wolfinger, "On Writing Fieldnotes" (C)
- "7 Key Takeaways About Religion in Latin America"  
<http://www.pewresearch.org/fact-tank/2014/11/13/7-key-takeaways-about-religion-in-latin-america/>

## Assignments

- Ethnographic Observation Activity and Discussion (45)
- Reading Quiz (Romberg) reading (30)

Week 6                      Confluences: Health, Development, and Sustainability

Readings:

- Sanabria, Chapter 8
- Mark Schuller, "Being an Insider Without: Activist Anthropological Engagement in Haiti after the Earthquake" (c)  
<http://onlinelibrary.wiley.com.ezproxy.proxy.library.oregonstate.edu/doi/10.1111/aman.12111/abstract>

Assignments:

- Essay and Discussion-Select a Topic (50)
- Watch and React-Traditional Medicine in Bolivia (25)

Week 7                      Confluences: Gender and Sexuality

Readings:

- Sanabria, Chapter 6
- Green and Babb, "Gender, Sexuality, and Same-Sex Desire in Latin America" (C)  
[http://www.jstor.org.ezproxy.proxy.library.oregonstate.edu/stable/3185124?seq=1#page\\_scan\\_t ab\\_contents](http://www.jstor.org.ezproxy.proxy.library.oregonstate.edu/stable/3185124?seq=1#page_scan_t ab_contents)

Assignments:

- From Where I Stand-Analysis and Reaction (25)
- Watch and React: "Breaking Silence-Women and Femicide in Latin America" (25)  
<http://www.dw.com/en/breaking-silence-femicide-in-latin-america/a-18055904> (25)
- Watch, Relate, and Discuss-"Emergency Exit"-Argentina (25)

Week 8                      Confluences: Artistic Expression and Popular Culture

Readings:

- Sanabria, Chapter 11
- Pabon, "Be About It: Graffiteras Performing Feminist Community" (c) <https://muse-jhu-edu.ezproxy.proxy.library.oregonstate.edu/article/519586#b12>
- Watts and Ferro, "The Coexistence of Folk and Popular Culture as Vehicles of Social and Historical Activism: Transformation of the Bumba-meu-boi in Northeast Brazil." (c)  
<http://web.a.ebscohost.com.ezproxy.proxy.library.oregonstate.edu/ehost/detail/detail?sid=8cef8d6-56fb-48af-a831-b24249e38715%40sessionmgr4007&vid=0&hid=4109&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=78111888&db=s3h>

Assignments:

- UNESCO Cultural Heritage Site Mini Research (45)\*uses UNESCO's interactive map
- Google Earth Street Art Analysis (30)

Week 9:                      Ethnography in Focus: Who is an 'Indian' in Latin America?

Readings: Alisha Khan, *Callaloo Nation* (entire book)

Assignments:

- Sell It Activity (35)

- Reading Quiz (40)

Week 10: *Ethnography in Focus: Are Anthropologists Vampires?*

Readings: Nathan Wachtel, *Gods and Vampires* (entire book)

Assignments:

- Book Review Activity (35)
- Are Anthropologists Vampires Response Essay and Discussion (40)