

**Department of Anthropology**  
**ANTHRO 2216G-650/INDIGSTUD 2216G-650**  
**Anthropological Perspectives on Latin America**  
**COURSE OUTLINE**  
**Winter 2023**

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**Instructor:**

Adriana Premat  
Email: [apremat@uwo.ca](mailto:apremat@uwo.ca)

**Teaching Assistant:**

Lindsay Noel  
Email: [lnoel7@uwo.ca](mailto:lnoel7@uwo.ca)

**Course information:**

Course value: 0.5

Mode of delivery: online. It is *asynchronous*, meaning that students will be provided with various lesson materials and activities that can be done throughout the week. However, some tasks, such as quizzes and assignments, must be completed by specific dates.

Audiovisual material: The lessons include various audiovisual materials, which are an integral part of the lesson. You will be tested on this material via quizzes, debates, comprehension questions or written assignments.

**Requisites:**

Antirequisites: Anthropology 2216F/G and Indigenous Studies 2216F/G are the same course. Thus, only one can be taken.

Prerequisites: None.

**Course Description:**

This course is designed to get students to reflect on the power dynamics that have defined life (and death) in the region. The course invites students to:

- 1) Assess the impact of global colonial and neocolonial projects on local populations, social relations, environments, the economy and politics of the region.
- 2) Consider how diverse populations in Latin America have contested, adapted and embraced foreign or home-grown political and economic projects that have produced or exacerbated poverty, exploitation and violence.
- 3) Reflect on the significance and limits of revolutionary projects, such as the “third” Bolivian revolution, which attempted to break away from a history of social injustice and colonialism.

While taking a broad historical and globally grounded perspective, the course pays special attention to the daily practices, struggles, and aspirations of individuals living in various parts of Latin America at different times. The intention here is to deepen students' knowledge of the region while underscoring the value of an anthropological perspective grounded in the particular and the everyday.

Since this online course values student participation and jointly created insights, students are expected to complete weekly lessons, including assigned readings, audiovisual material, asynchronous group activities, and quizzes, sequentially and following set deadlines.

### **Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Explain how colonial and neocolonial processes have shaped Latin America and planted the seeds for past and contemporary counterhegemonic movements.
- Identify how entire nations and marginalized constituencies within them (indigenous communities, workers, the poor, women, etc.) have been affected by and have variously reacted to the spread of neoliberal economic and cultural projects.
- Assess the importance, possibilities and limits of revolutionary projects that have attempted to break away from a history of social injustice and colonialism.
- Critique common stereotypes and misconceptions of the area and its inhabitants.
- Demonstrate the value of an anthropological perspective grounded in the particular and the everyday.
- Collaborate with peers to develop joint insights on class materials and show, via written reflections, the value of concrete case studies in understanding broad societal processes.

### **Course Materials:**

Green D. and S. Branford (2013) *Faces of Latin America*, 4th edition. New York: Monthly Review Press.

Required Readings: The number of pages you will be expected to read for this course will vary from week to week and will depend on the time taken up by other lesson material (e.g. audiovisuals, debate sessions, etc.). In general, you will read from 20-40 pages a week.

Additional readings will be made available through OWL's course site for registered students.

### **Evaluation:**

- Introduction Exercise 2%
- In-lesson Questions 10% (10 Comprehension Questions at 0.5% each and 10 Engagement Questions at 0.5% each)
- 2 Class Debate Activities (9% each) 18%
- Short Paper 30%
- Quizzes (10% each) 40%

### ***Introduction Exercise – 2%***

Exchanging ideas with peers is an essential component of learning, and, for this reason, during the course, you will be required to join in asynchronous online discussions and brainstorming sessions. To do this, you must sign in to VoiceThread before the first week of classes so you can be assigned to a group by the instructor. By **Friday, January 13, at 4:30 pm**, you should have introduced

yourself to other students in your group. You will have the remainder of the week to listen to other students' introductions and respond to at least one by **Sunday, January 15<sup>th</sup>, at 4:30 pm.**

### ***In-Lesson Questions – 10%***

Engagement questions:

Throughout the course, in 10 of the 12 lessons, students must submit comments or respond to one or two survey questions for which there is no wrong or right answer. These questions give the professor, teaching assistants, and the rest of the class a sense of the group's knowledge base before commencing each lesson. You will be credited 0.5 percent of the total course grade for each of these questions.

Comprehension questions:

Throughout the course, in 10 of the 12 lessons, students must submit comments or respond to one or two true/false or multiple-choice questions related to the material presented in the lesson. These questions will be graded and should be completed by the end of the corresponding week. Each question is worth 0.5% percent of the total course grade.

### ***Class Debate Activities – 18%***

On two occasions throughout the term, you will be asked to engage in a focused asynchronous discussion, debate or brainstorming session with other students in the class, worth 9% each. These activities will require you to use VoiceThread and follow specific guidelines provided by the professor. Thoughtful contributions that meet the required guidelines will receive the highest grade. Each activity will fall within a specified week and have two set deadlines: one for your original contribution and one for your response to other students. The first will be due by 4:30 pm on the Thursday of the corresponding week and the second by 4:30 pm on the Sunday of the same week. Late submissions will not be graded or included as part of your final grade.

### ***Short Paper– 30%***

On **March 25<sup>th</sup>**, you must submit a 1000–1,400 word paper reflecting on material covered during course lessons. This paper will be worth 30% of the total course grade, and specific instructions will be available to students on the course OWL site. The papers should be uploaded via the Assignments tab on OWL by **9:30 am on the specified date.** The professor will continue to accept and grade late papers until the last day of classes (April 6<sup>th</sup> by 4:30 pm) but those students submitting after the March 25<sup>th</sup> deadline will NOT receive written feedback.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database to detect plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### ***Quizzes– 40%***

Every three weeks throughout the course (on Weeks 3, 6, 9 and 12), you will write a quiz that will primarily test you on material covered over the current and the previous two weeks. Each quiz

should take only 30 to 40 minutes to complete (times will vary depending on the type of questions included). In general, quizzes will be composed of true and false, fill-in-the-blank and multiple choice questions, but some short answer questions may be included. Each test will be worth 10% of the total course grade. Since you can choose when you are ready to write the quiz during the assigned week, there will be no makeup quizzes.

### **Important Information and Academic Policies:**

In order to pass an essay course, the student must exhibit some minimal level of competence in essay writing and the appropriate level of knowledge of the content of the course. ***In order to pass this essay course, students must submit the required written assignment and receive a passing grade on it.***

### ***Consultation with Instructor and Teaching Assistant***

The instructor and the teaching assistant will hold office hours via Zoom, accessed through the appropriate tab in OWL. Once you have logged into the virtual room, you can ask the instructor and teaching assistant any course-related questions. If you wish to ask your questions privately, let us know, and we can take you into a separate virtual room.

If you need to ask a question of general interest outside of office hours, please use the Forum tab in OWL and post your inquiry under "General Questions." The professor or teaching assistant will do their best to answer your question within two working days.

### ***Technology/Equipment:***

This is an online course, and the student must ensure they have the right computer equipment, internet connection, browser, skills, etc., to complete course lessons and assignments. The professor or teaching assistants will not answer questions related to technology. If you encounter technical difficulties, please, contact Western Technology Services or OWL help.

### ***Academic Consideration for Student Absences***

If you have missed any coursework, you may be eligible for Academic Consideration to make up missed coursework at a later time. Please consult Western's updated policy "What is Academic Considerations?"

Students should not provide individual instructors with documentation in support of consideration on medical grounds or for other reasons. All documentation required for absences must be submitted to the student's home Faculty Counselling Office.

No accommodations will be granted retroactively more than ten days after an assignment's due date or a missed quiz or test. Please see your academic counsellor immediately if you will be seeking accommodations based on medical or compassionate grounds.

### ***Academic Rights and Responsibilities***

All students should familiarize themselves with Western's current [Academic Policies in the Academic Calendar](#) which include, but is not limited to, academic consideration for medical illness, accommodation for religious holidays, academic appeals, academic accommodation for students with disabilities, as well as scholastic discipline.

***Academic Integrity – Statement on Plagiarism:***

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

For more information, please refer to [Scholastic Discipline for Undergraduate Students](#).