COURSE MEETINGS: Monday/ Thursday 12:35-1:50 (Douglass Campus, Heldrich Science Building, 204)

PROFESSOR: Dr. Nina Siulc (pronounced Schultz), Assistant Professor of Anthropology and Criminal Justice

CONTACT: nina.siulc@rutgers.edu (Please also email to schedule calls)

OFFICE HOURS: Drop in hours: Monday 11-12:30 Ruth Adams 309, Douglass Campus, and Monday 2:15 - 3:15 Lucy Stone Hall A-355, Livingston Campus; By appointment: Wednesday morning and Thursday afternoon. Email nina.siulc@rutgers.edu to set up a time.

COURSE CATALOG DESCRIPTION: Overview of the diverse societies of Latin America from an anthropological perspective. Explores cultural, economic, political and religious aspects of life in the region; urbanization and urban life; migration and transnationalism; indigenous peoples and their role in recent political transformations in the region; the war on drugs.

COURSE DESCRIPTION FOR THIS SECTION: This course explores life in the diverse western hemisphere societies known as Latin America and considers movement and exchange across the broader region referred to as the Americas, including the United States. We will study the changing way anthropologists have studied Latin American societies from conquest and colonization to the present, exploring ethnic, class, racial, and gender identities and relations; nationalism; development; violence and human rights; social movements; and various forms of cultural expression. Readings will cover topics such as sex tourism, child migration, the role of the U.S. in training military dictators, drugs, and transnational gangs. Given migration has been a focus of this year’s presidential campaigns, we will also explore the realities of migration from Latin America to the United States and will consider the role of Latin America(ns) in U.S. politics.

DEPARTMENT LEARNING GOALS: The Department of Anthropology has adopted the following learning goals for graduating majors:
1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
2. Students are able to demonstrate proficiency in the use critical thinking skills.
3. Students are able to demonstrate proficiency using current methods in their major fields, including library research skills.
4. Students are able to express themselves knowledgably and proficiently in writing about central issues in their major field.
5. Students are able to express themselves knowledgably and proficiently in speaking about central issues in their major field.

This 200-level course emphasizes content and skills that will help students prepare to meet each of these goals, with a particular emphasis on goals 1, 2, 4, and 5.

SAS LEARNING GOALS: This course satisfies the SAS Core Curriculum Learning Goal 1: 21st Century Challenges. Students will be able to analyze the degree to which forms of human difference shape a person’s experiences of and perspectives on the world.
**COURSE MATERIALS** We will read a combination of books (available for purchase in the university bookstore as well as online vendors) and journal articles (available on the course Sakai site) and consult other media and audiovisual materials posted on or hyperlinked from Sakai. Students can expect to spend approximately $50 on new course materials (including books for sale in the university bookstore and paper for printing other materials), or less if purchasing used or electronic books. We will read the following books in their entirety, available for purchase in the university bookstore or through many other retailers:

- Nazario, Sonia. 2007. Enrique’s Journey. (Any version/ edition is fine; available new and used in paperback and in e-readers).

We will read substantial portions of the following books:


**ASSIGNMENTS AND GRADING** Students will only be able to succeed in this course by coming to class and doing the work! Students will complete quizzes, exams, and assignments totaling 100 points. Though there are no points for attendance, students will be docked points for missing too many classes, coming to class repeatedly without completing readings or assignments, or failing to abide rules of classroom etiquette. Students who expect to receive A grades should make an exceptional effort, demonstrate they have read and thought about course materials, and produce high-quality work. Work includes:

- **Reading quizzes (25 points):** Six 5-point reading quizzes will be offered between 9/14 and 12/12. Students must complete five quizzes for full credit and may drop the lowest one if they take all six. **THERE ARE NO MAKE UP QUIZZES.** Each student can miss one without penalty. If you expect to miss more than one quiz because of reasons that are valid under the university’s attendance policy (certain religions observances, team sports, serious medical conditions), you must anticipate this in advance. You may not be excused retrospectively except in the case of extreme medical emergency.

- **Map quiz (5 points):** Monday, 9/26. Students will be given a blank map and will need to generate and fill in the names of all of the countries represented on the map. Each response will be worth approximately 1/5th of a point. No make up map quizzes.

- **In-class midterm (25 points):** Thursday, 10/27. The exam will include a combination of multiple choice, true or false, and fill-in-the-blank short answer questions. Each response will be worth a fraction of a point. Bring a pencil and student ID # for the Scantron.

- **News log (15 points):** Due 10/17 (draft of first three entries) and 12/1 (final product). Students will identify a region, country, or issue to follow in the media over the course of the semester and will write 7 analytical log entries that talk about the media in relation to course content and materials. Each entry is worth 2 points, with an additional one point for overall coherence and quality. The first three log entries are due on 10/17. They will be reviewed for
progress and returned with comments about how to improve for the final product. Students who fail to submit the first two logs on Thursday 10/6 may not submit late and will lose 2 points from the final news log grade. The final log is due on Friday, 12/1 (the 12th full week of the semester). In order to stay on track, students should plan to write approximately one log every 10 days. It is fine to write multiple logs some weeks and no logs other weeks, but students will lose points if all 7 logs are written about stories that occur within a few days of each other. Each entry/analysis is worth 2 points (½ point for the citation, ½ point for linking the entry to a concept from class, ½ point for the content of the analysis, and ½ point for the strength of the argument). Students with a substantial number of grammatical or editing errors will lose additional points.

- **Final exam (30 points):** The final exam has been scheduled by the University for Thursday 12/22 from 12-3 p.m. The exam will include a combination of multiple choice, true or false, and short-answer fill-in questions. There will also be map questions that will require knowledge of the locations of countries and their capitals. Final exams must be given during the scheduled exam period and may only be rescheduled when students have verified, legitimate exam conflicts. Faculty have no control over the final exam schedule. Plan your work and winter break travel accordingly!

- **Final Grades:** Rutgers follows a uniform grading system in which points correspond to the following letter grades:
  - 90-100 points = A (in this course, students who repeatedly come to class without reading will be docked points and are not eligible for an A)
  - 86-89 points = B+
  - 80-85 points = B
  - 76-79 points = C+
  - 70-75 points = C
  - 60-69 points = D (in this course, students who miss more than 1/3 of the class meetings will be docked points and are only eligible for a D or F)
  - 59-0 points = F

**Attendance and Participation** Students should complete all readings and assignments before class and come to class prepared to be called on to participate and engage with the materials and discussion questions. There are no daily attendance or participation points in this class, but students who miss multiple classes will be docked points and students who miss more than 1/3 of the class meetings are only eligible for grades of D or F. Similarly, students who repeatedly come to class unprepared will be docked points and are not eligible for A grades, which are reserved for students who do exceptional work. Important announcements or supplementary information will often be shared in class, and students who are absent are responsible for learning about this information on their own.

- **Excused and Unexcused Absences:** Please consult the university’s absence policy at: [http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class](http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class). The university’s policy provides that students may be excused from class when they are members of sports teams or other approved organized groups with schedule conflicts, have serious medical conditions, or are observing approved religious holidays. Students seeking approved absences must do so well in advance of any missed classes. Students who will miss class for unexcused absences should use the absence reporting website to indicate the date and reason for absences
Please note: entering information about an absence into the reporting website does not grant you permission to make up missed assignments. It is your responsibility to find out what you missed in class.

**CLASSROOM ETIQUETTE** Students should plan to be in the classroom by the start of the class. Students who are not in class on time may be marked absent or forfeit the opportunity to take that day’s quiz. Students can expect to attend class in an environment that is free of disturbances, distractions, and any form of discrimination, and in which all class members are respectful of each other’s points of view. Students should feel comfortable asking questions and engaging in thoughtful discussions informed by class materials. Students who do not abide by classroom etiquette may be asked to leave the class.

- **Use of technology in the classroom:** Students are welcome to use technology to enhance their learning experience but will be marked absent if they use devices (cell phones, tablets, laptops, etc) for purposes other than taking class notes or consulting class materials. Students may not send or receive messages, check email, engage in online chats, consult websites, or do other non-course-related activities on their devices during class.

- **Recording or photographing of class lectures, discussions or other activities is strictly prohibited without explicit prior permission.**

**COURSE COMMUNICATIONS** Course updates will be posted on Sakai, which will send automated emails to all class members through the email accounts listed in Sakai. Students must have active email accounts and check email or Sakai for periodic communications. During inclement weather or other emergencies, please check both the class Sakai page and the Rutgers website. To communicate with the professor, send an email to nina.siulc@rutgers.edu. You can expect a response within 24 hours during business hours Monday through Friday. Emails about assignments and tests will not be answered within 24 hours of the due date. If you need to speak by phone, please email to arrange a phone call.

**ACADEMIC INTEGRITY** is strictly governed by the university’s Academic Integrity Policy, which prohibits cheating, fabrication, plagiarism, denying others access to information or material, and facilitating dishonesty and violations of academic integrity. All incoming students have now taken a tutorial on plagiarism and academic integrity, and thus are expected to know and abide by the rules. Students should speak with a faculty member or librarian if they have concerns about integrity or questions about proper citation. Any student who plagiarizes any portion of an assignment will receive a zero on that assignment and will be immediately referred to the university’s academic integrity board for assessment of additional sanctions. Please note, lying about assignments is also a violation of the policy. Review the rules here: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/, and get tips on how to avoid plagiarism and properly cite materials here: http://academicintegrity.rutgers.edu/resources-for-students/.

**ACCOMMODATIONS** Students seeking reasonable accommodations at Rutgers should consult the Office of Disability Services (http://disabilityservices.rutgers.edu/request.html) in Lucy Stone Hall on the Livingston Campus, by email at dsoffice@rci.rutgers.edu, or by phone at (848) 445-6800. Requests for accommodations must be submitted in advance of tests or assignments in order for arrangements to be made. The sooner you visit Disability Services, the sooner they and I can work with you to provide appropriate accommodations. Students who suspect they may
have a learning disability or other disability that has not yet been diagnosed can also visit the Office of Disability Services for further assessment and guidance. The Graduate School for Applied and Professional Psychology offers on-campus testing for autism, attention-deficit/hyperactivity disorder, learning disabilities, conditions such as anxiety or depression, posttraumatic stress disorder, traumatic brain injury, and other neuropsychological concerns, at no or low cost to students with university health insurance: https://ods.rutgers.edu/students/gsapp-screening-eval-main.

**COURSE OUTLINE:** This outline that may change as we progress through the semester. Students are responsible for listening to announcements in class and checking Sakai before each class meeting.

**COURSE INTRODUCTION**

**Thursday 9/8: Introduction to the Class Themes and Goals**
First Day of Class. No readings.

**Monday 9/12: Introduction to Key Concepts: Defining Latin America**
*Today we will discuss how the region of Latin America has been constructed and defined, briefly reviewing the history of the region and its relationship to colonialism, modernity, and the constitution of “the West.”*

- **Read before class:**

**Tuesday 9/13: last day to drop classes without a “W” grade. Please plan accordingly.**

**Thursday 9/15: Introduction to Key Concepts: Studying Latin America from an Anthropological Perspective**
*Today’s readings review fundamentals of anthropological approaches, discuss features of anthropological studies of Latin America, and introduce key words and concepts that will recur in our study of Latin America.*

- **Read before class:**

**CONQUEST AND COLONIZATION**
*Readings in this section help students understand the historical formation of Latin America as a cultural and geopolitical region by offering an overview of anthropological perspectives on conquest and colonization. Students should be able to explain the various motivations for expansion and individual migration from Europe and the European debates surrounding slavery and humanity.*
Monday 9/19: Empire, Encounter, and The Roots of European Expansion

- Read before class:

- Do in class: Reading quiz 1

Thursday 9/22: The Social Ordering of the New World

- Read before class:
  - Sanabria, Chapter 4: Conquest, Colonization & Resistance. Pp. 76-84.

FROM COLONIES TO INDEPENDENT NATIONS

Readings in this section offer anthropological insights into independence movements and the process of Latin American nation-building, including the formation of ideas about citizenship and belonging. We will consider the ways in which power and fear operate in the construction and imagination of national identity projects.

Monday 9/26: Independence

- Read before class:
  - Chasteen, Chapter 4: Independence and selections from Chapter 5: Postcolonial Blues, Pp. 93-129.

- Do in class: Map quiz – students will be given a blank map of the Western Hemisphere and will need to fill in all the names of the countries (5 points, no make ups).

Thursday 9/29: Slavery and Freedom

- Read before class:
  - Trouillot, Michel-Rolph. Silencing the Past: Power and the Production of History (selections).
POSTCOLONIAL IDENTITIES

In readings for this section, we explore both enduring and emerging constructs of identity across the region of Latin America, including intersecting ideas about class, race, ethnicity, and gender. We will consider how anthropological approaches to studying identity can help us understand power and difference more broadly. Readings from this section should help students understand how concepts such as race and gender are culturally constructed and vary cross culturally.

Monday 10/3:
• Read before class:
• Do in class: Reading Quiz 2

Thursday 10/6: this class does not meet, stay tuned for a special out-of-class film viewing and assignment

Monday 10/10: (Columbus Day, Rutgers is open)
• Read before class:

HUMAN RIGHTS AND BODY COUNTS: VIOLENCE AND LATIN AMERICAN SOCIAL MOVEMENTS

Readings in this section explore the relationship between social movements claiming rights and state-sponsored violence throughout Latin America in the the 20th century. Students will be exposed to anthropological approaches to studying violence and social movements.

Thursday 10/13: School of the Americas
• Do in class: Reading quiz 3
• Read before class:
  o Quigley, Bill. 2006. The Case for Closing the School of the Americas. BYU Journal of Public Law (20)1.
Monday 10/17:
- **Read before class:**
- **Submit at the start of class:** First three news logs due (must be typed and prepared according to instructions discussed in class)

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**NEOLIBERALISM**

**Thursday 10/20**
- **Read before class:**
  - Margheritis, Ana and Anthony Pereira. 2007. Neoliberal Turn in Latin America. Latin American Perspectives. 34:4

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**MIDTERM**

Monday 10/24: midterm review
Thursday 10/27: midterm exam in class

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**SPECIAL TOPIC IN CURRENT AFFAIRS: LATIN AMERICANS AND THE ELECTION**

**Monday 10/31:** (Halloween: University open)
- **Read before class:**

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**Thursday 11/3:**
- **Do in class:** Reading quiz 4
- **Read before class:**
**IMMIGRANTS, REFUGEES, AND TRANSNATIONAL CITIZENS**

**Monday 11/7: Who Gets Status in the United States?**
- **Read before class:**
  - Gonzalez, Juan. 2000. Cubans: Special Refugees; Dominicans: From the Duarte to the George Washington Bridge; Central Americans: Intervention Comes Home to Roost. *In Harvest of Empire.*
  - View on Sakai: Flow chart explaining how to come to the United States legally.

**Thursday 11/10: Latinidad and Cultural Citizenship**
- **Read before class:**
  - TBD on “Latino cultural citizenship”
- **Do in class: debrief about the election in the context of our readings – students should be prepared to discuss the outcome in the context of our recent readings and the theories we have been discussing all semester.**

**Monday 11/14: Life and Death on the Border**
- **Read before class:**
  - Excerpts from Land of Stolen Graves

**Thursday 11/17: Class cancelled for AAA Meetings: Begin Enrique’s Journey**
- **Do in place of class:** Students should begin reading Enrique’s Journey and will watch an at-home film that will be covered on quiz 5 and the final exam

**SPECIAL TOPIC IN CURRENT AFFAIRS: MIGRANT CHILDREN FROM THE NORTHERN TRIANGLE**

**Monday 11/21: Enrique’s Journey: Children Migrating Alone**
- **Read before class:**
  - Continue reading Enrique’s Journey (page numbers to be announced in class)

**Tuesday 11/22: University follows THURSDAY schedule, we meet**
- **Read before class:**
  - Continue reading Enrique’s Journey (page numbers to be announced in class)
  - TBD report on recent migrants from the Northern Triangle
- **Do in class: Reading quiz 5**

**Wednesday 11/23: University follows FRIDAY schedule, no class for us**

**DRUGS, DEPORTATION, AND TRANSNATIONAL GANGS**

**Monday 11/28:**
- **Read before class:**
  - TBD on U.S.-led war on drugs and its after effects
Thursday 12/1:
• Read before class:
  o Excerpts from Professor Siulc’s forthcoming book, Unwelcome Citizens.
  o Additional readings on gangs in El Salvador and Los Angeles TBD

Friday 12/2 at 5pm: Final news log due to Sakai

THE AMERICAS OF THE FUTURE

Monday 12/5:
• Do in class: Reading quiz 6
• Read before class: TBD

Thursday 12/8:
• Read before class: TBD

Monday 12/12: last class meeting for this class, in class final exam review

FINAL EXAM
Thursday 12/22: 12-3pm: The exam will include a combination of multiple choice (scantron), true or false, and short-answer fill-in questions. There will also be map questions that will require knowledge of the locations of countries and their capitals. Please note this final exam occurs very late in the semester; final exams must be given during the scheduled exam period and may only be rescheduled when students have verified, legitimate exam conflicts. Faculty have no control over the final exam schedule. Plan your work and winter break travel accordingly!

Friday 12/23: Grades submitted to registrar by 5pm.
QUESTIONS TO GUIDE COURSE READINGS

In addition to any specific reading questions assigned each week, students should be able to answer the following general questions about each week’s readings and should come to class prepared to engage with the ideas raised by these general questions. This will also help you prepare for quizzes.

1. **Who is the author?** We will refer to readings by the author’s last name in class discussion and written work. When you take notes, always include the author’s name for your reference. *What do you know about the author from the reading? How does the author’s background or position seem to relate to the style and arguments in the reading?*

2. **What is the title of the reading and what does it mean?** You should always come to class able to explain what the title means and what concepts it references. This may require looking up the definition of some words. *After having read the piece, why do you think the author chose this title? Does the title adequately reflect the main arguments or key concepts in the piece?*

3. **What are the main arguments or key points of the reading?** You should be able to describe in a few sentences what each reading is about and what the author intended to communicate. Most authors state this explicitly. *As you are reading, be on the lookout for statements of the main argument or focus. Use these as a guide to the rest of the reading.***

4. **What key terms/concepts or words emerged in the reading?** Take notes on any key terms. *Are these terms new? Does the definition here differ from other definitions you’ve encountered? What is confusing about these key terms and concepts?*

5. **What questions or points does the reading raise about the week’s topic?** *How are the various readings from the week related? What links them?*

6. **How does the reading connect to themes from other readings and class discussion from other weeks?** *Do new concepts build on or contradict others? Are there new statistics, or different versions of other statistics you have encountered? What numerator and denominator are being used in statistics?*

7. **What examples of the concepts and arguments from the reading can you apply to other contexts?** Try to apply the concepts, theories, and arguments to other situations and contexts outside the classroom or from your own experiences, and come to class with examples.

8. **What methods or sources support the author’s argument?** In other words, how does the author know what she knows?? Is the study using a particular method? Do the findings come from a legal case? Personal experience? *What kinds of methods and sources are being referenced?*

9. **What was unclear to you about the reading?** As you are reading keep a list of questions for class discussion.

10. **What is your assessment of the reading?** Are the arguments convincing? Why or why not? What would you change about the argument? Does it seem current or outdated? Are the arguments particular to the context or specific case described? How or why? Did the reading inspire you? Irritate you? Teach you something new? *Come to class ready to engage!*
MAPS TO STUDY FOR MAP QUIZ