

SOA 227
Fall 2003
Prof. Tom Love

South America: Peoples and Cultures of the Least Known Continent

Course Description: This course is a comprehensive, three credit introductory survey of the socio-cultural patterns of the varied peoples of South America. This amazing continent stretches from cold, windy Tierra del Fuego and Patagonia on the south across the equator to the warm Caribbean shores of Colombia and Venezuela on the north, and from the arid Pacific coast and high Andes of Peru, Bolivia and Ecuador on the west across the vast Amazon Basin to the Atlantic coast of Brazil on the east. We will examine what it means to be South American, in all its kaleidoscopic richness and variety, by identifying key themes in both the general and specific cultures of the peoples who occupy this varied region. Key to understanding this is to locate these features in the historical and geographic contexts in which they occur. We will examine the lives of peoples as diverse as rural peasants, urban middle classes, landlords, Amerindians, national elites, the military and slumdweller.

The course is, in effect, a stock-taking of South American achievements and problems. For us "United-statesers," Latin Americans are our closest world neighbors geographically - yet how distant and unknown these people are to us! While some Latin American issues were "on the screen" in the early 1990s (around the 500th anniversary of the European encounter with this "New" world), mostly we hear little about South America except drug wars, the occasional bus going off a cliff or some natural disaster. South America is almost completely off the radar screen now, what with the US focus on the Middle East. By taking this course you'll realize that South America is big and its people are far more complex, interesting and relevant to your life than you may think.

Course goals: From this course you will:

- 1) better appreciate South American peoples and cultures, and the degree to which our fates are intertwined with theirs.
- 2) develop your "sociological imagination" in grasping macro-micro connections.
- 3) develop habits of mind, including writing and speaking skills, commensurate with your training at a liberal arts college.

Linfield Curriculum: This course meets requirements of both Individuals, Systems and Societies (IS) and Global Diversity (DG) portions of the Linfield Curriculum.

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Office hours: Wednesdays 4-6, or by appointment.

Class meets: Wednesday evenings, 6-9:30 p.m., in Walker 311 (Spanish Lang. room)

Disability Statement: Students with documented disabilities who may need accommodation, who have any emergency medical information an instructor should know, or who require special arrangements in the event of evacuation, should meet with me as early as possible, no later than the first week of classes.

Texts: There are three texts for this course; skim them over entirely and begin reading as soon as possible:

Bastien, Joseph [B]

1985 Mountain of the Condor: Metaphor and Ritual in an Andean Ayllu. Prospect

Heights, IL: Waveland Press.

Green, Duncan [G]

1997 Faces of Latin America, 2nd ed. London: Latin America Bureau/Monthly Review Press.

Wilson, David J. [W]

1999 Indigenous South Americans of the Past and Present: An Ecological Perspective. Boulder, CO: Westview Press.

These texts work together to provide both breadth and depth necessary in a survey course like this one. The Green text identifies and discusses the major general themes one needs to understand modern Latin America. The Wilson text also provides the broad, sweeping scope of evolutionary anthropology, but complemented by rich ethnographic and archaeological detail throughout. The Bastien text provides depth and highly contextualized understanding on the culture of a specific people - the Runa of the central Andes. Bastien's ethnography reports on a significant Quechua-speaking community - Kollawayá (Qollahuaya) - high in the Bolivian Andes.

Grading: I will calculate grades for this course as follows:

first section exam	30%
second section exam	30%
several short writing projects	5%
term paper	<u>35%</u>
	100%

There will be two take-home exams (30% each) covering material from the first four sections of the course. On exams I stress thinking and creativity over rote memorization. The exams will have multiple choice, short answer and essay type questions, with emphasis on the latter two.

There will be several short writing projects (5%), including a map, responses to videos, knowledge review writing, etc.

A full third of your grade (35%) consists of your term paper of 10+ pages (typed, doubled-spaced, Times New Roman 11 pt. font, 1" margins) on some course-related aspect of a region or country, due at the end of the course (in lieu of a final exam). This involves exercising your anthropological imagination - your ability to see how general processes play out in the concrete, local, everyday experience of people. Potential topics will be developed as the course proceeds.

TENTATIVE SYLLABUS

SEPTEMBER

A. INTRODUCTION

17 Introductions

Course overview
Video: "South America Today"
Briefing on South America
[G pp. v-2]
[W v-9]
[R/ LA pp. 2-6]
Basic geography and biophysical setting
[W Chap. 3]
[G Chap. 3]
Culture areas/countries overview

- 24 ****Map assignment due.**
The anthropological approach
[B xiii-xxv]
[W Chap. 2]
Concepts of society; complex society
[B Chap. 1]
Culture concept
[R/ LA pp. 3-7]
[B Chap. 3]
[G Chap. 6]
Kallawaya rituals team assignments

OCTOBER

B. CENTRAL ANDEAN LOCAL SOCIETY

- 1 ****Initial Term Paper topic statement due**
Contemporary Central Andean Villages
[W Chap. 8]
Kallawaya rituals (group presentations)
[B Chaps. 4, 5, 6]
- 8 Kallawaya rituals (group presentations)
[B Chaps. 7, 8, 9, 10]
****Exam #1 (Secs. A, B) takehome exam distributed; due 15 October**
[End early for Jeff Peterson faculty lecture?]

C. EVOLUTIONARY SEQUENCE & CONSEQUENCES

- 15 Peopling of South America
Early Band-organized hunter-gatherer societies
[W 5]
Transition to horticulture (Neolithic transition)
[W Chap. 4]
Amazonian villages and chiefdoms
[W Chap. 6]
- 22 Northwest villages and chiefdoms
[W Chap. 7]
Kallawaya culture revisited
[B Chap. 11, Epilogue]
****Final Term Paper topic statement, with annotated bibliography, due**

D. LEGACIES OF EARLIER STATE SYSTEMS

- 29 Prehistoric Central Andean States
[W pp. 334-403]
The Inka State

[W pp. 403-428]
[B pp. 21-25]
Film: Odyssey "The Inkas"
On the eve of conquest: Europe and the Americas
Conquest: Andes
[R/ Hemming]
Conquest: Brazil, Colombia

NOVEMBER

- 5 Legacies of the colonial economy: hacienda and plantation systems
Immigration, slavery, Amerindians
[R/ Wolf 131-157]
[B pp. 25-35]
Legacies of colonial society: caste and class
The construction of Indianness
Legacies of colonial politics: the colonial state and resistance
Contradictory effects of the mercantilist state.
****Exam #2 (Secs. C, D) (takehome) distributed; due 19 November**
- 12 ****Partial draft of Term Paper (including clear thesis statement) due**

E. CURRENT REALITIES AND PROCESSES

- Independence: Hispanic vs. Portuguese America
Development of 19th and 20th Cent. export economies
[G Chap. 1]
Importance of kinship and the personal field of social relations
Gender issues in Latin America
[G Chap. 10]
- 19 1. Local, regional and rural society and culture
peasants in open and closed communities
modernizing pressures on plantation and hacienda systems
local level politics
Rural and urban social movements
[G Chap. 9]
agrarian reform
[G Chap. 2]
Local-level economics
Andean exchange systems (slides from SW Peru)
- 26 Amerindians
[G Chap. 11]
Video: "We are Mehinaku"
frontiers; colonization
Struggle for the Forest
Sustainable development in the rainforest (slides from SE Peru)
Video: "Decade of Destruction"

DECEMBER

- 3 2. Urban and national society and culture
Rural-urban migration; squatters and urban poor
informal economy; settlement patterns
[G Chap. 4]
Urbanization

middle class, national elites

Political parties

Nationalism

Case Study: The “Independent Republic of Arequipa”: Failed nationalism and the invention of a folk tradition, 1890-2002

- 10 Personalistic and authoritarian political traditions
[G Chap. 7]
The corporatist state
The military
[G Chap. 8]
The church and growing religious diversity
[G Chap. 12]
Industrialization attempts and successes
- 17 **** Term papers due**

F. CONCLUSIONS

Reconfiguring Latin America's position in the world system: NAFTA and free trade arrangements, the drug trade, emigration, redemocratization, neoliberalism

Foreign debt crisis

[G Chap. 5]

[G Conclusion]

Contradictions; conjunctures and complexities

Video: "Transnational Fiesta: 1992"