This course explores the wonderful, magical, sometimes nightmarish world of Latin America through the past and present doings of its persons, and their representations, religious manifestations, song, dance, and literature. It aims both to uncover the roots of Latin-Americanness in the historical confluence of Europe, Africa, and America, and to discover how those roots are continually remade as each generation strives to rise from the ashes of its forebears. Approaching the topic from an interdisciplinary perspective that draws equally on scholarly works in anthropology, history, literature, and upon more direct appreciations of music, dance, and mass media, this course explores the origin and nature of cultural synthesis, creolization, and hybridity that underlies the identity politics of nations as well as subordinate or minority populations in Latin American and the Caribbean. It focuses on the contributions of African, Mediterranean, and indigenous American cultures in the new syntheses produced through their intersection under colonial and postcolonial conditions. Within the confines of colonial or nation-state bureaucracies, mainstream missionary religions, and the hum-drum routines of wage workers associated with modernity, members of rural indigenous groups and maroon communities of former slaves, and the laboring and mixed _popular masses_ in Latin America have forged an astonishing variety of unofficial cultural and religious responses to their predicaments. Depending upon cultural sources from Africa and the pre-Columbian Americas, but also on cultural forms borrowed from their European overlords, such peoples have inherited traditions of magical practice, miraculous shrines, and rituals of inversion such as the _world turned upside down_ of carnival, which may be understood as forms of resistance not only to powerful states and wealthy and abusive elites, but the very terms of homogenizing global modernity.

Students will survey a wide variety of such contemporary cultural
forms, explore their Amerindian, African, and European sources, and evaluate their genesis under the conditions of colonialism. A series of case studies make possible explicit comparison of several syncretic or creolized cultural formations that have become central to contemporary nationalist or minority identity projects. Case studies include the samba schools and Candombli religion in Brazilian carnival, the role of Vodou in the Haitian revolution and in New York City, the Mexican burlesques of death in the Day of the Dead, and Indian saints whose processions are associated with rites to underworld beings as well as to national integration. We will also explore the role of such phenomena in popular novels, telenovelas, movies, and the news media. The course also seeks to answer more fundamental questions. What does it mean to have an identity, Latin American or Gringo, White, Black, Indian, or Mixed? How are the collectivities called nations, ethnicities, races, and classes brought into being and sustained? How is the vanished past resuscitated to serve the needs of the present? What does it mean to be Latin American in the age of so-called globalization?

Course Requirements: Students will be graded on the following work, for a total of 100 points:
1. Two of three in-class essay exams, worth 15 points each for a total of 30% of grade.
2. Five one-page papers (four best count), worth 10 points each for a total of 40% of grade.
3. One Take-home essay exam (on assigned topic), 20 points and 20% of grade.
4. Ten of 12 half-page reaction papers, posted to Blackboard, by 10pm the night before your discussion section meeting, 1/2 pt each for 5% of grade.
5. Section attendance and participation in discussion. 5 points and 5% of grade.

(1). Quizzes will include identification, short answer, and essay questions. They will take 30 minutes at the start of class on dates given in schedule. They will cover readings, class lectures, videos and discussions for the period since the last quiz. One make-up quiz is scheduled as _quiz 3_. If you take all three, the lowest score will be dropped.

(2). One-page papers are due at the beginning of class on the dates listed in the schedule. Assigned topics will be posted to Blackboard one week in advance, and will require careful review of class notes and readings. All papers should be written in the first person, as students put themselves in the place of cultural _others_, taking on the class, gender, and cultural position of a specific kinds of person covered in the course.

Papers will be graded as follows: Full credit (10 points) for papers which satisfy the assignment and are stylistically acceptable. Extra credit (11 pts) for papers showing a superior understanding of readings and excellence in composition. Near credit (8 pts) for papers with a substantial deficit in comprehension of material, composition style, or somewhat off on length or format requirements. No credit (0 pts) for papers not on the assigned topic, showing little comprehension of material, or needing major
work on style.
All one-page papers must be typed, one full page (between 260 and 350 words) in length, double-spaced, with one-inch margins, in a readable font style in 10 or 12 point type. Late papers will not be accepted, and there will be no make-ups for missing papers. You have five paper assignments; the lowest-scoring one will be dropped.

(3). The take-home essay exam requires careful reading of class material to respond to a question posed on Blackboard. It should be 4-5 pages in length, as is worth 20% of grade.

(4). Ten points will be allocated through Reaction papers. Reaction papers assigned by preceptors should be posted to your section’s discussion thread on Blackboard the night before your discussion section, by 10 pm. They should assess in your own words the significance of one or more of the readings scheduled for the week it is turned in. They should be concise and should raise issues of comparison with other works or questions for discussion. They must conform to the style requirements given above, but should be about one-half page in length, or between 150 and 200 words. Twelve reaction papers may be scheduled; only the best ten will count towards your grade, at 1/2 point each.

(5). The final 5 points will be based on an assessment of the quality of participation in class discussion.

To do well in this class, students must keep up with readings and attend all lectures and section meetings. The content of films and class presentations constitute an integral part of the course and will be included in quizzes and paper topics. Although one extra quiz, one extra paper, and two extra reaction papers are built into the class, I strongly recommend against intentionally missing quizzes or papers with the idea that the ones you miss are “extra” ones. Should you later miss a quiz or paper due to illness or other excusable absence, you will be out of luck. Make ups will be allowed only (and at the professor’s discretion) in cases where students can adequately document an excusable absence of two full weeks of class or more.

Students discovered to plagiarize papers (copy other people’s writing or closely paraphrase without citing the source), or cheat on quizzes, will receive an F and be recommended for disciplinary action.

Books and Other Readings:
Required books are available at the University Bookstore and will be placed in Bobst Library Course Reserve. Further readings, including articles, web sites, etc, are posted in the Course Readings section of Blackboard.

Required books:


Blackboard:
It is essential that you pay attention to the contents of blackboard for this course, both under the lecture (section 001) and under your discussion section. All books are available on course reserve in Bobst Library, but due to limited number of copies do not count on finding them there prior to class, quizzes, or paper due dates. Videos with a call number can be viewed at the Avery Fisher Collection, 2nd Floor of Bobst. Other course readings and materials, as well as course assignments, will be posted on Blackboard.

If you would like to post a question for Prof. Abercrombie, you may do so on the discussion board under section 001. Be sure to sign your name. Remember that all students will see your question and answers to it. Reading responses and questions addressed to your own TA should be posted on the discussion board on the blackboard page of your discussion section.

Schedule of Readings and Assignments
T, Sept. 7: Introduction: From the Mediterranean to the Atlantic World: Imperial and Colonial hybridity; American Origins of Modernity, Race, and Nationalism.
Read:
Fuentes, Buried Mirror, ch. 1
Chasteen, National Rhythms, ch. 1
View: Buried Mirror Series, 1

Th, Sept. 9: Problematizing Race, Class, Gender, Ethnicity, and "the Primitive"
Read:
Fuentes, Buried Mirror, chs. 2 & 3
Chasteen, National Rhythms, ch. 2

Sept. 10 and 13 section viewing: Mirrors of the Heart (VCA3257)

Read:
Fuentes, Buried Mirror, ch. 4
Rec: *Niremberg, David, _Conversion, Sex, and Segregation_*
Th, Sept. 16: Town and City, God and King:
View (in class): Semana Santa (documentary)
Read:
Nader, Helen. Liberty in Absolutist Spain, Introduction, ch. 1
Burke, P. "World of Carnival" and "Triumph of Lent" IN Popular Culture in EM Europe
Rec: Miri Rubin. Corpus Christi. _Introduction_ (pp1-11); ch 4 _The Living Feast_, (pp232-277)

T, Sept. 21: European Invasion of America/American Invasion of the European Imagination
Read:
Columbus letter
Rec:
Herodotus, The Histories, Bk 4 (pp. 216-225, 235, 239-240, 249-251)
Polo, Marco. Travels, Book III, chs 7-14 (pp272-282), ch31 (p309-310)

Th, Sept. 23: Paper 1 assigned. Senorio, Encomienda and embibienda
Read:
Patricia Seed, _The Requerimiento_, from Ceremonies of Possession.
Las Casas Confesionario
Letter from Lope de Aguirre, rebel, to King Philip of Spain, 1561

T, Sept. 28: Paper 1 due. Aztecs and Incas, Cortes and Pizarro
Read:
Fuentes, Buried Mirror, chs. 5 & 6
Seed, Patricia, _Failing to Marvel_
Townsend. Camilla. 2003. _Burying the white gods: New perspectives on the conquest of Mexico._ The American Historical Review. 108 ( 3) 658-.

Th, Sept. 30: Social Estate and Honor in Iberian Expansionism
Read:
Fuentes, Buried Mirror, chs. 7, 8
Lieutenant Nun, forward, introduction, chs. 1-5 (to page17)
Rec:

T, Oct. 5: Quiz 1. Gender and Power
Read:
Fuentes, Buried Mirror, ch. 9
Lieutenant Nun, chs. 6-26 (pp. 18-80)
Perry, Mary Elizabeth, _From Convent to Battlefield_. In: Blackmore & Hutcheson, eds. Queer Iberia (Duke, 1999), pp. 394-419.

Th, Oct. 7: Indigenous Communities of the Andes
Read:
Pathways of Memory and Power, ch. 1 & 2
Rec:
Oct. 8 and 11 Section Viewing: The Incas (VCA?)

T, Oct. 12: Local and Global, Present and Past
Read: Pathways of Memory and Power, chs. 3 & 4

Read: Pathways of Memory and Power, ch. 5 (pp. 129-212)
Surf: <http://www.pbs.org/wgbh/nova/peru/worlds/> (_Lost Worlds_, all parts);
(_The High Mummies_ and _Preserving a Mummy_);
and (Huarochiri_'s ancient Quechua book_)

T, Oct. 19: Paper 2 due. Anthropological history of an Andean community II: colonising space and time
Read: Pathways of Memory and Power, ch. 6 (pp. 213-258), App. C (p429-435)
Rec:

Th, Oct. 21: Making Place and Memory
Read: Pathways of Memory and Power, ch. 7

Fri, Oct. 22 and M Oct 25 Section Viewing: The Quechua (VCA2225)

T, Oct. 26: Quiz 2. Ethnography of an Andean Community: Remembering Social Worlds
Read: Abercrombie, T.A. Pathways of Memory and Power, chs. 8, 9 (368-422)
Surf: (sections on Map, Landscapes and People, Fieldwork, Language, and Musical Performance)

Th, Oct. 28: Horrifying mixtures and colonial urban life
Read:
Fuentes, Buried Mirror, ch. 10
Abercrombie, T.A. "Q'aqchas and the Plebe" IN J. of Latin Amer Anthro, 1996.

T, Nov. 2: African-Christian Gods in Spanish-style Confraternities
Read:
Thornton, John. _Kongolese Christianity_
Murphy, J.M. _Candomblie in Brazil._ Working the Spirit, (pp. 44-80)
Surf:

Th, Nov. 4: Paper 3 assigned. Colonial Epistemology and Social hygiene
Read:
Chasteen, National Rhythms, ch. 2
Stoler, Laura Ann. _Sexual Affronts and Racial Frontiers._ In:
Becoming National, p. 286-322.
Rec: Stallybrass and White, _Under the Stairs_, IN The Politics and Poetics of Transgressio

T, Nov. 9: Paper 3 due. Th, Nov. 11: Creole Nationalism, and the Postcolonial Predicament
Read:
Fuentes, Buried Mirror, ch. 11
Anderson, B. Imagined Communities, sels (pp1-53, esp. 1-7, 37-53)
Lomnitz, Claudio, _Nationalism as a Practical System_

Nov. 10 and 15 Section Viewing: Cecilia

T, Nov. 16: Quiz. 3. Liberalism, Racial Exclusion, and Samba
Read:
Fuentes, Buried Mirror, chs. 12, 13
Chasteen, National Rhythms, ch. 3 (_Tia Ciata_s House-Rio de Janeiro_)
Sommer, D. _Love & Country: An Allegorical Speculation_, _
Foundational Fictions, pp. 30-51.

Th, Nov. 18: Paper 4 assigned. The Romance of Indigenista Nationalism
Read: Garcia Marquez, Gabriel. Chronicle of a Death Foretold.

T, Nov. 23: Paper 4 due. Market Women and Domestic Servants
Read:
Seligmann LJ. _To be in between: the cholas as market women_. Comparative Studies in Society and History 31(1989, no. 4):694 -721

Th, Nov. 25: THANKSGIVING: Eating Indigeneity

T, Nov. 30: Paper 4 due. _Race_ Mixture, Marketwomen, Domestic Servants, and Objects of Desire
Read:
Chasteen, National Rhythms, chs. 4-6 (_Podesta brothers_ Circus- Buenos Aires_; _Fialde_s Orchestra-Havana_; and _Drums of Epiphany_)
Caulfield, Sueann. _The Birth of Mangue_. In: Balderston, D, & D. Guy, eds, Sex and Sexuality in Latin America, ch. 6 (pp. 86-100).
Rec:

Th, Dec. 2: Take-home exam assigned. Dance and Independence
Read:
Chasteen, National Rhythms, ch. 7-8 (_Latest Steps_ and _Dances of the Country_)
Fuentes, Buried Mirror, chs. 14 & 15

Nov. 29 and Dec. 3 Section Viewing: Black Orpheus (VCA 4258)

T, Dec. 7: Take-home exam due. Dance and Religion
Read: Chasteen, National Rhythms, ch. 9, 10 (_Dancing for Joy_ and _Morena_)
Class Viewing: Dancing with the Incas (John Cohen)

Read: Abercrombie "Mothers and Mistresses of the Bolivian Nation,"
IN: After Spanish Rule.
Medinaceli, Carlos. La Chaskaqawi (partial translation)
Rec: Seligmann LJ. _To be in between: the cholas as market women_.
Comparative Studies in Society and History 31(1989, no. 4):694 -721
Albro, Robert, _The Populist Chola_. Journal of Latin American Anthropology

Read:
Fuentes, chs. 16, 17, 18
Whitten, Norman. _IN Millennial Ecuador.

T, Dec 21: Final Exam, 10:00-11:50