

New course! Professor New to UF!

DRAFT 9/9/2019

LAS 6938, LAS 4935, ANT 4930, ANG 6930

Fall 2019

Latin American Elites: Critical Perspectives Gained from Studying the Powerful

Instructor: Dr. Carmen Martínez-Novo

Course description:

This course examines Latin American elites, a group of people who by virtue of position or education exercise influence in society, paying special attention to what defines them as power holders, their sub-cultures, histories, strategies of class reproduction, and relations to subaltern groups. The class has a gender component including attention to elite women who are often in charge of social networks, class culture, and the relations with the subaltern. Anthropologists have argued that in order to understand power scholars needed to investigate ethnographically not only marginalized groups, but also those who exercise authority. This class will explore the critical perspectives gained from studying up, as well as the theoretical and methodological difficulties of doing this kind of work.

Course Goals

- Teach about the cultures of power and privilege in Latin America in historical and comparative perspective
- Teach about the difficulties of conducting research on the powerful due to problems of access and representation
- Teach why and how the study of the powerful could contribute to social justice and change
- Teach an approach that understands power as being embodied in particular individuals and groups and as dependent on their agency

Student Learning Outcomes:

1. Students read and critique classical and more recent scholarship on Latin American elites
2. Students will discuss the perspectives gained from the study of those who hold power and influence in society as well as the theoretical and methodological difficulties of doing this kind of work
3. Students will learn the differences and similarities between Latin American and other power brokers
4. Students will learn to critically review a literature and to identify the main scholarly debates on a particular topic

5. Students will present their work in class orally and with the help of multi-media technology (power point, filmed interviews, photography, music, etc.)

Required materials:

Larissa Lomnitz and Marisol Pérez-Lizaur. 1987. *A Mexican Elite Family*. Princeton: Princeton University Press.

Karem Roitman. 2009. *Race, Ethnicity and Power in Ecuador: The Manipulation of mestizaje*. Boulder: First Forum Press. (we are using selections. May be read in the library)

David Nugent and Christopher Krupa. 2015. *State Theory and Andean Politics*, edited by Philadelphia: University of Pennsylvania Press. (using selections)

Nancy Postero. 2017. *The Indigenous State*. University of California Press. (This book is open access. Can be found on-line for free).

Alfredo Bryce Echenique. 1995. *Un mundo para Julius*. Barcelona: Anagrama. (English translation *A world for Julius* is also fine).

Components of course grade and value of each activity:

For undergraduate students taking this class:

1. Class attendance and participation (15 %)
2. In class presentation of readings 15 % (**students present on the readings of a day of their choice**)
3. Mid-term paper 30 % (essay on readings)
4. Final Paper 30 % (essay on readings or option to do a research paper)
5. Class exercises 10 %
6. Total: 100%

For graduate students taking this class:

1. Attendance and participation 15 %
2. In class presentation of readings 15 % (**students present on the readings of a day of their choice**)
3. Mid-term paper 30 % (essay on readings)
4. Research Paper 30% (bibliographic review on a particular elite or ethnographic research that involves “studying up”)
5. Class exercises 10 %
6. Total: 100 %

Grading scale for undergraduates:

A 90-100

B 80-89
C 70-79
D 60-69
E Less than 60

Grading scale for graduate students:

A 90-80
B 79-70
C 69-60
E Less than 60

Course policies:

-Students should **read** the texts assigned for the day before coming to class. This is very important because we intend to have a participatory class with an inviting academic environment in which all feel free to express their informed opinions. **Class exercises** will be based on the reading of the day and may refer to previous readings. Students should be ready to participate, ask questions, engage in group discussion, based on the assigned readings for that day and on readings from previous days.

-Films and documentaries are class materials. Students should come to class to watch them and will be tested on the content of the films. Note taking while watching films is strongly encouraged.

-Students should be familiar with canvas, and should check their UF e-mail.

-**Attendance** is extremely important in this class. Students are allowed up to one unexcused absence without a repercussion in grades. Each additional absence will be reflected in a deduction of 1 point from the attendance component of the final grade.

-Students need to notify the professor of absences prior to class when possible. The following are acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

-Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused).

-Students may be asked to verify their absences in order for them to be considered excused. Appropriate notification of absences due to university-related trips is required prior to the absence.

-Tardiness of 15 minutes or more or leaving class early will be counted as an unexcused absence unless the student has a documented reason for arriving late or leaving early.

-Students will be given extra time to complete assignments after they provide documentation of justified cause for the delay. Students whose absence is excused will have the opportunity to make up whatever assignment was due that day.

-Plagiarism will not be allowed and will be punished with a failing grade in the course. For purposes of clarity, plagiarism is the act of using others work and attributing it as your own. This includes the failure to acknowledge the use of arguments or theories developed by another person, as well as the use of passages or quotations without proper citation of their author.

-While differences of opinion are valued and encouraged, discussion and debate must take place in a civil and respectful manner. Personal attacks or other acts of denigration will not be tolerated in this class.

-Policy on academic accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a letter of accommodation from the Disability Resource Center.

THIS SYLLABUS IS SUBJECT TO CHANGE WITH NOTICE

Course Schedule:

8/21 Introduction to the class.

Why and How Should Social Scientists Study Up? Theoretical and methodological perspectives

8/28 Studying up and the concept of elite

Laura Nader. 1972. "Up the Anthropologist" In D. Hymes (ed.) *Reinventing Anthropology*. New York: Vintage Books.

George Marcus. 1983. "Part 1: Introduction" in *Elites: Ethnographic Issues*. Albuquerque: School of American Research Press.

9/4 Studying the state

Philip Abrams. 2006 [1988]. "Notes on the difficulty of Studying the State."

Timothy Mitchell. 2006 [1999]. "Society, Economy and the State Effect." In *The Anthropology of the State*, Edited by Aradhana Sharma and Akhil Gupta. Malden, MA: Blackwell.

Wendy Brown. 2006 [1995]. "Finding the Man in the State." In *The Anthropology of the State*, Edited by Aradhana Sharma and Akhil Gupta. Malden, MA: Blackwell.

9/11 No class. Professor attends Ethnicity, Race and Indigenous People Conference.

Elite networks, cultures and strategies of class reproduction

9/18

Larissa Lomnitz and Marisol Pérez-Lizaur. 1987. *A Mexican Elite Family*. Princeton: Princeton University Press.

"Introduction," Chapter 3 "Family and Enterprise," Chapter 4 "Kinship," Chapter 5 "Rituals as a Way of Life."

9/25

Karem Roitman. 2009. *Race, Ethnicity and Power in Ecuador: The Manipulation of mestizaje*. Boulder: First Forum Press. Selections.

10/2

Studying up the Latin American State

Fernando Coronil. 1997. *The Magical State*. Chicago: University of Chicago Press.

-Introduction: The Magical State and Occidentalism

-Chapter six: The Motor Wars: The Engines of Progress

-Chapter eight: The Devil's Excrement: Criminality and Sociality

10/9

-Irene Silverblatt. 2015. *Haunting the Modern Andean State: Colonial Legacies of Race and Civilization*. In *State Theory and Andean Politics*, edited by David Nugent and Christopher Krupa Philadelphia: University of Pennsylvania Press.

-David Nugent. 2015. *Appearances to the Contrary: Fantasy, Fear and Displacement in Twentieth Century Peruvian State Formation*. In same.

-Maria Clemencia Ramírez. 2015. *The Idea of the State in Colombia: An analysis from the periphery*. In same.

10/16

Nancy Postero. 2017. *The Indigenous State*. University of California Press. Selections.

Midterm paper due.

Inequalities and elite relations to the subaltern

10/23

-Luis Reygadas. 2010. "The Construction of Latin American Inequality." In *Indelible Inequalities in Latin America*, edited by Paul Gootenberg and Luis Reygadas.

-Alfredo Bryce Echenique. 1995. *Un mundo para Julius*. Barcelona: Anagrama.

(alternatively Bryce Echenique. 2004. *A World for Julius*. Madison, WI: University of Wisconsin Press). Read section I: El palacio original, p. 11-103.

10/30

-Roberto da Matta. 1991. *Do you Know Who You are Talking to? The Distinction Between Individual and Person in Brazil*. In *Carnivals, Rogues and Heroes: An Interpretation of the Brazilian Dilemma*. Notre Dame: Univ. of Notre Dame Press.

-Teresa Caldeira. 2000. "Fortified Enclaves: Building Up Walls and Creating a New Private Order." In *City of Walls: Crime, Segregation and Citizenship in Sao Paulo*, Berkeley: University of California Press.

-Zaire Dinzey-Flores. 2013. "Communities for the Rich and the Poor." *Contexts* 12(4).

Paternalism/Maternalism

11/6

-Carmen Martinez Novo. 2006. "Race, Maternalism and Community Development." In *Who Defines Indigenous?*, Martinez Novo, New Brunswick: Rutgers University Press.

-Margarita Huayhua. 2018. "Building differences. The Reproduction of Hierarchical Relations Among Women in the Southern Andes." In *Indigenous Languages, Politics and Authority in Latin America*, edited by Alan Durston and Bruce Manheim, Notre Dame, IN: Notre Dame University Press.

Ventriloquism

11/13

-Andrés Guerrero. 1997. "The Construction of a Ventriloquist Image: Liberal Discourse and the Miserable Indian Race." *Journal of Latin American Studies* 29(3). 555-90.

-Carmen Martínez Novo. 2018. Ventriloquism, Racism and the Politics of Decoloniality in Ecuador, *Cultural Studies* 32(3).

12/4

-Pedro Pitarch. 2004. "The Zapatistas and the Art of Ventriloquism." *Journal of Human Rights* 3(3).

-Pavel Shlossberg. 2018. "Heritage practices, indigenismo and coloniality: Studying Up into Racism in Contemporary Mexico." *Cultural Studies* 32(3).

12/11 Final paper due

APENDIX

INSTRUCTIONS FOR IN CLASS PRESENTATION OF A CLASS READING

Each student will be responsible for **presenting and discussing the reading assigned for one day of their choice**. The presentation should be visual, written (in a power point or other presentation technology), and oral. The presentation should contain the following elements:

1. Context for the reading:
2. A) Information on the author
B) General information on the topic or geographical location of the reading
3. Brief summary of the main points of the reading

4. Discussion of points in the reading that need further explanation
5. What is significant or interesting from this reading? What have we learned from this reading that can be of value to us?
6. Criticisms of the reading: What is unclear in the reading? Point to inconsistencies and contradictions in the argument. What do you disagree with and why?
7. Connect the reading to the student's own background. How is what is described in the reading similar or different from students' personal experiences?
8. Questions for class discussion.

INSTRUCTIONS FOR RESEARCH PAPER

1. Students choose a topic in consultation with instructor. They write a 1-page proposal immediately after the mid-term and receive comments on relevance and feasibility from the instructor.
2. Students review a bibliography on their chosen topic (at least 4 academic articles and/or two or more books).
3. Students carry out interviews and participant observation for their chosen topic if they have decided to conduct ethnography.
4. Students combine the debates in the bibliography with their ethnographic findings in their research paper. The paper should be 10- 15 pages long.