

Brave New World: Race and Nation in Latin America
ANT4930/ANG6930/LAS4935/LAS6938
Spring 2013

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FLI 115 Wed 6-7
Office hrs: MT: 4th period & by appointment

Course Description:

As “New World” nations, Latin American and Caribbean¹ nations are multiracial from birth. These nations today reflect the outcomes of struggles between Amerindian peoples, European colonizers, and African slaves, as well as subsequent immigrants. In this respect, they are much like the United States. However, unlike the U.S., most of Latin America is widely regarded as having more fluid racial identities and a greater proportion of persons of mixed heritage.

What has this miscegenation meant for the construction of national identities and internal racial politics in this region of half a billion people? In this seminar, we will explore the various discourses surrounding race and ethnicity in Latin America tracing these from the colonial period to the contemporary context. We will unpack ideologies that naturalize racial hierarchies and engender seemingly cordial race relations. Also highlighted in the course will be the ways in which race and its ancillary concepts of ethnicity, indigeneity, hybridity, and purity have shaped the formation of national subjects at different historical junctures. Particular attention will be paid to the tension between celebrating mixed racial heritage—an important political project at specific historical moments—and Eurocentric values that favor whiteness and “purity.”

Course Format:

The course is a blend between a seminar and a lecture course. As such, attendance and participation are critical to course success. **Every student is expected to participate actively.** Discussions, both formalized as Discussion Cafés and informally, will occur weekly. To encourage reflection and freedom of expression on sensitive topics, undergraduate students will keep a course journal of thoughts and reactions to readings and discussions. Expectations for graduate students include additional meetings in lieu of the course journal. There is also a field component (all students) consisting of guided observations and interviews. Analysis and write-up will require integration of course materials with outside sources.

Course Objectives:

The course is organized around a series of questions designed to engage the literature and encourage reflection, analysis, and discussion. At the end of the semester, all students will:

- ❖ Identify the various ideologies surrounding race and ethnicity in Latin America
 - ❖ Understand how Latin Americans have constructed and interpreted racial and ethnic identities and how these identities have been developed, employed, and contested in nation-building projects
 - ❖ Understand the role of “other Others” in the formation of national subjects
 - ❖ Recognize and analyze the intersection of race and ethnicity with gender and class
 - ❖ Improve field research and analysis skills
- Additionally, GRADUATE STUDENTS will:
- ❖ Critically consider historical, ideological, and political aspects of race and racial formation
 - ❖ Hone presentation and evaluation skills

¹ The course will focus primarily, though not exclusively, on Iberian-American countries.

Texts and Readings:

All reading is to be done prior to class for the day it is listed.

❖ Required Texts:

Wade, Peter. *Race and Ethnicity in Latin America*. London: Pluto Press, 1997

Lesser, Jeffrey. *A Discontented Diaspora: Japanese Brazilians and the Meanings of Ethnic Militancy*. Durham: Duke University Press, 2007.

❖ Additional Readings will be posted on Sakai or linked to web content.**Course Evaluation****Attendance and participation:**

Each student is expected to attend class regularly and participate actively in discussions. Students will be called on to summarize readings and/or provide questions for discussion. Discussion Cafés and unannounced quizzes will count toward the participation grade.

Field Research Series:

Students will be asked to conduct field observation two (2) times during the semester on topical issues and fill out a brief “contact sheet” for each. Students are also expected to identify two people to be interviewed two (2) times during the term on assigned topics and fill out contact sheets on these as well. Students will analyze and discuss their findings as a whole within the context of the course and share their findings at the end of the semester in (for undergrads) a brief report (6-8 pp) and informal presentation (Guidelines on Sakai.) Grad students are expected to integrate this research series into their more substantial presentation and term paper requirements.

Observations will consist of both in-person and mediated settings for approximately 1 hour per instance. Interviews should be semi-structured, composed of open-ended questions, and last approximately 20-30 minutes. They may be conducted in person, over the phone, or via Skype, but must be conducted orally. If possible, they should be audio recorded for reference. Participants should be the same for both interviews: exceptions will only be made with prior approval. They should differ significantly from each other and you on at least one demographic criterion: race or ethnicity, nationality, gender, sexual orientation, age bracket. Ideally, participants are people who would be very comfortable discussing their views with you even if they refuse to answer specific questions. (You are free to interview another student in the course, but not be interviewed by the same student.)

Undergraduates only:

Exams: There will be two mixed-format exams (non-cumulative) to assess content assimilation.

Course Journal: You are expected to maintain a journal of your reactions and reflections regarding this course. Journals will be turned in three (3) times during the term and must contain at least two (2) entries each time (8 entries total.) Journal assignments will be a mixture of guided and free-form assignments. Guidelines for these will be posted on Sakai.

Graduate students only:

Reading Group: We will meet as a separate group 5-6 times outside of class for more in-depth discussion and analysis of the topics in class.

Presentation: Graduate students will have to prepare a 20- to 25-minute presentation on their selected research topic prior to paper due date. Guidelines for the presentation will be posted on Sakai. This should integrate the field research component.

Exam Review and Preparation: In keeping with your formation as experts and scholars, graduate students will help prepare exam questions (3 questions per exam) and conduct the exam review (midterm or final.)

Term Paper: Graduate students must complete one 15-20 page research paper, due at the end of the semester on a topic chosen in consultation with the instructor. This should integrate the field research component.

Undergraduates:

Attendance and participation:	20%
Exams:	30%
Journal	20%
Field Research Series (total)	30%
Total:	100%

Graduates:

Attendance and participation:	20%
Field Research Series (partial)	15%
Reading Group:	20%
Presentation:	20%
Term Paper:	25%
Total:	100%

COURSE POLICIES

DECORUM: This course will cover sensitive subjects in a frank and open manner. Some of the material encountered may be offensive to some of you on personal, moral, or religious grounds. I intend to cover this material in a sensitive, rather than sensationalistic, way. Readings may contain graphic descriptions or pictures. Students are expected to be able to discuss the material as mature adults. However, I want it to be clear that I expect open and honest communication. I want us to move beyond the “PC” discussion-light into provocative subjects. For many people, race is not something discussed explicitly in polite company. Be aware that we will (YOU will) discuss, explore, and debate sensitive and difficult issues. Everyone should feel safe to discuss their opinions without fear. Learning how to talk about race is part of the learning process. Personal attacks on those who disagree with you will not be tolerated. Students are encouraged to process feelings of discomfort through discussions, in their journals, and with the instructor.

ATTENDANCE AND PARTICIPATION: Courses that meet only once a week demand nearly perfect attendance. After two unexcused absences, you will lose one point off your final average per absence. Class participation is an important part of your grade. Everyone is expected to participate actively and

TARDINESS: Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. If you are late on the day of your presentation, you will be deducted half credit for your presentation.

WRITING ASSIGNMENT FORMAT: All writing assignments are to be submitted as hard copies (yup, hard copies) in Times New Roman 12 with default margins. You are encouraged, however, to print on scrap paper or use double-sided printing.

LATE ASSIGNMENTS:

Homework assignments and Discussion Café sheets will not be accepted late. For other assignments (journal entries, field research contact sheets, or papers,) each student will be allowed one FREE PASS granting a 48-hour extension. Once the FREE PASS has been issued, late assignments will lose 5 points per day.

THE COMPUTER ATE MY HOMEWORK: Problems with technology are not an acceptable excuse for late submission of your assignments. You **MUST** assume that technology will fail you at some point. You should not assume that everything will go smoothly when it comes to networks and computers. It is incumbent upon you to **PLAN AHEAD** and not leave your work for the last possible moment.

TECHNOLOGY POLICY: Cellular phones must be put away and silenced during class meeting times. Headphone use is not permitted in class. Laptops for note-taking are conditionally accepted provided this does not affect your (or your neighbors') ability to attend to the class. Students who are deemed to be distracted by their personal devices will be asked to put these away or leave class for the remainder of the period. *INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS POLICY AT ANY POINT.*

EXAM MAKE-UP POLICY: Only university-approved documented excuses will be accepted. Make-up will be a different format than the original.

UNIVERSITY POLICIES:Academic Honesty:

Anyone caught cheating on exams or assignments (copying or plagiarizing) will receive an "E" grade, and be referred to the dean's office. For the University's policy on academic honesty, please visit <http://www.dso.ufl.edu/judicial/procedures/academicguide.php#3>

Students with Disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office, who will provide documentation to the student. This documentation must be presented to the Instructor as soon as possible in order to arrange for the accommodations.

Confidentiality:

Student records are confidential. Only information designated "UF directory information" may be released without your written consent. Please see University Regulation 6C1-4.007 for a list of the categories of information designated as "UF directory information." UF views each student as the primary contact for all communication. If your parents contact the instructor about your grade, attendance, or any information that is not "UF directory information," they will be asked to contact you. You may 1) provide the information your parents seek directly to them or 2) contact the University Registrar's Office for additional information. For more information: www.registrar.ufl.edu.ferpahub.html

Counseling and Wellness:

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

Course Outline**Week 1**

Jan 9: Course overview and expectations
The construction and discussion of difference

Week 2

Jan 16: Let's talk about race
Privilege Exercise and Discussion Café: Students should come prepared to share and discuss an instance of discomfort over race or racist rhetoric
Readings: Wade, Ch. 1, 2

Week 3

Jan 23: Race and Colonial Justification
Ethics and methods discussion for Field Research component
Readings: Primary Texts from National Humanities Center Archive (Links on Sakai)

Week 4

Jan 30: Slavery and Resistance
Readings: Selection from *Masters and Slaves* (Freyre)
Anderson: Quilombo of Palmares: A New Overview of a Maroon State in 17-Century Brazil
DUE: JOURNALS

Week 5

Feb 6: Inscribing Race into Nations
Readings: Gaffield: Complexities of Imagining Haiti: A Study of National Constitutions
Nazzari: Vanishing Indians
DUE: Observation 1 Contact Sheet

Week 6

Feb 13: Hierarchies of Thought
Reading: Wade: Ch. 3
Whitten: *The Longue Durée of Racial Fixity and the Transformative Conjunctions of Racial Blending*
Discussion Café: students must come into class with a sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) 1 or 2 thoughtful discussion questions for a Discussion Café.

Week 7

Feb 20: Nation-Making and the "Cosmic Race"
Reading: Tilley: [Mestizaje and the "Ethnicization" of Race in Latin America](#)
Warren and Sue: Comparative racisms: What anti-racists can learn from Latin America
Exam Review
DUE: JOURNALS

Week 8

Feb 27: **MIDTERM**
Whiteness and Representation

Week 9

March 6: SPRING BREAK
Reading: Begin Lesser's *A Discontented Diaspora* (pp. 1-46) and Methods readings (on Sakai)

Week 10

March 13: The Intersection of Race, Class, and Gender

Reading: Wade: Ch. 4

Flores and Telles: Social Stratification in Mexico : Disentangling Color, Ethnicity, and Class

Discussion Café: students must come into class with a sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) 1 or 2 thoughtful discussion questions for a Discussion Café.

Week 11

March 20: Race, Nation, and Desire

Readings: Lesser: Ch. 2

FILM: *Cinderellas, Wolves, and a Prince Charming*

DUE: Observation 2 and Interview 1 Contact Sheets

Week 12

March 27: Refashioned Identities

Readings: Wade: Ch. 6

Stavenhagen: Indigenous Actors in Latin America
(Continue reading Lesser)

DUE: JOURNALS

Week 13

Apr 3: Other Others

Readings: Elkin: Jews in latin America

Finish Lesser

Grad Presentations

DUE: Interview 2 Contact Sheet

Week 14

Apr 10: **Grad Presentations**

And Field Research Results

Sharing of results

DUE: Field Research Report (UGs)

Week 15

Apr 17: Course Wrap-up and Final Review

Discussion Café: students must come into class with a sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) 1 or 2 thoughtful discussion questions for a Discussion Café.

Week 16

Apr 24: **Final Exam**

Grad student papers due by April 26th.