

Brave New World: Race and Nation in Latin America*
ANT3930/ LAS3930
Fall 2015

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ROL 205 T: 4-5, R: 4
Office hrs: W: 8, R: 6 & by appointment

Course Description:

Race and race relations have been at the forefront of national discourse in the U.S. and abroad. As “New World” nations, Latin American and Caribbean nations share multiraciality since birth, reflecting 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, particularly as these intersect with class, gender, and sexuality. 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** in discussions, both formalized as Discussion Cafés and informally. To encourage reflection and freedom of expression on sensitive topics, students will prepare for Cafés through written reactions to material and current events.

Course Objectives:

- ❖ 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

Texts and Readings:

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

❖ **Required Texts:**

Candelario, Ginetta E. B. *Black Behind the Ears: Dominican Racial Identity from Museums to Beauty Shops*. Duke University Press, 2007.

French, Jan Hoffman. *Legalizing Identities: Becoming Black or Indian in Brazil's Northeast*. University of North Carolina Press, 2000.

Wade, Peter. *Race and Sex in Latin America*. London: Pluto Press, 2009

❖ **Additional materials** will be posted on Canvas 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. Unannounced quizzes will count toward the participation grade.

Discussion Cafés. Discussion Cafés are semi-structured small group discussions around certain themes. Prior to each, students will be asked to prepare a short assignment and develop discussion questions **that tie the topic to other course material**.

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

Group Presentation: Students will work together, both in and outside of class, in small groups throughout the semester to examine various aspects of a given country's current race relations. At the end of the semester, students will present their findings to the class. Guidelines will be posted on Canvas.

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| Attendance and participation: | 15% |
| Exams: | 30% |
| Discussion Cafés: | 30% |
| Group Work and Presentation: | 25% |
| Total: | 100% |

***Extra Credit:** Students may earn up to 4 extra points on exams (two on the midterm, two on the final) by attending Latin America related events and lectures on campus and in Gainesville. Details to follow.

COURSE POLICIES

DECORUM: This course covers sensitive issues in a frank and open manner. Some of the material encountered may be offensive to some of you on personal, moral, or religious grounds. Readings may contain graphic descriptions or pictures. Students are expected to be able to discuss the material as mature adults through open and honest communication. I want us to move beyond the "PC" discussion-light into provocative subjects. In many circles, race is not to be discussed explicitly in polite company. My classroom is no such space. We will discuss, explore, debate, and unpack many difficult issues. Everyone should feel safe to discuss their opinions and ask questions. Learning how to talk about race is part of the learning process. Personal attacks will not be tolerated. Students are encouraged to process feelings of discomfort through discussions and with the instructor.

ATTENDANCE and PARTICIPATION: Being present and engaged count as an important part of your grade. During the class time, students have the instructor's full attention. The same is expected in return. It will be impossible for you to get an "A" if you are repeatedly absent or disengaged from the course.

TARDINESS: Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. No extra time shall be allotted to complete exams or unannounced quizzes if you are late.

WRITING ASSIGNMENT FORMAT: All written assignments are due by the beginning of the class period on which they are due. Discussion Café prep assignments are to be printed and brought to class on the DC date. Reflection papers are to be submitted as PDF files electronically in the Assignments tab in Canvas in Times New Roman 12 with default margins. Hard copies will also be accepted if preferred.

LATE ASSIGNMENTS:

Discussion Café assignments will receive a 25% deduction per class period they are late. **HOWEVER**, a 24-hour grace period will be granted to students who are on-time and in class if requested in person (get my signature and approval on paper—this is YOUR responsibility to remember!) **NO WORK WILL BE ACCEPTED AFTER ONE WEEK.**

Presentation and group work will not be accepted late. If there are repeated complaints from your group about your performance and contribution, you will be assigned an individual presentation topic for which you may earn only 75% of the full presentation points.

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

TECHNOLOGY POLICY: Given the increasing scientific evidence that technology use in the classroom hinders, rather than helps learning, technology use is conditionally banned during class time. This includes laptops, cell phones, and tablets. Exceptions to this rule may be granted at the instructor's discretion.

MAKE-UP POLICY: Unannounced quizzes cannot be made up. For exams, only university-approved documented excuses will be accepted. Make-up exams are a different format than the original, combining an oral and written portion.

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.

NOTE: Please see the following page for the class calendar. Readings, guest lectures, and assignment/exam dates are subject to change.

Possible Presentation Group Topics:

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| Ecuador: | Montubio |
| Chile: | Whiteness and Erasure |
| Honduras: | Garifuna peoples |
| Francophone Caribbean: | Fanon and postcolonial thought |
| Jamaica: | Maroon negotiations |
| Brazil: | Anti-racist legal proceedings |
| Colombia: | Chocó |
| Peru: | Japanese Peruvians |
| Bolivia: | New indigenous politics and the state |
| Multiple: | Indigenous reactions to neoliberal economics |
| Cuba: | Race, the revolution, and the new Cuba |
| Haiti: | Race and reconstruction |
| Panama: | Canal legacy race relations |
| Belize: | Multiculturalism and the state |

Course Outline

*Short, topical readings and/or videos will be added to some dates throughout the semester.

Week 1

- Aug 25: Course overview and expectations
The construction and discussion of difference
- Aug 27: Let's talk about race: What is Racism? What isn't? Perception, intent, and structure
Privilege Exercise and Discussion
- Readings: Wade, Ch. 1, 2

Week 2

- Sept 1: Race and Colonial Justification
- Readings: Wade, Ch. 3
Primary Texts from National Humanities Center Archive (On Canvas)
- Due: Group Assignments
- Sept 3: Reading the racialized past
- Readings: Croguennec: Castas and Marginalization
Nazzari: Vanishing Indians

Week 3

- Sept 8: Slavery and Resistance
- Readings: Selection from *Masters and Slaves* (Freyre)
Singleton: Slavery and spatial dialectics on Cuban coffee plantations
- Sept 10: Maroons
- Readings: Anderson: Quilombo of Palmares: A New Overview of a Maroon State in 17-Century Brazil
Thompson: Gender and Marronage in the Caribbean

Week 4

- Sept 15: **Discussion Café:** Prepare a one-page reflection that links a) two readings or b) a reading and a current event or c) a reading and a personal experience or issue encountered/witnessed
- Sept 17: Inscribing Race into Nations
- Readings: Gaffield: Complexities of Imagining Haiti: A Study of National Constitutions
Nazzari: Vanishing Indians

Week 5

- Sept 22: Mestizaje and Nations
- Readings: Wade: Ch. 4, 5
Group Work

Sept 24: Hierarchies of Thought
Readings: Whitten: *The Longue Durée of Racial Fixity and the Transformative Conjunctions of Racial Blending*
Main tenets of CRT: <https://spacrs.wordpress.com/what-is-critical-race-theory/>

Week 6

Sept 29: MIDTERM

Oct 1: 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

Week 7

Oct 6: Articulating mixture from below
Readings: French: Intro, Ch. 1, 2
Group Work

Oct 8: Identities and politics
Readings: French: Ch. 3, 4

Week 8

Oct 13: **Discussion Café:** Prepare a one-page reflection that links a) two readings or b) a reading and a current event or c) a reading and a personal experience or issue encountered/witnessed
*Begin Candelario: Black Behind the Ears on your own

Oct 15: Citizenship by any other name: Racializing rights
Readings: Finish French

Week 9

Oct 20: The Intersection of Race, Class, and Gender
Readings: Flores and Telles: Social Stratification in Mexico: Disentangling Color, Ethnicity, and Class

Oct 22: Education and Affirmative Action

Week 10

Oct 27: Domestic Work
Readings: Peruvian Domestic Workers in Chile, TBA

Oct 29: Group Work
Due: Presentation Outline, sources

Week 11

Nov 3: Race, Nation, and Aesthetics
Readings: (Candelario, to page 176)
Film: Denying Brazil

Nov 5: Whiteness and representation

Readings: Joseph: Taking race seriously: Whiteness in Argentina's national and transnational imaginary

Week 12

Nov 10: **Discussion Café** : Prepare a one-page reflection that links a) Candelario and another reading or b) Candelario and a current event or c) Candelario and a personal experience or issue encountered or witnessed.

Nov 12: Transnational Mobilizations

Readings: Stavenhagen: Indigenous Actors in Latin America

Muñoz: International Opportunities and Domestic Protest: Zapatistas, Mexico and the New World Economy

Franklin: BUILDING FROM AND MOVING BEYOND THE STATE: The National and Transnational Dimensions of Afro-Brazilian Women's Intersectional Mobilization

Week 13

Nov 17: Other Others

Readings: Elkin: Jews in Latin America

Lesser: Japanese Brazilians

Nov 19: Group Work

Week 14

Nov 24: **Presentations**

Nov 26: **THANKSGIVING**

Week 15

Dec 1: **Presentations and Discussion Café**: Students must bring in a brief analysis of their group presentation, focusing on their personal performance, lessons learned, and group strengths.

Dec 3: Course Wrap-up and Final Review

Week 16

Dec 8: **Final Exam**