Brave New World: Race and Nation in Latin America*
LAS4935/LAS6938
Fall 2018

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Course Description:
Constructions of race and ensuing race relations have been a part of national discourse in all “New World” nations. Like the U.S., Latin American and Caribbean nations have been multiracial since their inception, reflecting struggles between Amerindian peoples, European colonizers, and African slaves, as well as subsequent immigrants. 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 with a strong emphasis on 20th and 21st Centuries. We will unpack ideologies that naturalize racial hierarchies, engender seemingly cordial race relations, or mask oppressive structures, 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 Objectives:
At the end of the course, students will be able to:

- Identify and evaluate the various ideologies surrounding race and ethnicity in Latin America
- Examine the ways in which racial and ethnic identities can aid or hinder mobilization
- Analyze race as a social construct embedded in hierarchies of power that privilege certain expressions over others
- Identify and define the intersections of race/ethnicity with gender and class
- Apply course concepts to a specific person or subgroup in a final project

Additional FOR GRAD STUDENTS:
- Engage critically with scholarly dialogue on identity politics, critical race theory, and globalization
- Hone professional skills in keeping with becoming experts

Texts and Readings:
Students are expected to complete all assigned readings prior to class.

- Required Texts:

- Additional materials will be posted on Canvas or linked to web content.
Course Evaluation

All Students

Attendance and participation (10%): Attendance is mandatory. Each student is allowed one unexcused absence, no questions asked. Please arrive on time and ready to learn and engage actively in discussions. As a seminar, discussions are an integral part of the learning process. These will take place both in regular meetings and in formalized Discussion Cafés (described below). Unannounced quizzes also count as part of your attendance and participation grade.

Discussion Cafés (10%):
Discussion Cafés are semi-structured small group discussions around certain topics. Cafés help students synthesize and apply course concepts in three-steps: preparation (due at the beginning of the café); discussion (small groups of students with a guiding question); and harvest (sharing of discussion outcomes).

Event Attendance (5%): Course content becomes more relevant when considered in a real-life context. This course requires you to attend 2 Latin America, Caribbean, or Latinx-focused academic or cultural events throughout the term. Attendance at each event must be documented with an event attendance form within 48 hours of the event. These take place throughout the semester—one place to find events is the Center for Latin American Studies Events Calendar; another is the Gainesville Latino Film Festival (all free!) I will occasionally suggest upcoming events; however, it is up to you to find those that suit your interests and schedule as we are not able to provide an exhaustive list of events. All lectures, performances, films, or art exhibits pertaining to Latin America/Caribbean or Latinx peoples in the U.S. are eligible. If you are interested in an event falling outside of these categories, please obtain the instructor’s approval.

Discussion Lead with News Briefs (5%): Students will each be responsible for leading class discussion once during the term. As a way to connect course content to contemporary hemispheric concerns, you will be asked to share a recent news item relevant to the reading, providing a brief summary and rationale for how it relates to or dialogues with the reading, and propose discussion questions to the class. News items must be from no earlier than 2017 and do not have to be about Latin America per se.

Undergraduates

Midterm (30%): A mixed-format exam will be given to assess your assimilation of course content.

Final Project (40%): Students must submit a two-part final project consisting of a 10-12 minute screen capture presentation (or video) and a short paper (5-6 pages). Allowable topics must conform to one of the following and be selected in consultation with the instructor:

- A social movement centered on a racial/ethnic group or subgroup
- A biographical sketch of a notable (but often overlooked) Afro- or indigenous Latin American
- An exploration of a specific legal structure granting rights or protection to a racial/ethnic minority

Attendance and Participation: 10%
Discussion Cafés: 10%
Event Attendance: 5%
Discussion Lead: 5%
Midterm Exam: 30%
Final Project: 40%
Total: 100%
Graduates:
**Reading Group (25%)**: Graduate students will meet outside of class five times for 2-hour reading groups with in-depth discussion and analysis. Reading groups are designed to build a community of knowledge outside of class that goes beyond the course content to support your own scholarly understanding. Once during the semester each of you is expected to select a reading relevant to your mini-lecture topic and to facilitate the reading group discussion on that reading.

**Midterm Prep (5%)**: Prior to the midterm, graduate students will create a study guide and facilitate a review session for the undergraduate students outlining major concepts, devising possible questions, and fostering synthesis of the material.

**Final Project: Issue Snapshot (40%)**: Graduate students will select a research topic focusing on any particular issue related to course themes and prepare a class lecture (30 minutes, 20% of final grade) to be presented to the class as well as a short paper (10 pages, excluding references, also 20%). Topics, which must be narrowly defined, must be approved by instructor.

**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 (“assume good intentions”). Learning how to sit with discomfort as we talk about race is part of the learning process. 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. Habitual tardiness (or leaving early) will accumulate into unexcused absences.

**LATE ASSIGNMENTS**:
Discussion Cafés and News Leads will not be accepted late. Students requiring an extension on the Final Project can have a 24-hour extension. After that, a 20% deduction per day will go into effect. NO WORK WILL BE ACCEPTED AFTER FIVE DAYS.

**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—specifically laptops—hinders, rather than helps learning, students are strongly urged to use traditional notebooks in the classroom. As adults, however, it is up to you to learn how to manage your laptops, cell phones, and tablets and the distractions they bring.
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.

BASIC NEEDS AND SECURITY:
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

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.

***THIS SYLLABUS MAY BE MODIFIED THROUGHOUT THE SEMESTER***
Course Outline
*Short, topical readings and/or videos will be added to some dates throughout the semester.

Week 1
Aug 23: Course overview and expectations
The construction and discussion of difference

Week 2
Bias, Structures, and Merit Discussion
Readings: Wade, Intro, Ch. 1; Appelbaum, Intro
Aug 30: Race and Colonial Justification
Readings: Wade, Ch. 2
Primary Texts from National Humanities Center Archive (On Canvas)
Due: Discussion Lead Sign up

Week 3
Sept 4: Reading the racialized past
Readings: Appelbaum, Chs 1, 4
Sept 6: Shades of distinction
Readings: Wade, Ch. 3
Appelbaum, Ch. 6

Week 4
Sept 11: Race and the state
Readings: Appelbaum, Ch. 7
Wade, Ch 4
Sept 13: Discussion Café: Watch the following videos from the series Black in Latin America
Black in Latin America: Haiti and the Dominican Republic
Black in Latin America: Cuba: The Next Revolution
Haiti, the Dominican Republic, and Cuba are all three Caribbean islands with overlapping histories and distinct discourses on race today. All three are also “sending countries” (countries with large numbers or emigrants). Choosing 2-3 specific examples in the videos to ground your argument, how might solidarity among Afro-Latinx peoples in the US be impacted between 2nd and 3rd generation Cubans, Haitians, and Dominicans?

Week 5
Sept 18: A post-modern understanding
Readings: Wade Chs. 5-6
Safa: Challenging Mestizaje
Sept 20: Hierarchies of Thought
Readings: Whitten: *The Longue Durée of Racial Fixity and the Transformative Conjunctures of Racial Blending*
Main tenets of CRT: [https://spacrs.wordpress.com/what-is-critical-race-theory/](https://spacrs.wordpress.com/what-is-critical-race-theory/)

Week 6
Sept 25: Midterm Review
Sept 27: MIDTERM (in-class)

Week 7
Oct 2: Cosmic Race, Assimilationism, and Anti-Racism
Reading: Tilley: *Mestizaje and the “Ethnicization” of Race in Latin America*
Warren and Sue: Comparative racisms: What anti-racists can learn from Latin America

Oct 4: Fluidity and Colorism
Readings: Flores and Telles: *Social Stratification in Mexico: Disentangling Color, Ethnicity, and Class*
Pinho: *White but not Quite*

Week 8
Oct 9: Healthcare, Race, and the State
Readings: Pagano: *Everyday Narratives of Race and Health in Brazil*
DUE: Topics

Oct 11: **Discussion Café**: Prepare a one-page reflection on your final project topic, why you are interested in it, and how it dialogues (or doesn’t) with the course readings thus far.

Week 9
Oct 16: Education: Liberation or Oppression?
Readings:

Oct 18: Affirmative Action
Readings: Walsh: *Affirmative Action and Post-Neoliberal Movement*

Week 10
Oct 23: Afro-Paradise (or: “Land of Happiness,” “Black Rome,” and other fictions)
Readings: Smith: pp 1-40

Oct 25: Afro-Paradise continued
Readings: Smith: pp. 41-75

Week 11
Oct 30: Afro-Paradise continued
Readings: Smith: pp. 77-112

Nov 1: Afro-Paradise continued
Readings: Smith pp. 113-152
Week 12
Nov 6: (Election Day)
Afro-Paradise continued
Readings: Smith pp. 153-206

Nov 8: Discussion Café: Select 2-3 vignettes from Afro-Paradise to illustrate a particular aspect of your choice and then craft a thoughtful question linking it to one other reading in the course.

Week 13
Nov 13: Graduate student lectures: Readings TBD

Nov 15: Graduate student lectures: Readings TBD

Week 14 THANKSGIVING
Work on projects

Week 15
Nov 27: Other Others in Latin America
Lesser: Japanese Peruvians

Nov 29: New lands, Old prejudices: Latinx peoples in the US

Week 16
Dec 4: Final Considerations