

**LAS 6220 Issues and Perspectives in Latin American Studies
Fall 2023**

Instructor: Dr. atl

Contact info: an.tenoriolopez@ufl.edu

Class sessions: Thursdays 10.40- 01.40

Office hours: You can email me to arrange a more convenient time to meet, either via zoom or in person.

Course description

This course introduces graduate students to interdisciplinary studies of Latin America by examining issues around three elements that have been identified by thinkers such as Frantz Fanon, Sylvia Wynter, Walter Dignolo and Kamala Kempadoo, as the pillars of the colonial matrix of power: gender, race and territory. Through readings and discussions, participants explore varying approaches to these issues, noting how they mobilize diverse theories, methods, and politics. Perspectives considered come from locations across Latin America and elsewhere, and express varied disciplinary, gender, ethnoracial, sexual, class, and political positions.

Importantly, students are expected to have some measure of intellectual flexibility. That is, they should be open to new data, theories, and analytic frames. They will be asked to consider multiple viewpoints and conflicting values, and to imagine, analyze, and evaluate alternate positions on issues or solutions to problems. Students are not expected to change. Rather, they should undergo some measure of transformation in which they perceive historical questions in ways slightly different than they did previous to completing course work.

Learning objectives

Students who engage actively in this course will develop the capacity to:

1. Identify a range of key issues in Latin American Studies and develop a basic understanding of each.
2. Describe and contrast multiple perspectives for seeing, analyzing, and responding to these issues.
3. Contextualize these perspectives (and their discourses and visions) in academic disciplines, geographic/territorial positions, and social identities.
4. Research and write about issues and perspectives selected for their own Thesis, Internship or Capstone projects.
5. Practice diverse approaches to learning and knowledge production.

Course format: This will be a discussion-based seminar. Each regular session will have a student—or a pair of students, depending on the class size— performing as class facilitator. During the first third of our sessions, the class facilitator will expose the main ideas of the

assigned paper or papers. During the remaining two thirds we will scrutinize the assigned materials from other vantage points and reflect on their problematic aspects.

On Journal Readings: Each student will keep a journal for the duration of the semester in which they reflect on their positionality, life, and their daily perspectives. The purpose of this journal is to form a personal archive of memories, moments, thoughts, and/or events happening in their lives. This archive will be used in the final project. Students must complete a total of **5 entries minimum** for the entirety of the semester. By the end of the semester the professor may have read all 5 entries. This is to say, do not write anything in the journal you would not want me to read. However, I do encourage you to be vulnerable, open, and to engage deeply with your own thoughts. Throughout the semester each student in the course will **read aloud two of their entries**, each at different days in the semester and engage in conversation with their audience.

Final Project

The final project is comprised of the following steps:

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|---|----------------|
| 1) Abstract (1 double-spaced page) and short presentation | Week 8 |
| 2) Presentation/Performance (7-10 min) | Week 13 and 14 |
| 3) Written Component (5-8 pages) | Week 14 |

This project requires in-depth engagement with your archive within the scope of the course. In particular, it provides each seminar participant the opportunity to critically investigate and/or creatively theorize from the flesh or from their archive in conversation with the theories of the course. The project includes both an oral and written component. You must submit a *cogent and clear proposal* for approval and should be prepared to revise and resubmit your draft, if necessary. The oral component can take the form of a brief scholarly presentation, an original performance, a poetry reading, a multimedia presentation or an art installation. The written component will take the form of a critical theoretical analysis that is open in terms of genre and style, however, must still present an argument. Although genre or your poetic form is open, your paper must still follow the guidelines of providing an argument, textual evidence, textual analysis, and a bibliography in MLA style. In thinking through some of the themes and theories of the course you are to put your own archive—your class journal—into conversation with the theories of the course as presented in this class.

COURSE MATERIALS: There are no required textbooks for this course. All readings will be provided on the course Canvas page.

ASSIGNMENTS & EVALUATION

Participation: 10%

Class Facilitations: 30%

Midterm short presentation: 10%

Final presentation: 20%

Written component: 30%

Evaluation: Final grades will be assigned on the following scale (based on percentage points out of the total): A: >93% A-: 92-90% B+: 89-87% B: 86-83% B-: 82-80% C+: 79-77% C: 76-73% C-: 72-70% D+: 69-67% D: 66-63% D-: 62-60% E: 59% and below.

Attendance and Make-Up Work: Because this is a discussion-based seminar, students' attendance and active participation is required for the course's functioning and the mutual enrichment of all its participants. Requirements for class attendance and coursework are consistent with university policies found at: <https://gradcatalog.ufl.edu/graduate/regulations/#text>. Assignments will be subject to the following reduction of points if turned in late: within 24 hours of the posted date and time, the assignment will be docked 25% of the total possible points; 24-48 hours late will result in 50% loss of total possible points. Assignments will not be accepted beyond 48 hours past the due date. Let me know as soon as possible if you need to miss an assignment due date for any reason (e.g., conference, illness, family emergency).

UF ACADEMIC POLICIES & SUPPORT SERVICES

· **Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment". It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

· **Services for Students Requiring Accommodations:** The Disability Resource Center (0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/) coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. I want you to do well in this class and will gladly work with you to implement any necessary accommodations.

· **Course Evaluation:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Students will be notified when the evaluation period opens and can complete evaluations through

the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via www.ufl.bluera.com/ufl/ .

- **Student Privacy:** There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

- **Campus Helping Resources:** Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- **Food insecurity.** The Pantry is a resource on the University of Florida campus committed to eradicate food insecurity (<https://pantry.fieldandfork.ufl.edu/>). Food insecurity is not having a reliable access to nutritious foods for yourself on a regular basis. If you, or anyone you know is experiencing food insecurity, the Pantry is a resource to visit.

- **Software Use:** All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

- **Sexual harassment of any kind will not be tolerated in this course:** UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment: <http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>

HEALTH & WELLNESS · U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

- **University Counseling & Wellness Center:** 3190 Radio Road, (352) 392-1575, www.counseling.ufl.edu/cwc/ (Counseling Services, Self-Help Library, Groups and Workshops, Training Programs, Outreach and Consultation, Community Provider Database).

- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, (352) 392-1161.

ACADEMIC RESOURCES

- **E-learning technical support:** (352) 392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

- **Career Resource Center:** Reitz Union, (352) 392-1601. www.crc.ufl.edu/. Career assistance and counseling. · **Library Support:** <https://uflib.ufl.edu/find/ask/> Various ways to receive assistance with respect to using the libraries or finding resources. · **Teaching Center:** Broward Hall, 392-2010 or 392-6420. <https://teachingcenter.ufl.edu/> General study skills and tutoring. ·

Writing Studio: 302 Tigert Hall, 846-1138. <https://writing.ufl.edu/writing-studio/> Help brainstorming, formatting, and writing papers.

WEEKLY TOPICS AND READING ASSIGNMENTS

Subject to change based on the research interests of students enrolled in the course.

Week 1. What's in a name?

Introduction to class, syllabus review.

Select special topics for weeks 12 and 13.

By the end of the week, every student must have signed the class facilitation schedule.

1. Gobat, Michel. "The invention of Latin America: A transnational history of anti-imperialism, democracy, and race." *The American Historical Review* 118.5 (2013): 1345-1375.

Week 2. The cultural, political, and epistemological struggle for the meaning and the "Idea of Latin America."

1. Jennings, Francis. "Race, Discourse, and the Origin of the Americas: A New World View." *The Journal of American History* 84.1 (1997): 5-57.
2. Ardao, Arturo. *Génesis de la idea y el nombre de América Latina*. Universidad Nacional Autónoma de México, 2019. 17-38.
3. Mignolo, Walter D. *The idea of Latin America*. John Wiley & Sons, 2009. 51-94.

Week 3. How does gender matters?

1. Scott, Joan W. "Gender: A useful category of historical analysis." *The American historical review* 91.5 (1986): 1053-1075.
2. Klein, Cecelia F. "Gender in Pre-Hispanic America." *Dumbarton Oaks, Washington, DC* (2001). 183-254.
3. Oyěwùmí, Oyèrónkẹ́. *The invention of women: Making an African sense of western gender discourses*. U of Minnesota Press, 1997. 1-79.

Week 4. Violence and gender

1. Valencia, Sayak. *Gore capitalism*. Vol. 24. MIT Press, 2018. (Introduction)
2. Fregoso, Rosa-Linda, and Cynthia Bejarano, eds. *Terrorizing women: Femicide in the Americas*. Duke University Press, 2020. 70-92.
3. Curiel, Ochy, Manuela Borzone, and Alexander Ponomareff. "Rethinking radical anti-racist feminist politics in a global neoliberal context." *Meridians* 14.2 (2016): 46-55.

Week 5. Violence and gender

1. Kempadoo, Kamala. *Sexing the Caribbean: gender, race, and sexual labor*. Psychology Press, 2004. (Introduction)
2. Haynes, Tonya, and Halimah AF DeShong. "Queering feminist approaches to gender-based violence in the Anglophone Caribbean." *Social and Economic Studies* (2017): 105-131.
3. Kempadoo, Kamala. *Sexing the Caribbean: gender, race, and sexual labor*. Psychology Press, 2004. 115-140

Week 6. The construction of race in the Americas

1. Mignolo, Walter D. *The politics of decolonial investigations*. Duke University Press, 2021. 100-126.
2. Martínez, María Elena. *Genealogical fictions: limpieza de sangre, religion, and gender in colonial Mexico*. Stanford University Press, 2008. 7-17, 25-60, 77-87.
3. Buscaglia-Salgado, José F. *Undoing empire: Race and nation in the mulatto Caribbean*. U of Minnesota Press, 2003. (Chapter 5)

Week 7. The problem of race

1. Miller, Marilyn Grace. "Rise and Fall of the Cosmic Race: The Cult of Mestizaje in Latin America." (2004). 27-45.
2. Echeverría, Bolívar, and Rodrigo Ferreira. *Modernity and "whiteness"*. Medford, MA: Polity Press, 2019. 38-52.
3. Telles, Edward. *Pigmentocracies: Ethnicity, race, and color in Latin America*. UNC Press Books, 2014. 1-35.

Week 8. Midterm short presentations

Preliminary readings (if needed) may be forwarded by each presenter

Week 9. The border as territory

1. Nail, Thomas. *Theory of the Border*. Oxford University Press, 2016. (Introduction)
2. Anzaldúa, Gloria. *Borderlands/la frontera*. na, 1987. (Chapter 1)
3. Moïse, Myriam, and Fred Réno, eds. *Border Transgression and Reconfiguration of Caribbean Spaces*. Palgrave Macmillan, 2020. (Introduction)

Week 10. Border and migration

1. Barbero, María V. "Immigration policy and belonging in the Argentine 'racial state'." *Journal of Ethnic and Migration Studies* 46.19 (2020): 4086-4103.
2. Ferguson, James. "Migration in the Caribbean: Haiti, the Dominican Republic and beyond." (2003).
3. Ordóñez, Juan Thomas, and Hugo Eduardo Ramírez Arcos. "At the crossroads of uncertainty: Venezuelan migration to Colombia." *Journal of Latin American Geography* 18.2 (2019): 158-164.
4. *Country Report. Immigration Detention in Mexico: Between the United States and Central America*. Global Detention Project, 2021.

Week 11. Immigration detention centers across Latin America

<https://www.globaldetentionproject.org>

Week 12. Special topics

Week 13. Special topics and final presentations

Week. 14 Final presentations