

Race and Ethnicity in Latin America BST 325 Fall 2010
COURSE DESCRIPTION AND SYLLABUS

	<i>Instructor</i>	<i>Class Meeting/Times</i>
4	Ethan Johnson Office Hours Tuesday 10:30-11:30 and by appointment 321 NH 503-725-5713 (office) ejohns@pdx.edu	Monday and Wednesday 10:00AM to 11:50AM Room: Ondine 202

Overview & Learning Objectives

This course focuses on the experiences of people of African descent in Latin America through the theoretical and empirical research on race and ethnicity in the region. Topics include regional and national variations concerning racial and ethnic identity and the intersection of race/ethnicity, gender and social class.

Foundations of the Course

1. Attendance, Participation and Engagement (30 points): This course is based on individual as well as group commitment and engagement throughout the semester. The learning in the class will largely take place through dialogue about reading materials and class generated themes and experience. It is expected that each participant come prepared to every class meeting, listen actively and respectfully to the thoughts and opinions of class members, and enrich the class by contributing ideas and insights. This class is a dynamic and collective creation. Input in discussion and dialogue is critical to its success. **Every class you miss 1 point will be subtracted from your attendance participation points.** Excused absences due to sports/medical reasons are accepted, however, I must see a note from the doctor and/or schedule of games. *Participation, attendance and creating a mutually respectful environment are shared and mandatory responsibilities.* It is expected that you bring the assigned reading for the week to class.

2. Course Readings and Responses (40 points, 5 points each): Each week we will relate our discussion of a central issue related to the topic of racism to a critical analysis of a specified set of readings. The readings enhance our understanding of the issue and provide a common reference point for dialogue. In order to make these discussions successful, everyone needs to read the assigned material. In addition you are required to write during the term eight 1 page single-spaced critical analysis for the readings of the week; these are due on Tuesday at the end of class. **Any missed RR will result in the lowering of your grade by 5 points in this area and potentially impact your overall grade for the course.**

3. Final Take-Home Exam (30 points) The exam will be based on class discussions, films

and readings for the entire course. **We will review the final exam the ninth week of classes. The final is due at the end of the scheduled time for the final. In fairness to other students that turn in their exams on the assigned day, I will only accept late exams if you can provide a doctor's note or other valid proof. Due date: December 8th, 12:00 noon.**

SCHEDULE OF READINGS

WEEK 1 (January 4th – 8th): Overview of Course and The Ever Changing Meaning of Race

Monday: Overview of course. Discussion of readings and objective of the course. What/who is/are Afro-Latin America(ns)?

Wednesday: Name Game and Ice Breaker.

WEEK 2 (January 11th – 15th): Race and Ethnicity in Latin America

Read **Chapter 1 “The Meaning of Race and Ethnicity”** and **Chapter 2 “Blacks and Indians in Latin America”** in *Race and Ethnicity in Latin America* by Peter Wade (1997).

WEEK 3 (January 18th – 22nd): Cuba

Read **“Confrontation and Occurrence: Ethical–Esthetic Expressions of Blackness in Post-Soviet Cuba”** by Odette Casamayor-Cisneros in *Latin American and Caribbean Ethnic Studies* (Vol. 4, No. 2, July 2009, p. 103–135) and **Chapter 3 “Race and Revolution”** in *Racial Politics in Post-Revolutionary Cuba* by Mark Sawyer (2006).

WEEK 4 (January 25th - 29th): Brazil

Read **“The Liberation Imperative of Black Genocide: Blueprints from the African Diaspora in the Americas”** by João Acosta Vargas in *Souls* (2008, Vol. 10, Num. 3, p. 256-278).

Video Brazil in Black and White (<http://www.pbs.org/wnet/wideangle/episodes/ransom-city/introduction/959/>)

WEEK 5 (February 1st – 5th): Education

Read **“The Lessons of Slavery: Discourses of slavery, mestizaje, and blanqueamiento in an elementary school in Puerto Rico”** by Isar P. Godreau in the *American Ethnologist* (February 2008, Vol. 35, No. 1, pp. 115-135) and **“Blackness, Identity and Schooling in Esmeraldas, Ecuador”** by Ethan Johnson in *Race, Ethnicity and Education* (March 2007, Vol. 10, No. 1, p. 47–70).

WEEK 6 (February 8th – 12th): Ethnicity and Gender

Read “**Una Raza, Dos Etnias’: The Politics of be(com)ing/performing ‘Afropanameño’**” by Renee Alexander Craft in *Latin American and Caribbean Ethnic Studies* (2008, Vol. 3, Number 2, p. 123-147) and “**Blackness, the Racial/Spatial Order, Migrations, and Miss Ecuador 1995-96**” by Jean Rahier in the *American Anthropologist* (June 1998, Vol. 100, Issue 2, p. 421 - 430).

WEEK 7 (February 15th – 19th): Popular Culture

Read “**The Representation of Murals and Statues in an Afro-Ecuadorian Region**” by Ethan Johnson in *Souls* (Vol. 11, number 4, p. 365-388) and “**Dubois’s Double Consciousness Versus Latin American Exceptionalism: Jose Arroyo, Salsa, Negritud**” by Mark Sawyer in *Souls* (Vol. 7, number 3, p. 85-95).

WEEK 8 (February 22nd – 26th): Spirituality

Read “**The Sisterhood of Boa Morte in Brazil: Harmonious Mixture, Black Resistance, and the Politics of Religious Practice**” by Stephen Selka in the *Journal of Latin American and Caribbean Anthropology* (April 2008, Vol. 13, Issue 8, p. 79-114).

Video: Alodum

WEEK 9 (March 1st – 5th): Social Movements

Read “**Afro-Descendant Struggle for Collective Rights in Latin America: Between race and culture**” by Juliet Hooker in *Souls* (2008, Vol. 10, Num. 3 p. 279-291).

Review of Final

WEEK 10 (March 8th – 12th): Final thoughts

“**Triple-Consciousness? Approaches to Afro-Latino Culture in the United States**” by Juan Flores and Miriam Jiménez Román in *Latin American and Caribbean Ethnic Studies* (Vol. 4, No. 3, November 2009, p. 319–328).

No class Wednesday.

Grading: All work will be turned in during class periods. I will not provide grades over the phone or the internet. It is your responsibility to be aware of your grade during the academic term and to make an appointment with the professor if you have any questions. **I WILL NOT GIVE APPROXIMATIONS OF YOUR GRADES DURING CLASS TIME.** If there are questions about the grade for this class, the student should make an appointment with the professor.

How to Calculate Your Grade

Attendance and Participation	30
Reading Responses	40
Final	<u>30</u>

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	1-59
A-	90-93	B	84-86	C	74-76	D	64-66		
		B-	80-83	C-	70-73	D-	60-63		

Extra Credit

Extra credit will be offered at the professor's discretion.

Cell Phones

Cell phones should be turned off and not used during class time. If cell phone use becomes disruptive you can be dismissed from the class according to the rules as stated in the Code of Student Conduct and Responsibility.

University Laws

**Portland State University supports equal educational opportunity for all regardless of sex, race, national origin, age, marital status, handicap, religion or sexual orientation¹.*

**The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action: All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data².*

**Students with disabilities need to contact the instructor as soon as possible. The instructor will refer you to the following PSU offices for a referral indicating how we can best help you. It is important to obtain a referral in order to best accommodate your needs:*

--Learning disability screening and assessment at Counseling and Psychological Services;

--Disability Resource Center. Academic accommodations in classroom (note-taking, interpreting).

Other accommodations as indicated through testing results. Disability Resource Center, SMSU 435, 503-725-4150.

--Call or stop by Counseling & Psychological Services for more information, M343 SMC, 503-725-4423³

¹ For more information read the "Policy Statement on Rights, Freedoms and Responsibilities of Students," <http://www.ess.pdx.edu/osa/osa_ahtm>.

² In "Code of Student Conduct and Responsibility," <http://www.ess.pdx.edu/osa/osa_b.htm>.

³ For more information please contact the *Disability Office Center*, <http://caps.pdx.edu/learning_disabilities.htm#Services>.

