

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

	<i>Instructor</i>	<i>Class Meeting/Times</i>
4	Ethan Johnson Office Hours Thursday 12:30-1:30 and by appointment 321 NH 503-725-5713 (office) ejohns@pdx.edu	Tuesdays and Thursdays 10:00AM to 11:50AM FAB 40-07

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. This course also explores how Blackness is contested in the media including literature and popular culture.

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.* In addition, it expected that you bring the assigned reading for the week to class.
- 2. Mid Term Exams (20 points each):** There will be two take-home mid-term exams. The first is due on the Tuesday of the 5th week and the second on Tuesday of the 9th week. Each of these exams will be based on the assigned readings, class discussions and films that we have viewed in class. **I will provide the exams the Thursday that precedes the day the exams are due. In fairness to other students that turn in there exams on the assigned day, I will only accept late exams if you can provide a doctors note or other valid proof for your absence.**
- 4. 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 last 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 there exams on the assigned day, I will only accept late exams if you can provide a doctors note or other valid proof for your absence.

SCHEDULE OF READINGS

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

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

Thursday: discussion about the meaning of race/ethnicity and introductions.

WEEK 2 (January 11th – 15th): Nation Making

Read “**El Mestizaje: An All-Exclusive Ideology of Exclusion**” by Ronald Stutzman in *Cultural Transformation and Ethnicity in Modern Ecuador* (1981).

Thursday: Video: AfroArgentinos

WEEK 3 (January 18th – 22nd): 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 4 (January 25th - 29th): 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 Conciousness Versus Latin American Exceptionalism: Jose Arroyo, Salsa, Negritud**” by Mark Sawyer in *Souls* (Vol. 7, number 3, p. 85-95).

WEEK 5 (February 1st – 5th): Gender and 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) 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 6 (February 8th – 12th): Ethnicity

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 “**Can Ethnicity Replace Race? Afro-Colombians, Indigeneity the Colombian Multicultural State**” by Bettina Ng’weno in the *Journal of Latin American and Caribbean Anthropology* (2007, Vol. 12, No. 2, p. 414-440)

WEEK 7 (February 15th – 19th): The United States and Brazil: A comparison

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) and “**Reflection on Racial Identity and the Black Movement in the United States and Brazil**” by David Covin in *Ethnic Studies Review* (Winter 2006, Vol. 29, Num. 2, p. 86-99).

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

WEEK 8 (February 22nd – 26th): Social Movements: Nation specific

Read “**First Time Days: Afro-Costa Rican Narrative Memory and the Critique of Racial Inequality in Global Restructuring**” by Darcie Vandegrift in *Latin American and Caribbean Ethnic Studies* (Vol. 4, No. 3, November 2009, p. 255–270) and “**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).

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

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) and “**Contesting Politics as Usual: Black Social Movements, Globalization, and Race Policy in Latin America**” by Tianna Paschel and Mark Sawyer in *Souls* (2008, Vol. 10, Num. 3, p. 197-214).

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

Read “**Afro-Latin America: Five Questions**” by George Reid Andrews in *Latin American and Caribbean Ethnic Studies* (Vol. 4, No. 2, July 2009, p. 191–210) and “**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).

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	40
Mid term exams	40
Final	<u>20</u>
	100

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*

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

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

435, 503-725-4150.

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

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