Anthropology of Race in Latin America and the Caribbean

This course investigates five main questions: How have racial ideologies in Latin America and the Caribbean been constructed through history? How do those ideologies today constrain life chances and shape the experience of self? How do men and women complicate those ideologies and their associated practices through everyday activities, including spirituality and expressive culture? When and how do they sometimes collectively resist those ideologies and practices, and what are the consequences of those rebellions? How do transnational migrations reconfigure dominant racial ideologies and practices?

Latin America and the Caribbean comprise a vast region, with some thirty-five countries, many of which are home to their own variant of racial ideas, shaped by various historical and social forces. It would be foolhardy to try to encompass in a single course so much diversity. Thus the course pays special attention to five societies that illustrate several of the hemisphere’s major patterns of racial ideology and practice: Brazil, Cuba, Guatemala, the Dominican Republic, and the Pacific coast of Colombia. I encourage those of you with a special interest in other societies to delve into these in your research papers. The course also concentrates on people of European, African and indigenous descent. I encourage students interested in the meanings of “race” in the lives of other populations to use their research papers to explore these topics. (One of our invited speakers this term, Jeffrey Lesser, will lecture on how racial ideas are lived among people of Japanese descent in Brazil).

Throughout the course we will stay alert to the over-arching question: why study “race” in Latin America and the Caribbean? Might paying so much attention to racial categories help reproduce them, or is it rather part of the process of dismantling them? Should research on “race” strive to contribute directly to specific antiracist projects?
TEXTS TO OBTAIN

1) Reader

The Reader is available for purchase at Campus Copy, in Marshall Square Mall. Its number is 20073-1026

2) Books

The following books are required for this course.

Kia Lilly Caldwell, _Negras in Brazil_ (Rutgers, 2007)
Charles Hale, _Mas Que Un Indio_ (School of American Research, 2006)

You can access these books in the following ways.

a) On reserve in Bird Library.

b) At Follett’s Orange Bookstore in Marshall Square Mall

c) On Amazon.com (as a used book), Ex Alibris, or other on-line bookseller;

d) Shared with a co-student.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly e-mail responses</td>
<td>20%</td>
</tr>
<tr>
<td>3 reading-based essays</td>
<td>30%</td>
</tr>
<tr>
<td>Paper topic and bibliography (due Oct 15)</td>
<td>5%</td>
</tr>
<tr>
<td>Paper presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper (due Tues, Dec 11)</td>
<td>25%</td>
</tr>
</tbody>
</table>

EXPLANATION OF REQUIREMENTS

1) Participation (10%)

I expect you to complete assigned readings before class, and be ready to engage in discussion. Your goal each week should be to grasp key claims of the reading, raise critical questions about them; listen carefully to other seminar participants; and respond and comment on their points. You should also do one or more of the following: delve into how your own knowledge, experience and other reading offers you a special angle on readings; reflect on whether the readings help you think about your own emerging doctoral projects; identify and evaluate the theoretical, methodological, empirical and political perspectives of the readings; consider whether and how the readings speak to each other; and assess the extent to which any given reading advances (or hinders) the study of race in Latin America and the Caribbean.
2) Weekly e-mail reading responses (20%)

Each week by **10 pm Wednesday**, I expect you to send an e-mail to the class list of one page (300 words) in which you reflect on at least a couple of the issues set forth above. I expect that before class everyone will take a few minutes to review their colleagues’ messages (responding back and forth is fine). From time to time, depending on the nature and content of responses, I will ask participants to lead class discussions about particular texts. Please note: I will not grade these e-mail messages individually, but **will** grade the number of messages I receive from you, as follows:

<table>
<thead>
<tr>
<th>Number of Messages</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A+</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>A-</td>
</tr>
<tr>
<td>7</td>
<td>B+</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>B-</td>
</tr>
<tr>
<td>4</td>
<td>C+</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>F</td>
</tr>
</tbody>
</table>

3) Three essays (30%)

Three times during the course you will be asked to write a 5-7 page essay analyzing the assigned readings and relating them to other readings and course themes. I will send you a set of suggested questions/themes to choose from one week before each paper is due.

a) Questions for paper #1 will be sent out on Monday, September 24th; the paper is due in my mailbox by 5 pm on **Monday October 1st**

b) Questions for paper #2 will be sent out on Monday, October 22nd; the paper is due in my mailbox by 5 pm on **Monday, October 29th**.

c) Questions for paper #3 will be sent out on Monday, November 12th; the paper is due in my mailbox on Monday **November 19th**.

4) Paper proposal and bibliography, due in my mailbox by 5 pm, Monday, October 15 (5%)

a) **By the end of September or start of October**, you should meet with me to discuss possible topics. I can assist you in defining and narrowing a topic, and suggest readings.

b) **By October 15th**, you must write a 1-2 page statement of your main research area, questions you wish to pose, and why.

c) **Also on October 15th**, hand in a bibliography that includes at least 3-5 scholarly books and 8-10 scholarly articles you plan to consult to investigate your topic. (The list can be longer than this).
5) In-class presentation (10%)

Each student will make an in-class presentation, either the week after Thanksgiving break, or on the last day of class, Thursday, December 6th. Since I must attend the AAA meetings on Thursday November 29th, we will need to arrange to meet for a full session earlier in the week (if in the evening I will provide dinner). Presentations should be no longer than 15 minutes, followed by 10-15 minutes of questions and discussion. (Depending on the number of students finally in the seminar, these time limits may be expanded). The presentations should communicate the topic of your research, the key questions you posed, what you discovered, and insights you have gained about the dynamics of race, both within the country you are studying and comparatively with other cases. Presenters may use Power Point, handouts, or other audiovisual aids.

6) Final paper due December 11 (25%)

This paper (14-16 pages, minus bibliography) must be a strongly argued and well-supported by evidence. It should not be speculative or abstract. It may be any one of the following: a) a literature-based investigation of a specific empirical question having to do with race, either in one of the societies we have discussed in class, or some other society of the hemisphere that interests you. b) an engagement with a topic that crosses over more than one society, allowing you to develop a systematic comparison; c) an exploration of the literature on a theoretical perspective on race that interests you (e.g., critical race theory, the geography of race, racial formation, Marxist analysis; feminist approaches), and that tests the utility of the perspective by applying it to one or more concrete cases; d) the close analysis of some portion of your own field data, or a manuscript that you are working on to submit for publication; e) any other theme that would be useful to you, as long as it is arrived at in consultation with me.

NOTE: The PLACA Seminar

Please note that this course is a “PLACA Seminar”, which means that throughout the fall it will be paralleled by a PLACA (Program on Latin America and the Caribbean) speakers’ series on the topic of race. Throughout the term I will be informing you of lectures, many by authors we are reading, either on the day of class or earlier in the week. I strongly urge you to attend these, as these will provide powerful ideas for papers and great counterpoints to our class discussions. The PLACA seminar is an extraordinary opportunity to hear a variety of voices treating specifically of the topics you are studying in class. On a couple of occasions we may be joined in the seminar itself by invited speakers. All talks are at 4 pm, in venues I will announce.

Thursday, September 27 -- Isar Godreau (Puerto Rico)
Monday, October 8 -- Jeffrey Lesser (Brazil)
Monday, October 22 -- Diane Nelson (Guatemala)
Thursday, October 25 -- Patricia Pinho (Brazil)
Thursday, November 1 -- Ariana Hernandez-Reguant (Cuba)
Tuesday, November 27 -- Peter Wade (Colombia)
WEEKLY READING ASSIGNMENTS

Aug 30 Introduction

Sept 6: NO CLASS (John in Montreal for LASA conference)

Sept 13: Theoretical and methodological issues

- Peter Wade, “Race and Ethnicity”; “Black and Indians” (Reader)
- Anoop Nayak, “After race: ethnography, race and post-race theory” (Blackboard)
- Michael Omi and Howard Winant, “Racial Formation” (Reader)
- Yasmin Gunaratnam, “Looking for ‘race’? Analysing racialized meanings and identifications” (Reader)
- Philomena Essed, “Everyday racism” (Reader)

Sept 20 National racial ideologies

How have racial categories in Latin America and the Caribbean been constructed through history? How do they vary through time and across national and regional differences? How are they shaped by different histories of African enslavement, European migration, relations of land and labor, and state policies?

- Ernesto Sagas, “Antihaitianismo: From Colonialism to the Twentieth Century” (Reader)
- Carol Smith, “On the Origins of the National Question in Guatemala: A Hypothesis” (Reader)
- Kia Caldwell, “A Foot in the Kitchen: Brazilian Discourses on Race, Hybridity and National Identity”, in Negras in Brazil, 27-49.
- Alejandro De la Fuente, “Race, National Discourse, and Politics in Cuba” (Blackboard)

Sept 27 Race and body politics

What are some of the ways that racial ideologies shape the everyday experience of self in the body? In what ways does the bodily charge of “race” lead to different experiences of race according to gender? How do people appropriate and complicate race/gender ideologies in their everyday lives?

- Wendy Roth, “Beyond the Continuum”, 81-133 (handout)
- Diane Nelson, “Bodies that Splatter” (Reader)
- Kia Caldwell, Negras in Brazil, 50-106
- Donna Goldstein, “Interracial Sex and Racial Democracy” (Blackboard)

Oct 4 Race and class
How do racial categories shape and limit the life chances of people in Latin America and the Caribbean? How in particular do ideas about race operate as factors in the shaping of class relations?

- Stuart Hall, “Race, Articulation, and Societies Structured by Dominance” (Reader)
- John Burdick, ‘The experience of pretas in the labor market”, in Blessed Anastacia, 44-50 (Reader)
- Donna Goldstein, “The Aesthetics of Domination” (Reader)
- L. Kaifa Roland, “Tourism and the Negrificacion of Cuban Identity” (Blackboard)
- Denise Brennan, “Tourism in Transnational Places: Dominican Sex Workers and German Sex Tourists Imagine Each Other” (Reader)

Oct 11 Race and the state

How do ideologies of race shape the conceptualization of law, the judicial system, and the enforcement of law via the police? Under what conditions does state racism lead to acts of mass violence, such as the racial massacres of Cuba in 1912, in the Dominican Republic in 1937, and in Guatemala in 1982-83?

- Seth Racusen. "The ideology of the Brazilian nation and the Brazilian legal theory of racial discrimination." (Blackboard)
- Charles Hale, Mas Que un India, 47-73
- Robert Carmack, “The Story of Santa Cruz Quiche” (Reader)
- Ricardo Falla, selections from Massacres in the Jungle (Reader)
- Diane Nelson, “The More You Kill the More You Will Live” (Reader)

Oct 18 Spirituality

How are racial categories perpetuated, challenged, and reshaped through the everyday practices of spirituality?

- Miguel Barnet, “La Regla de Ocha” (Reader)
- Joseph Murphy, “Yeye Cachita: Ochun in a Cuban Mirror” (Reader)
- Michael Atwood Mason, “Initiation into Cuban Santeria” (Blackboard)
- Kristina Wirtz, “Santeria in Cuban National Consciousness” (Blackboard)

Oct 25 Racialization and music

- Ariana Hernandez Reguant, “Havana’s Timba” (Reader)
• Sujatha Fernandes, “Fear of a Black Nation: Local Rappers, Transnational Crossings, and State Power in Contemporary Cuba” (Blackboard)
• John Burdick, “Race, Place and Class in Black Gospel Music” (handout)

Nov 1 Racial consciousness and mobilization

Under what conditions do people who have been racially oppressed mobilize and act collectively to resist oppression and push for social and structural anti-racist change?

• Kia Caldwell, Negras in Brazil, 107-176
• Robin Sheriff, “Militant Discourses of Blackness” (Reader)
• Brent Metz, “Without Nation, Without Community: the Growth of Maya Nationalism Among Ch’ortis of Eastern Guatemala” (Blackboard)
• Eduardo Restrepo, “The Ethnicization of Blackness” (Blackboard)
• Odile Hoffmann, “Collective Memory and Ethnic Identities in the Colombian Pacific” (Blackboard)

Nov 8 Neoliberalism, multiculturalism, and racialized responses to mobilization

Charles Hale, Mas Que un Indio, whole book

Nov 15 Transnational migration

• Vidal-Ortiz, Salvador, “On Being a White Person of Color: Using Autoethnography to Understand Puerto Ricans’ Racialization (Blackboard)
• Ginetta Candelario, “Hair Race-ing: Dominican Beauty Culture and Identity Production” (handout)
• Wendy Roth, “The Transnational Diffusion of Panethnicity”, 193-245 (handout)
• Eric Popkin, “The Emergence of Pan-Mayan Ethnicity in the Guatemalan Transnational Community Linking Santa Eulalia and Los Angeles” (Blackboard)

Nov 22 NO CLASS (Thanksgiving)

Nov 29 Presentations

(Note: John at American Anthropological Association meetings; need to schedule earlier in week for presentations.)

Dec 6 Presentations