

ETHN 119: RACE, ETHNICITY, AND COLONIALISM ACROSS ABYA YALA (AKA THE AMERICAS)

Instructor Information

- ✦ Email: jfuste@ucsd.edu
- ✦ Office Hours: by appt. (please contact the professor to set up a time)

Required Texts

- ✦ All assigned readings, videos, websites, and podcasts will be provided to you through our designated Canvas website.
- ✦ Please log into Canvas regularly to stay on top of what you will have to read, watch, listen to, and view for this class.

Course Requirements

Discussion posts/replies.....	25%
Critical Essay #1.....	15%
Critical Essay #2 (or project + process essay).....	15%
Mid-quarter evaluation.....	2%
Take Home Final Exam.....	19%
Attendance.....	12%
Contribution.....	12%



Alida Cervantes (🇲🇵), *Que hubiera sido de mi si tú estuvieras aquí,* 2017.

This course will provide students with an overview of how socially constructed notions of race, ethnicity, gender, sexuality, class, nation, and religion structured hierarchies power across the regions known by us as South, Central, and North America and the Caribbean.* Students will acquire a relational, historically rich, and geographically expansive window into the varying yet interrelated ways in which competing but converging racial formations have led us to where we are now. We will pay particular attention to how distinct notions of racial/ethnic/national belonging originated and evolved in tandem with different forms of labor exploitation, colonial acquisition of land, and imperial control of nations across borders. Ultimately, this course will allow students to develop a more nuanced appraisal of the relations of power that underlie how people in this country and throughout this continent have come to imagine themselves as "Americans."

**Note: The Americas are named after an Italian explorer, Amerigo Vespucci. Indigenous peoples across this continent reject such practices of naming after conquerors, which is why here we will refer to a term adopted by indigenous peoples across this land, Abya Yala, which in the language of the Guna people of the Panamanian isthmus means "land in its full maturity" or "land of vital blood."*

ZOOM SESSIONS

ETHN 119 class sessions will be **optionally** synchronous and will be posted in our Canvas site between 1-2 hours after class (slides will also be shared there). You may watch asynchronously or synchronously. Either way, Canvas will track whether or not you are staying up to date with the Zoom videos.

DISCUSSION POSTS (two-pronged requirement)

1) Each student will produce **four** discussion posts (see *table below for deadlines*) that reflects upon and responds to the readings and ties them into your research project. Discussion posts should: connect and discuss the article and how it pertains to your research project. What issues does it raise for you? How does it complement or complicate your work?

2) Each student will also post a “reply” to another student’s discussion post (which no other student has commented on for that week) offering thoughtful feedback, facilitative critique and encouraging suggestions for moving forward. Responses should engage with the classmate’s ideas critically and function as facilitative of their ideas.

CRITICAL ESSAYS

You will have two deadlines for turning in two critical essays, each of which will be 5.25-5.75 pages



in length. I will provide you with several prompt question for each of these that will ask you to think critically about the course themes in relation to the readings and class discussions. *For critical essay deadlines, please see course calendar below.*

PROJECT OPTION

Instead of submitting critical essay #2, you have the option of doing a creative project that critically engages the course topics. In addition, you will have to turn in a 3pp. “process essay” in which you discuss the process of creating your project and how it relates to the course topic. A more complete prompt explaining to you what the options are for this and what I expect you to reflect on in the process essay will be posted in the “Assignments” link on Canvas.

ORAL FINAL EXAM

Instead of having an in-class bluebook final exam, we will have an **oral final exam** (10-12 mins each, one on one, with me via Zoom). It will consist of a few questions answered in conversational format and you will receive a study guide on Week 5. We will schedule time slots for meeting with me on our designated final exam day, **Saturday, 8/1 between 3:00p-6:00pm PST.**

LATE WORK

No late submissions will be accepted. However, each student will get a **five-day** “time bank” for the quarter, which you may use at your discretion to extend a response paper due date without penalty. For example, say you get all your assignments done and handed in on time. That means you



wouldn't use any of the **five days**...OR...say you need two extra days for the 1st paper, and three extra days for the second paper. When the quarter ends, you will have used up all five of your time bank days. There are no penalties or bonuses for using or not using these days. You do not have to inform your instructor or TA when you use your time bank days. If you get sick, have an accident or family crisis, please use these time bank days (but you should still let me know if anything serious is going on that you think we should know about).

EMAIL

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours (except on weekends). If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or

contact me to schedule an appointment.

RESPECT

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. At UC San Diego (and especially in Ethnic Studies courses such as this one) students are expected to: (1) Respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status; (2) Engage respectfully in discussion of diverse world-views and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

INTEGRITY

PLAGIARISM = when you borrow from someone else's work in your own assignments without giving that person credit in your references. This includes not just copying text from someone else word for word, but also borrowing ideas that are not obvious to anyone but that instead required a bit of research and extended thinking to come up with. As a student at UC San Diego, you are responsible for knowing what constitutes cheating. See <https://academicintegrity.ucsd.edu/process/consequences/index.html> for crucial information regarding academic integrity. If I discover plagiarism in your assignments (which is very easy to do thanks to the fact that we will be using an advanced plagiarism detection software), we will report this instance of academic misconduct to the University.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to me, and it is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Office for Students with Disabilities (OSD) to discuss and address them. If you have already established accommodations with OSD, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact OSD at 858.534.4382 or email osd@ucsd.edu. For more information, visit: <http://disabilities.ucsd.edu>.

TRITON FOOD PANTRY (@ the Old Student Center)

The mission of the Triton Food Pantry is to provide a discreet service to UCSD students in need of food. Our goals are to ensure that every student has enough energy to get through the day and that no student should give up a single meal for any reason. We aim to build a network of food resources and awareness about food insecurity so that every UCSD student has nutritious fuel to achieve academic success. The Triton Food Pantry is in partnership with the San Diego Food Bank and Garden of Eden. At the food pantry, a variety of dried goods, canned goods, and fresh produce are available to students. Items are assigned a point value and any registered student is able to pick up 10 points worth of food per week.

For information about Summer hours, go to: <https://basicneeds.ucsd.edu/food-security/pantry/index.html>

DACA AND UNDOCUMENTED STUDENT RESOURCES

If you are an undocumented student, please know that I am your ally. Anything that you reveal to me about your immigration status will remain strictly confidential. Also, please know that UCSD has an office that assists undocumented students called the **Undocumented Student Services Center**. For more information, go to: <https://students.ucsd.edu/sponsor/undoc/>, or call 858.822.6916.

THE SEXUAL ASSAULT RESOURCE CENTER (SARC)

If you are a survivor of sexual violence, relationship violence and/or stalking, CARE at the Sexual Assault Resource Center can offer confidential support, and a safe place to talk with you. SARC staff are available to talk to you about your reporting rights, options and available resources. Visit <http://care.ucsd.edu/get-help/>, or contact 858.534.5793 during business hours Monday-Friday. 8:30 a.m. - 4:30 p.m. or visit SARC's location at the Student Services Center, Suite 500 for immediate support.



COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

This quarter, CAPS is fully open (they are providing alternate ways of meeting, including video consultations). CAPS is an indispensable resource for student life at UCSD. They provide FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums (which they may still be doing via Zoom this quarter). For more information, please visit <https://wellness.ucsd.edu/CAPS/>, or contact 858.534.3755 (includes 24 hours crisis counseling).

COURSE CALENDAR

SESS.	THEMATIC UNITS	DEADLINES FOR DISCUSSION POSTS (MUST SUBMIT 5 TOTAL)	MAIN ASSIGNMENTS DUE
1A	<i>First day; no readings in advance.</i>		
1B	I- Intro. to Race & Ethnicity in "Latin America"	Part A: Friday 7/3/20 , Part B: Wednesday 7/8/20	
2A	II. Race and Ethnicity in Anglo-dominant Settler Colonial Northern Abya Yala		
2B	III. The Origins of Race & Ethnicity in Abya Yalan Modernity/Coloniality	Part A: Friday 7/10/20 , Part B: Wednesday 7/15/20	
3A	IV. Creole Dominated National Projects and the Cults of Mestizaje and Mulatez		
3B	V. Racial Whitening, <i>Indigenismo</i>, and the Cults of Mestizaje and Mulatez	Part A: Friday 7/17/20 , Part B: Wednesday 7/22/20	Essay #1 due on Sunday 7/19/20 by 11:59pm
4A	VI. Race, Imperialism, and the Invention of Latin America		
4B	VII. Converging Racial Systems at the US' Borders with Latin America	Part A: Friday 7/24/20 , Part B: Wednesday 7/29/20	
5A	VIII. Contemporary Anti-Racisms and Anti-Colonialisms in "Latin America"		
5B	IX. Is Race in the United States being "Latin Americanized"?	Part A: Friday 7/31/20 , Part B: Wednesday 8/5/20	Essay #2 due on Sunday 8/2/20 by 11:59pm
Finals			Oral Final Exam Blocks (scheduled individually), 8/1 3:00p-6:00pm PST

READING SCHEDULE

This schedule is subject to changes. The official schedule will be in the "modules" section of our Canvas website (the page you see as a home page). There, you will see links to all assigned readings, videos, podcasts, etc.

I. Intro. to Race & Ethnicity in "Latin America"

Session 1A- 6/30-

First day; no readings to do in advance.

Session 1B- 7/2 (66pp, or approx. 3 hours of reading):

Wade, Peter (2020). "Latin American Racisms in a Global Perspective." Routledge International Handbook of Contemporary Racisms. New York: Routledge (9pp.)

Telles, Edward. Tianna Paschel (2014). "Who Is Black, White, or Mixed Race? How Skin Color, Status, and Nation Shape Racial Classification in Latin America." *AJS* Volume 120: 3 (November): 864-903 (39pp.)

Katerí Hernández, Tanya (2013). "Chapter 1: Racial Innocence and the Customary Law of Race Regulation." *Racial Subordination in Latin America*. Cambridge University Press, 1-18 (18pp.)

II. Race and Ethnicity in Anglo-dominant Settler Colonial Northern Abya Yala

Session 2A- 7/7 (56pp., or approx. 3 hours of reading):

Nakano-Glenn, Evelyn (2015). "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation." *Sociology of Race and Ethnicity* 1:1, 52-70 (18pp.)

Amadahy, Zainab. Bonita Lawrence (2009). "Indigenous Peoples and Black People in Canada: Settlers or Allies?" *Breaching the Colonial Contract: Anti-Colonialism in the US and Canada*. Arlo Kempf, ed. Springer, 105-132 (27pp.)

Walcott, Rinaldo (2014). "The Problem of the Human: Black Ontologies and "the Coloniality of Our Being." *Postcoloniality - Decolonialty - Black Critique*. Sabine Broeck and Carster Junker, eds., University of Chicago Press, 93-104 (11pp.)

III. The Origins of Race & Ethnicity in Abya Yalan Modernity/Coloniality

Session 2B- 7/9 (56pp., or approx. 3 hours of reading):

Burns, Kathryn (2011). "Unfixing Race." *Histories of Race and Racism: The Andes and Mesoamerica from Colonial Times to the Present*. Laura Gotkowitz, ed. Durham: Duke UP, 57-71 (14pp).

Martínez, Ignacio (2017). "Settler Colonialism in New Spain and the Early Mexican Republic." *The Routledge Handbook of the History of Settler Colonialism*. Edward Cavanagh and Lorenzo Veracini, eds. New York: Routledge, 109-121 (12pp).

Patel, Shaista (2019). "The 'Indian Queen' of the four continents: tracing the 'undifferentiated Indian' through Europe's encounters with Muslims, anti-Blackness, and conquest of the 'New World'." *Cultural Studies*, 33(3): 414-432 (18pp.).

DiPaolo Loren, Diana (2007). "Corporeal Concerns: Eighteenth Century Casta Paintings and Colonial Bodies in Spanish Texas." *Historical Archaeology* 41(1): 23-34 (11pp.).

IV. Creole Dominated National Projects and the Cults of Mestizaje and Mulatez

Session 3A- 7/14 (63pp., or approx. 3 hours of reading):

Miller, Marilyn Grace (2009). *Rise and Fall of the Cosmic Race: The Cult of Mestizaje in Latin America*. University of Texas Press,

Paschel, Tianna S. (2016). *Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*. Princeton University Press,

V. Racial Whitening, *Indigenismo*, and the Cults of Mestizaje and Mulatez

Session 3B- 7/16 (55pp., or approx. 3 hours of reading):

Helg, Aline (1990). "Race in Argentina and Cuba, 1880-1930: Theory, Policies, and Popular Reaction." *The Idea of Race in Latin America, 1870-1940*, 37-61 (24pp.)

Knight, Alan. (1990). "Racism, Revolution, and Indigenismo: Mexico, 19 10-1940." *The Idea of Race in Latin America, 1870-1940*, 71-102 (31pp.)

VI. Race, Imperialism, and the Invention of Latin America

Session 4A- 7/21 (57pp., or approx. 3 hours of reading):

Gobat, Michel (2013). "The Invention of Latin America: A Transnational History of Anti-Imperialism, Democracy, and Race." *The American Historical Review* 118(5): 1345-75 (30pp.)

Fusté, José I. (2017). "Repeating Islands of Debt: Historicizing the Transcolonial Relationality of Puerto Rico's Economic Crisis." *Radical History Review* 128: 91-98 (7pp.)

Tuhiwai Smith, Linda (2005). "Imperialism, History, Writing, and Theory." *Postcolonialisms: An Anthology of Cultural Theory and Criticism*, Oxford: Berg, 94-114 (20pp.)

VII. Converging Racial Systems at the US' Borders with Latin America

Session 4B- 7/23 (57pp., or approx. 3 hours of reading):

Fusté, José I. (2010). "Colonial Laboratories, Irreparable Subjects: The Experiment of '(B)ordering San Juan's Public Housing Residents." *Social Identities* 16(1): 41-59 (18pp.)

Mora, Anthony P. (2011). "Preoccupied America: Competing Ideas about Race and Nation in the United States and Mexico, 1821-1851." *Border Dilemmas: Racial and National Uncertainties in New Mexico, 1848-1912*. Duke University Press, 23-65 (33pp.)

VIII. Contemporary Anti-Racisms and Anti-Colonialisms in "Latin America"

Session 5A- 7/28 (60pp., or approx. 3 hours of reading):

Hooker, Juliet (2005). "Indigenous Inclusion/Black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America." *Journal of Latin American Studies* 37(2): 285-310 (25pp.)

Bacelar da Silva, Antonio José, and Erika Robb Larkins (2019). "The Bolsonaro Election, Antiblackness, and Changing Race Relations in Brazil." *The Journal of Latin American and Caribbean Anthropology* 24 (4): 893-910 (17pp.)

Vaughn, Bobby (2005). "Afro-Mexico: Blacks, Indígenas, Politics, and the Greater Diaspora." In *Neither Enemies nor Friends*. Springer, 117-135 (18pp.)

IX. Is Race in the United States being "Latin Americanized"?

Session 5B- 7/30 (41pp., or approx. 2 hours of reading):

Bonilla-Silva, Eduardo, and David R. Dietrich (2008). "The Latin Americanization of Racial Stratification in the US." In *Racism in the 21st Century*. Springer, 151-70 (19pp.)

Bonilla-Silva, Eduardo (2015). "More than Prejudice: Restatement, Reflections, and New Directions in Critical Race Theory." *Sociology of Race and Ethnicity* 1(1): 73-87 (10pp.)

Sue, Christina (2009). "An Assessment of the Latin Americanization Thesis." *Ethnic and Racial Studies* 32(6): 1058-1070 (12pp.)