

**ETHN 119: Race in the Americas**  
**Fall 2019**  
**MWF 3:00-3:50pm**  
**McGill Hall 2315 (Week 0 – October 26)**  
**HSS 1305 (October 28 – Finals Week)**

**Instructor:** Alexander D. Huezo, PhD  
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**Office:** SSB 242  
**Office Hours:** Wed 2-3pm + appt

**Course Description**

This course explores the social construction of race and its effects throughout geographic space (the Americas) and time (from European conquest to the present). We first examine the origins of racial discourses and the geographic imagination of the Americas. We then compare how racism and related concepts—such as white supremacy, ethnocentrism, colorism, and pigmentocracy—have materialized both conceptually and empirically since conquest. We will pay particular attention to how our own perspectives on this topic are informed by the context of US race relations and imperialism. The course concludes with some reflection on how current discourses on racism and immigration reinforce, reconfigure or challenge racial constructs.

**Learning Outcomes**

*In this course you will...*

- *learn about the origins of race and racism in the Americas.*
- *examine racism in spatiotemporal terms and understand how your own views on race are situated within the broader contexts of history, geography and popular culture.*
- *articulate your viewpoints drawing on the theoretical and empirical literature from the course while taking into account alternative perspectives.*
- *write a research paper on a topic of your choice and present your findings to the class.*

**Readings and other Requirements**

Though you are not required to purchase texts for this course, you are required to bring printed copies of all required readings to class. All required readings – PDFs and links to articles – will be available online on Canvas. You must come to class having completed all readings for the week, and having read them very carefully.

Bring writing tools with you to class – pen and notebook, laptop, or tablet (no cellphones) – you will be asked to undertake in-class writing exercises throughout the quarter.

### **Classroom Expectations**

This course is designed to be very interactive which means that your participation is crucial to its success (and to the amount you learn). The interactive nature of the course implies several things: I will ask frequent questions of you; I will expect you to ask frequent questions of me; and, I will expect you to engage with each other's ideas. The last point is central – the class is not meant to be a conversation between 'me' and 'you', but between all of us. To succeed in this class you will need to critically evaluate the ideas presented in lectures, course readings, and by your peers; you will need to question them, dispute them, or make them your own. The objective is for you to learn to develop defensible positions – not just opinions – on what is happening around the world, and what coherent ethical/political responses might be.

### **Classroom Etiquette**

Please devote the 50 minutes of class to listening attentively to everyone in this space. We are covering difficult topics so your full attention is required. Be mindful of the space you take up – make sure you respond to the questions posed during our discussions directly and efficiently, and do not forget that your classmates need to be able to participate as well.

Laptops are permitted for referring to the texts and taking notes only. Fiddling with technology is rude and distracting, both to your peers and me. If you are dealing with an emergency that requires you to be on your phone, please do not come to class. When you are not taking notes, please have your laptop screens down to fully engage in our space and listen to your peers with respect.

### **Communication**

I encourage you to reach out to me in person or through email whenever you need to talk about ideas or concerns in this class. Make sure you read over the syllabus and any instructions I have shared via e-mail announcements or Canvas carefully before you ask any questions. I will not respond to e-mails asking me for any information that is readily available on the syllabus.

Make sure to follow proper email etiquette when sending me an email:

- a) include ETHN 119 in the subject heading of the email
- b) provide a salutation (e.g., "Hello Alex")
- c) end the email properly (e.g. "Sincerely", "Kind regards"...etc.)

Please check your email regularly to keep up to date with any possible changes to our schedule. Expect timely email responses from me during normal business hours (9am-5pm) and delayed responses outside of those hours.

## Course requirements and percentage of final grade

**Group Discussion Facilitation (10%):** In groups, students will facilitate class discussion on select Fridays. Each discussant will upload discussion questions for their week (24 hrs. before class).

**Quizzes (20%):** There will be 3 unannounced quizzes that will focus on required readings for the week/day of the quiz. These cannot be made up but the lowest quiz score will be dropped.

**Midpoint Essay (25%):** This mid-quarter assignment will allow you to capitalize on your knowledge of readings week 1-5. The prompt and rubric will be circulated Week 4 (5 pages max). More details TBD.

**Paper Proposal (5%):** Submit a two-page proposal (double-spaced) of your final paper for instructor approval by Friday of Week 6. In it explain your choice of final paper, scope, and readings that will inform your final paper.

**Paper Bibliography (5%):** Submit a bibliography in the format of your choice by Wednesday of Week 8. It must include at least 10 references, with at least 5 peer-reviewed sources and 2 course readings.

**Paper Draft (5%):** Analyze a research topic relevant to the course (7-8 typed pages). Paper must include a bibliography and properly follow conventions of citation and formatting according to MLA, Chicago, or APA style. Draft will be for credit only (0% or 5%) and is due Monday of Week 9.

**Final Paper (25%):** Rubrics and prompts will be circulated via Canvas. The final version of the paper is due Friday of Week 10.

**Attendance\* and Participation:** For this grade component, it is essential that students attend class consistently, arrive on time, and are prepared to participate:

- preparedness – read and review all course materials assigned
- engagement - actively and frequently participate in discussions and activities

Everyone is expected to participate in class and group discussions. Exceptional attendance and participation can improve your final grade.

\* It is your responsibility to make up for your absences: reach out to a classmate to see what you missed. If you have additional questions after you have caught up, you're welcome to reach out to me. Emailing me to ask if you "missed anything in class" serves no purpose; the answer is always yes, and it is your duty to catch up.

**Academic Integrity:** Each student is expected to abide by UCSD's Code of Academic Integrity. When submitting work, please use your own ideas or to credit/cite your sources when borrowing from others. If you have any doubts or questions about what counts as plagiarism, please consult UCSD's Academic Integrity Office (<http://academicintegrity.ucsd.edu>) or see me in office hours.

**Learning Resources:** Writing Hub; Supplemental Instruction; Tutoring; Mental Health Services

**Community Centers:** Learn about the different community centers on campus (Raza Resource Centro, Black Resource Center, LGBT Resource Center, etc.)

<https://students.ucsd.edu/student-life/diversity/index.html>

**Accessibility:** Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: <https://disabilities.ucsd.edu/> | [osd@ucsd.edu](mailto:osd@ucsd.edu) | 858. 534.4382

### **Majoring or Minor in Ethnic Studies:**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, journalism, government and politics, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: 858-534-3277 or [ethnicstudies@ucsd.edu](mailto:ethnicstudies@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu).

## **Week 0            Introduction**

**Fri**                    Review Syllabus & Course Policies  
**(9.27.19)**

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**Week 1      Conceptual Groundwork**

**Mon**  
**(9.30.19)**      “The Meaning of ‘Race’ and ‘Ethnicity’” – Wade 2010  
“Racialization” – Hosang and LaBennett 2014

**Wed**  
**(10.2.19)**      “Images of Latin American *mestizaje* and the politics of comparison”  
– Wade 2004

**Fri**  
**(10.4.19)**      “Imperialism, History, Writing and Theory” - Tuhiwai-Smith 2007  
LASA 2020 Call for Papers: “América Ladina”

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**Week 2      Rethinking the Conquest**

**Mon**  
**(10.7.19)**      “The Lay of the Land: Genealogies of Imperialism” – McClintock 1995  
(pages 1-22)

**Wed**  
**(10.9.19)**      A Short Account of the Destruction of the Indies” – de las Casas 1552  
“Indigenous” - Kauanui 2014

**Fri**  
**(10.11.19)**      “1492: A New World View” – Winter 1995

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**Week 3      Settler Colonialism and Racial Hierarchies**

**Mon**  
**(10.14.19)**      “Settler colonialism and the elimination of the native” – Wolfe 2006

**Wed**  
**(10.16.19)**      Ch. 2: “Racial Formation: Spain’s Racial Order” – Menchaca 2001

**Fri**  
**(10.18.19)** “Introduction: Settler Colonialism in Latin America” – Castellanos 2017

“Geographies of race and ethnicity III: Settler colonialism and nonnative people of color” - Pulido 2018

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**Week 4      Slavery, Revolution and Refuge**

**Mon**  
**(10.21.19)** “Introduction: Slavery and Modernity” – Blackburn 2010

**Wed**  
**(10.23.19)** Ch.1 “An Unthinkable History: The Haitian Revolution as a Non-event” (excerpts)– Trouillot 2012

**Fri**  
**(10.25.19)** “Reconsidering the Underground Railroad: Slavery and Racialization in the Making of the Canadian State” – Bakan 2008  
  
“This underground railroad took slaves to freedom in Mexico” – Leanos 2017

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**Week 5      Nationbuilding & Racial Utopias**

**Mon**  
**(10.28.19)** “Introduction: Racial Nations “  
- Appelbaum, Macpherson, and Roseblatt 2003

**Wed**  
**(10.30.19)** “José Vasconcelos’ About-Face on the Cosmic Race” – Miller 2004

**Fri**  
**(11.1.19)** Ch.2 “From White Supremacy to Racial Democracy” – Telles 2004  
  
**Midpoint Essay**

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**Week 6            Eugenics and Scientific Racism**

**Mon**            “The New Genetics and the Beginnings of Eugenics” – Stepan 1991  
**(11.4.19)**

**Wed**            “Eugenics in Latin America: Its Origins and Institutional Ecology  
**(11.6.19)**            – Stepan 1991

**Fri**            “Germes and Jim Crow: The Impact of Microbiology on Public Health Policies in  
**(11.8.19)**            Progressive Era American South” – Patterson 2009

**Paper proposal due**

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**Week 7            US Imperialism and Racialization**

**Mon**            Veteran’s Day (no class)  
**(11.11.19)**

**Wed**            “The Treaty of Guadalupe Hidalgo and the Racialization of the Mexican  
**(11.13.19)**            Population” – Menchaca 2001

**Fri**            “We didn’t Cross the Color Line, the Color Line Crossed Us”  
**(11.15.19)**            – Sawyer & Paschel 2007

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**Week 8            Identities of Resistance**

**Mon**            “Introduction: Presences and Questions” – Gómez-Quiñónez and Vásquez 2014  
**(11.18.19)**

**Bibliography due**

**Wed**            “The Process of Black Community Organizing in the Southern Pacific  
**(11.20.19)**            Coast Region of Colombia” – Grueso, Rosero and Escobar 2003

**Fri**                      “A Hemispheric Approach to Contemporary Black Activism” - Bowen et al  
**(11.22.19)**              - Bowen et al. 2017

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**Week 9              Pan-Latinx Identities**

**Mon**                      “Latino, Latina, Latin@” – Rodríguez 2014  
**(11.25.19)**

**First draft of paper due**

**Wed**                      “Building Pan-Latino Unity in the United States through Music: An Exploration  
**(11.27.19)**              of Commonalities Between Salsa and Reggaeton” – Kattari 2009

**Fri**                      Thanksgiving holiday (no class)  
**(11.29.19)**

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**Week 10              Rethinking Race in the Americas**

**Mon**                      Ch.1 “Racism without Racists Color-Blind Racism and the Persistence of  
**(12.2.19)**              Racial Inequality in America” – Bonilla-Silva 2013

**Wed**                      “Deprovincializing Trump, decolonizing diversity, and unsettling  
**(12.4.19)**              anthropology” – Rosa & Bonilla 2017

**Fri**                      “All Lives Matter, but so Does Race: Black Lives Matter and the Evolving  
**(12.6.19)**              Role of Social Media” – Carney 2016

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**Finals Week**

**Mon**                      **Final draft of paper due**  
**(12.9.19)**