

ETHN 119: Race in the Americas (4.0 Units Spring 2019)
MWF 4:00-4:50 PM, Center Hall 217 B

Instructor: Crystal R. Pérez, PhD

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Office: SSB 243

Office Hours: Wednesdays 2-3:30 PM & by appointment

Course Description:

This course explores the changing notions of race in heterogeneous societies in the Americas, from European conquest to the present. It introduces the concept of race and its relationship to other categories of difference, like gender and sexuality. One of the running threads of our readings on the Americas is the question of subjecthood and who is considered fully-human vis-à-vis racial and gender categorizations. At the same time, we will explore the constructs of race in the Americas in relationship to the sociopolitical orders that developed as a result of European conquest and colonization. We will additionally explore cultural-political movements of Indigeneity, Mestizaje, and Négritude. Because we only have 10 weeks, the course cannot give an exhaustive account of the history of race in every region of the Americas. Still, students should come away with a better understanding of race as a concept, its persistence, circulation, and centrality across the Americas despite differences in the details of its application.

Course Materials & Tools

Links or PDFs of all readings and films will be provided via Blackboard.

Kanopy: <https://ucsd.kanopy.com> (if streaming from off-campus, sign-on to UCSD VPN).

TritonEd <https://tritoned.ucsd.edu> Login: UC San Diego Active Directory credentials

Course Format & Requirements

Given the size of this course our class meetings will be a combination of lecture, discussion, and in-class activities. Fridays will be especially student-centered as groups will be responsible for discussion questions and facilitating conversations.

Attendance and Participation (20%). For this grade component, it is essential that students attend class consistently, arrive on time, and are prepared to participate:

- **Two absences will be excused without question;** any more absences will impact your overall grade -2%.
- Full participation means being in class having read and **printed all required readings.** Reading from cellphones constitutes not being prepared to participate.
- Claims or arguments should reflect consideration of course texts.
- For meaningful discussions to take place, observe respectful written, verbal, and nonverbal communication. Also see: [Principles of Community](#).

Group Discussion Facilitation (10%). In groups, students will facilitate class discussion on select Fridays. The recommended format for this facilitation is the Socratic seminar. Each discussant will upload a key term with definition for their week (24 hrs. before class).

Key Terms (10%): You will upload 4 keyword entries over the course (choose 2,4,6,8 or 3,5,7,9). You will identify and define key concepts in your own words. Keyword entries should: 1) be in your “own words” but ideally include analysis of short quotes from readings and examples we study; 2) be approximately 4-5 sentences (or longer if you wish). 3) be a “core concept” from the class. This means that it has been highlighted in lecture and/or readings.

Quizzes (10%). There will be 3-4 unannounced quizzes that will focus on required readings for the week/day of the quiz. These cannot be made up.

Mid-point Essay (20%). This mid-quarter assignment will allow you to capitalize on your knowledge of readings week 1-5. Prompt and rubric will be circulated Week 5 (5 pages max). More details TBD.

Final Proposal (5%). Submit a two-page proposal (double-spaced) of your final project for instructor approval. In it explain your choice of final project, scope, and readings that will inform your final project by **Friday of week 8.**

Final Project (20%). You will have a choice between a traditional research paper or a creative piece + process essay. Rubrics and prompts will be circulated via TritonEd.
Option A, Research Paper (7pp): research one of our class topics further and make a claim using evidence from class and also 3 additional outside sources.
Option B, Creative Project + Process Essay (3 pages): possible formats include video documentaries, creative literary pieces (poems, songs, plays, spoken word, etc.), photo essay, comic book, children’s book, etc.

Draft of Final (5%). A draft of the final will be due Wed of Week 10 for peer-review. Actual Final will be due during finals week. Draft will be for credit only (0% or 5%); no letter grade.

Grade Breakdown

Attendance/Participation	20%
Group Facilitation	10%
Key Terms	10%
Pop Quizzes (4 at 2.5%)	10%
Mid-point Essay	20%
Final Proposal	5%
Draft of Final	5%
Final Project	20%
Total	100%

Email Policy. Please observe standard email etiquette and formatting. Send all email from your UCSD account. I will typically respond to your questions within 24 hours during Mon-Friday. I am less responsive over the weekend. Email is a good way to ask short and/or logistical questions or set up office appointments. If you have questions that require an in-depth answer, please see me during office hours.

Late Work is only accepted in the case of verifiable emergencies or by making arrangements with me 72 hours before due date. Any other cases of late work will be penalized -5% for every 24-hour period late.

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 | 858. 534.4382

Majoring or Minorin 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 or visit www.ethnicstudies.ucsd.edu

Syllabus Subject to Change. The syllabus is a living document and changes may happen. If changes are made, you will be notified in a timely manner via TritonEd and/or in class.

Course Schedule

UNIT 1. Setting the Terms

Week 1: Topics, Assignments and Due Dates

M 4/1 Introduction to Course & Syllabus Review

W 4/3 “Latino, Latina, Latin@” by Juana María Rodríguez; “Race” by Rod Ferguson, and “Indigenous” by Kēhaulani Kauanui from *Keywords for American Cultural Studies*

F 4/5 Peter Wade, “The Meaning of ‘Race’ and ‘Ethnicity’”

Week 2: Settler Colonialism & Imperialism

M 4/8 Lorenzo Veracini, “Introduction: The Settler Colonial Situation”

W 4/10 Linda Tuhiwai Smith, “Imperialism, History, Writing and Theory” from *Decolonizing Methodologies*

F 4/12 No Class Meeting. Film TBD.

Week 3: Imperialism, Slavery, & Gender

M 4/15 Katherine McKittrick, “Demonic Grounds: Sylvia Wynter” from *Demonic Grounds*
Optional: Sylvia Wynter, “Race, Discourse, and the Origin of the Americas: A new Worldview”

W 4/17 Anne McClintock, “The Lay of the Land: Genealogies of Imperialism”

F 4/19 McKittrick & McClintock, continued.

UNIT 2. Theories of Racial Mixing: From Casta System to Mestizaje

Week 4: Colonial Fictions of Race

M 4/22 Maria Elena Martinez, Selections from *Genealogical Fictions*.
Magali M. Carrera. “Locating Race in Late Colonial Mexico.”

W 5/24 Peter Wade, “Images of Latin American Mestizaje and the Politics of Comparison”

F 4/26 Martinez, Carrera, and Wade Cont.

Week 5: Chicanx and Mestizaje

M 4/29 Martha Menchaca "The Treaty of Guadalupe Hidalgo and the racialization of the Mexican population." In *Recovering history, constructing race: The Indian, black, and white roots of Mexican Americans*.

Optional: Jose Vasconcelos, "Mestizaje"

W 5/1 Gloria Anzaldua, "La Consciencia de la Mestiza" from *Borderlands/La Frontera*
George Hartley, "Chican@ Indigeneity, the Nation-State, and Colonialist Identity Formations"

F 5/3 Anzaldua and Hartley, cont.

Week 6: Comparative Mestizaje & Political Activism

M 5/6 David T. McNab, "Metis Voices and Sovereignty: Reflections on Metis Resistance to Imperial Layers of Colonialism in Canada"

W 5/8 (Tentative) Jasmine Mitchell, "Indigeneity and Fictions of Brazilian National Identity: Quincentennial Representations of Mesticagem in Contemporary Brazilian Cinema"

F 5/10 Mc Nab and Mitchell, cont.

Unit III: Blackness in the Hemispheric Americas
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Week 7: Black Affirmation in Poetry and Song

M 5/13 Robin D.G. Kelley, "A Poetics of Anticolonialism" and Aime Cesaire, "Discourse on Colonialism"

W 5/15 Paul Gilroy, Ch. 3. "Jewels Brought from Bondage" from *The Black Atlantic*

F 5/17 Cesaire and Gilroy cont.

***Assign: Final Proposal**

Week 8: Afro-Latinidades

M 5/20 "Afro-Latin@s on the Color Line" from *The Afro-Latin@Reader*

W 5/22 "Living Afro-Latinidades" from *The Afro-Latin@Reader*

F 5/24 Cont. Selected works from *The Afro-Latin@ Reader*

***Proposal due (tentative deadline)**

Week 9: Black Migration in the Hemispheric Americas

M 5/27 No Class Meeting –Memorial Day Observance

W 5/29 Tianna Paschel and Mark Sawyer, "'We Didn't Cross the Color Line, the Color Line Crossed Us'"

F 5/31 Pierre, Jemima (2003). Race, Migration, and the Re-Imagining of the Contemporary African Diasporas. *Wadabagei: A Journal of the Caribbean and its Diaspora*, 6(3): 37–78

Unit IV. “America” or “US” in the Hemispheric Americas

Week 10

M 6/3 Alfonso Gonzales. "Trumpism, Authoritarian Neoliberalism, and Subaltern Latina/o Politics." *Aztlan: A Journal of Chicano Studies* 42, no. 2 (2017): 147-164.

W 6/5 Peer-Review Workshop

F 6/7 In-class course reflection & discussion

***Final Project Due Thursday, 06/13/2019 at 5:59 PM**

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