

**ETHN 119**  
**(A History of the Idea of) Race in the Americas**  
**Winter Quarter, 2009**  
**Instructor: José I. Fusté**  
**M., W., F., 1:00-1:50pm, Solís Hall 109**

**\*\* Readings and Assignment dates are subject to change (new copies will be provided)\*\***

**Off. Hrs.:** Mon. and Wed., 3:00-4:30pm @ the Cross Cultural Center (2<sup>nd</sup> floor, Price Center East), or by appointment

**Email:** jfuste@ucsd.edu

- ❖ This course will provide you with a historical overview of how the idea of race structured relations of power in Latin America from 1492 until today (with a particular focus on the late 19<sup>th</sup> and early 20<sup>th</sup> centuries).
- ❖ Through an Ethnic Studies (relational, intersectional, comparative, transnational) lens, we will seek a critical understanding of how race—in conjunction with gender, class, ethnicity, culture, and nation—shaped hierarchies of power in the region.
- ❖ Considering that “race is an outcome rather than a cause,” a “historical product of the confluence of ideas, events, and processes,” and a “changing, flexible category that emerges out of particular times and places” (Bronfman 2004, p. 5), in this course we will carefully examine the particularities of race within different social, political, historical, and geographical contexts.
- ❖ We will also pay close attention to how in each part of Latin America, race works differently from race in the US (e.g., “black” or “white” in say Brazil or Puerto Rico is different from how these categories are used in the US).
- ❖ Finally, we will look at how categories of race cross from North America to Latin America and vice-versa.

The course is divided into five sub-thematic sections:

- 1. Race/Modernity-Coloniality**
- 2. Race/Nation**
- 3. Race/Culture (& Social Science)**
- 4. Race/Gender/Sexuality**
- 5. Racial border crossings in the Americas**

The following required readings for the course are available at Groundwork Books (all materials are also on reserve at Geisel Library):

- Bronfman, A. (2004). *Measures of equality social science, citizenship, and race in Cuba, 1902-1940*. Chapel Hill: University of North Carolina Press. (ISBN: 0807855634)
- Findlay, E. (1999). *Imposing decency : the politics of sexuality and race in Puerto Rico, 1870-1920*. Durham, NC: Duke University Press. (ISBN: 0822323966).
- Miller, M. G. (2004). *Rise and fall of the cosmic race: the cult of mestizaje in Latin America* (1st. ed.). Austin: University of Texas Press. (ISBN: 0292705964).

## Assignments, Exams, Grading

Papers (There will be two paper assignments):

- ❖ For the midterm paper, you will be asked to write a 5 pp. essay. The essay will be due in WebCT by **Sunday, February 15, 11:59pm.**
- ❖ For the final paper, you will be asked to write a 7 pp. essay. The final essay will be due in WebCT on **Sunday, March 15, 11:59pm.**

Final Exam:

- ❖ The final exam is scheduled for **March 20, 2009, 11:30a - 2:30p** (location TBD). It will consist of several ID questions plus one or two essay questions. I will provide you with a study guide beforehand.

Attendance and Participation: I expect you to attend all class meetings and participate actively. I will take points off for every absence (I only make exceptions if you bring me a valid medical or written excuse). I will also take points off if you don't participate in class and show me that you're keeping up to date with the reading and the discussion. If you are a shy person and dislike speaking in class, please try to make up for this by stopping by my office hours for a chat (that also counts towards your participation).

Skill Level and Reading: This is an upper division Ethnic Studies course. I do not recommend that you take it unless you took at least one lower division Ethnic Studies course before. **If you haven't, please come and see me at the end of the first day of lecture.** Also, I have assigned roughly 120 pages of reading per week. For the average student, this is equivalent to about 6 hours of reading per week (20 pp./hr.). If you think you can't handle this workload, please choose a different course. The only way to get a good grade in the papers and in the final exam is if you do the readings on time. If you fall behind, you will find it very hard to catch up.

Late Work Policy: Late submission of assignments will be accepted only in verifiable emergencies, and only by arrangement with me prior to 2:00 p.m. on the due date. Assignments turned in late without prior approval **will be graded down 7 points** for each 24-hour period past the due date (**no exceptions**).

Grade distribution:

Midterm Paper	25%
Final Paper	35%
Final Exam	15%
Attendance	12.5%
Participation	12.5%

**\*\*\*If you are taking this course P/NP, you must turn in both papers, take the final, attend class and participate in order to get a passing grade (don't forget that if you're registered as P/NP, you need to get at least a 70% in order to pass). \*\*\***

**Principles of Community and Academic Integrity:** The term “academic integrity” represents a complex of values and practices essential to the successful pursuit of education at UCSD. Students are members of the academic community, with accompanying rights and responsibilities based on honesty, trust, fairness, and mutual respect. UCSD affirms the right to freedom of expression and, at the same time, is committed to the highest standards of civility and respect among the faculty, staff, and students. In keeping with these fundamental ideals, please familiarize yourself with the “UCSD Principles of Community,” available at <http://www.ucsd.edu/principles/>. Academic integrity, however, entails more than is contained in this declaration. It necessarily includes a personal, individual commitment to contribute to and maintain a supportive learning environment for all UCSD students within as well as outside of the classroom. Above all, it means upholding the rules of academic honesty – doing your own work on all assignments and examinations, written or otherwise; and giving credit where credit is due when using the words or ideas of others (that means citing so make sure you do this when is necessary in the response papers, the midterm, and the final, using proper conventions).

**My Email Policy:** Please email with questions and/or concerns about the course. I will respond within the next 24 hours. If you have an important personal question such as inquiring about a grade or class discussion, please visit me during office hours or schedule an appointment with me.

### Weekly Schedule

\*\*\**The readings below are either in the required texts  
for the class (**in bold**) or in the library's electronic reserves website\*\*\**

<b>Week 1:</b> <b>(116 pages- 5.8 hrs/reading)</b>	<p>Quijano, A. (2000). Coloniality of Power, Eurocentrism, and Latin America. <i>Nepantla</i>, 1(3), 533-580.</p> <p>Mignolo, W. (2005). The Americas, Christian Expansion, and the Modern/Colonial Foundation of Racism. In <i>The idea of Latin America</i> (pp. 1-50). Malden, MA ; Oxford: Blackwell Pub.</p> <p>Carrera, M. M. (2003). Identity by Appearance, Judgment, and Circumstances: Race as Lineage and Calidad. In <i>Imagining identity in New Spain : race, lineage, and the colonial body in portraiture and casta paintings</i> (1st ed., pp. 1-21). Austin: University of Texas Press.</p>
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<p><b>Week 2:</b> <b>(131 pages-6.5 hrs/reading)</b></p>	<p>Anderson, B. (1991). Introduction. In <i>Imagined communities : reflections on the origin and spread of nationalism</i> (pp. 1-8). London ; New York: Verso.</p> <p>Anderson, B. (1991). Chapter 4: Creole Pioneers. In <i>Imagined communities: reflections on the origin and spread of nationalism</i> (pp. 47-66). London ; New York: Verso.</p> <p>Holt, T. C. (2003). Foreword: The First New Nations. In N. P. Appelbaum, A. S. Macpherson &amp; K. A. Rosemblatt (Eds.), <i>Race and nation in modern Latin America</i> (pp. vii-xiv). Chapel Hill, N.C. ; London: U. of North Carolina Press.</p> <p>Appelbaum, N. P., Macpherson, A. S., &amp; Rosemblatt, K. A. (2003). Introduction. In N. P. Appelbaum, A. S. Macpherson &amp; K. A. Rosemblatt (Eds.), <i>Race and nation in modern Latin America</i> (pp. 1-31). Chapel Hill, N.C. ; London: U. of N Carolina Press.</p> <p>Wade, P. (2003). Race and Nation in Latin America: An Anthropological View. In N. P. Appelbaum, A. S. Macpherson &amp; K. A. Rosemblatt (Eds.), <i>Race and nation in modern Latin America</i> (pp. 263-282). Chapel Hill, N.C. ; London: University of North Carolina Press.</p> <p style="text-align: center;">***</p> <p><b>Introduction &amp; Chapter 1: Miller, M. G. (2004). <i>Rise and fall of the cosmic race: the cult of mestizaje in Latin America</i> (1st. ed.). Austin: University of Texas Press.</b></p>
<p><b>Week 3:</b> <b>(96 pages-4.8 hrs/reading)</b></p>	<p>Bolívar, S. (1951). "Reply of a South American to a Gentleman of this Island (Jamaica)", September 6, 1815. In <i>Selected writings</i> (Vol. 1, pp. p.103-122). New York,: Colonial Press.</p> <p>Bolívar, S. (1983a). 'Absolute freedom for the slaves'. In J. L. Salcedo-Bastardo (Ed.), <i>The hope of the universe</i> (pp. 123). Paris: UNESCO.</p> <p>Bolívar, S. (1983b). Racial Harmony in the Mixed Society of the New World, and Other Thoughts in Jamaica. In J. L. Salcedo-Bastardo (Ed.), <i>The hope of the universe</i> (pp. 118-121). Paris: UNESCO.</p> <p>Bolívar, S. (1983c). Tribute to the noble president Pétion, and the defense of the home country. In J. L. Salcedo-Bastardo (Ed.), <i>The hope of the universe</i> (pp. 122). Paris: UNESCO.</p> <p>Martí, J. (2007a). My Race. In <i>José Martí reader : writings on the Americas</i> (2nd ed., pp. 172-173). Melbourne, Vic.: Ocean.</p> <p>Martí, J. (2007b). Our America. In <i>José Martí reader : writings on the Americas</i> (2nd ed., pp. 120-129). Melbourne, Vic.: Ocean.</p> <p>Morelos, J. M. (1812-1813). Decree Concerning the War of the Castes. Retrieved December, 2008, from <a href="http://www.tamu.edu/ccbn/dewitt/morelossent.htm#sentiments">http://www.tamu.edu/ccbn/dewitt/morelossent.htm#sentiments</a></p> <p>Vasconcelos, J. (1997). The Cosmic Race. In <i>The cosmic race : a bilingual edition</i> (Johns Hopkins paperbacks ed., pp. 3-40). Baltimore, Md.: Johns Hopkins University Press.</p> <p>Renan, E. (1990). What is a Nation? In H. K. Bhabha (Ed.), <i>Nation and narration</i> (pp. 8-22). London ; New York: Routledge.</p>
<p><b>Week 4:</b> <b>(112 pages-</b></p>	<p><b>Chapter 2-Epilogue: Miller, M. G. (2004). <i>Rise and fall of the cosmic race: the cult of mestizaje in Latin America</i> (1st. ed.). Austin: University of Texas Press.</b></p>

<b>5.6 hrs./ reading)</b>	
<b>Week 5: (106 pages of reading- 5.6 hours of reading)</b>	<b>Intro-Chapter 4: Bronfman, A. (2004). <i>Measures of equality social science, citizenship, and race in Cuba, 1902-1940</i>. Chapel Hill: University of North Carolina Press.</b>
<b>Week 6: (80 pages- 4 hrs/reading)</b>	<b>Chapter 5-Epilogue: Bronfman, A. (2004). <i>Measures of equality social science, citizenship, and race in Cuba, 1902-1940</i>. Chapel Hill: University of North Carolina Press.</b>  <b><u>Midterm paper due: Sunday, February 15, 2009</u></b>
<b>Week 7: (109 pages/ 5.5 hrs/ reading)</b>	<b>Intro-Chapter 3: Findlay, E. (1999). <i>Imposing decency: the politics of sexuality and race in Puerto Rico, 1870-1920</i>. Durham, NC: Duke University Press. (ISBN: 0822323966).</b>
<b>Week 8: (101 pages- 5 hrs/ reading)</b>	<b>Chapter 4-Conclusion: Findlay, E. (1999). <i>Imposing decency: the politics of sexuality and race in Puerto Rico, 1870-1920</i>. Durham, NC: Duke University Press. (ISBN: 0822323966).</b>
<b>Week 9: (42 pages- 2 hrs/reading)</b>	De Genova, N., & Ramos-Zayas, A. Y. (2003). Chapter 1- Introduction: Latino Crossings. In N. De Genova & A. Y. Ramos-Zayas (Eds.), <i>Latino crossings: Mexicans, Puerto Ricans, and the politics of race and citizenship</i> (pp. 1-30). New York: Routledge. Mato, D. (2003). On the Making of Transnational Identities in the Age of Globalization: The US Latina/o-"Latin" American Case. In L. Alcoff & E. Mendieta (Eds.), <i>Identities: race, class, gender, and nationality</i> (pp. 281-294). Malden, MA: Blackwell Pub.  <b><u>I'm only giving you two readings this week so that you can make some headway with your final paper, which counts for 35% of your final grade</u></b>

<p><b>Week 10:</b></p> <p><b>(77 pages- 4 hrs/reading)</b></p>	<p>Alcoff, L. M. (2000). Is Latina/o Identity a Racial Identity? In J. J. E. Gracia &amp; P. De Greiff (Eds.), <i>Hispanics/Latinos in the United States: ethnicity, race, and rights</i> (pp. 23-44). New York: Routledge.</p> <p>Mendieta, E. (2000). The Making of New Peoples: Hispanizing Race. In J. J. E. Gracia &amp; P. De Greiff (Eds.), <i>Hispanics/Latinos in the United States: ethnicity, race, and rights</i> (pp. 45-60). New York: Routledge.</p> <p>Oboler, S. (2000). Racial Ideologies, Identities, and the Question of Rights. In J. J. E. Gracia &amp; P. De Greiff (Eds.), <i>Hispanics/Latinos in the United States: ethnicity, race, and rights</i> (pp. 125-146). New York: Routledge.</p> <p>Bonilla-Silva, E., &amp; Dietrich, D. R. (2008). The Latin Americanization of Racial Stratification in the U.S. In R. E. Hall (Ed.), <i>Racism in the 21st century</i> (pp. 151-170). New York: Springer.</p> <p style="text-align: center;"><b><u>Final paper due: Sunday, March 15, 2009</u></b></p> <p style="text-align: center;"><b><u>DON'T FORGET: The final exam is scheduled for March 20, 2009, 11:30a - 2:30p (location TBD).</u></b></p>
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### **Majoring or Minorin in Ethnic Studies at UCSD**

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 have no information about the major or minor and don't 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, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Yolanda Escamilla, Ethnic Studies Department Undergraduate Advisor, at

858-534-3277 or [yescamilla@ucsd.edu](mailto:yescamilla@ucsd.edu).