

TOPICS IN LATIN AMERICAN HISTORY:

**THE MAKING OF RACE IN LATIN AMERICA
1492 TO THE PRESENT**

**26:510:550
Wednesdays 5-7:30**

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As of 1/8/2018, the instructor may still make small changes to this syllabus. The books have ALL been ordered, and you can safely purchase them.

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Since 1492, Latin America has been the site of intense encounters between indigenous people, people of European descent, people of African descent, and others. In turn, Latin Americans have developed complex ways of conceiving of distinctions among and between themselves. Beginning with the pre-history of European conquest and ending in the present, this course asks how and why such conceptions developed, and what impact they have had on politics and culture in Latin America. Many observers have argued that Latin Americans, because of the high degree of intermixture between people of different backgrounds, have developed uniquely Latin American notions of difference—that they conceive of differences as based less on a concept of “race” than on one of “color” and that Latin American countries are “racial democracies”; other observers have pushed back against these claims. This debate and the process of racial construction that it addresses have taken place not only within Latin America but also on an international stage. As we examine the historical development of notions of race, we will also pay close attention to both this ongoing debate and the effects the debate itself has had on politics, culture, and society.

Requirements:

The requirements for this class are as follows:

- 1) Attendance and participation (40% of grade)

As this is a graduate-level seminar, it depends on everyone coming to class having read and thought about the readings for the week. Please note that this grade is based on the quality, not just the quantity, of your participation.

The elements of this portion of the grade are as follows:

- a) Participation in class discussion. You should come to every class with ideas, questions and thoughts about the readings and with notes that will help you organize your thoughts. As I am also aware that everyone has a different level of comfort with class participation, this portion of the grade also includes two written elements.

b) Reflection/Re-reflection papers

Each week, you will write a brief paper (1-2 pages) in response to the readings, due in class the day we discuss those readings. *The next day*, you will send to me, via email, an informal and even briefer (a few sentences to 1 paragraph) reflection on your own response, in which you consider how your thoughts about the readings may or may not have changed after our group discussion.

c) Blog participation

The blog for this class is located at <http://makingrace.blogspot.com>. Each student is required to post at least one comment on the blog and at least one response to someone else's comment *before class meets each week*. I know that folks are busy and that you are often preparing for class up to the time class begins. But this assignment is much more effective if you can post your thoughts as early as possible. You do not necessarily have to have read the entire reading by the time you post your blog comments.

2) Short Essay (20% of grade)

You will write an essay (5-6 pages) that puts any two sets of readings (books or collections of articles) that we read in the first seven weeks of class (up to and including Feb. 27) into conversation with each other. This paper will be due by email on Sunday, March 18.

3) Final Paper (40% of grade)

You will write a paper (12-15 pages) on a topic of your choosing. We will discuss the parameters of this paper over the course of the semester.

Separate instruction sheets for each of these components will be handed out in class and available on the Blackboard site for this course.

Important Policy Notes:

- 1) Attendance is crucial. As per departmental policy, any student missing four or more classes, through *any combination of excused or unexcused absences*, will not receive credit for the course. If you find yourself in this position through circumstances beyond your control, we encourage you to seek a retroactive withdrawal.
- 2) You will follow the University's policy on Academic Integrity, which falls under the Code of Student Conduct. The policy and the consequences of violating it are outlined here: <http://www.ncas.rutgers.edu/office-dean-student-affairs/academic-integrity-policy>. *I strictly follow the University's rules regarding plagiarism and other academic irregularities. Please consult me if you have any questions about what is and is not appropriate regarding the use of sources or citation.*

- 3) All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on each piece of major written work: “On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.”
- 4) If you have a disability and may need accommodations to fully participate in this class, contact the Office of Disability Services at the semester’s start. Please see the website here: <http://robeson.rutgers.edu/disability-services/>

Course Materials:

*Available at the University Bookstore:

- Irene Silverblatt, *Modern Inquisitions: Peru and the Colonial Origins of the Civilized World* (2004)
 David Wheat, *Atlantic Africa and the Spanish Caribbean, 1570-1640* (2016)
 Jason McGraw, *The Work of Recognition: Caribbean Colombia and the Post-Emancipation Struggle for Citizenship* (2014)
 Rebecca Earle, *The Return of the Native: Indians and Myth-Making in Spanish America, 1810-1930*
 Nancy Leys Stepan, *The Hour of Eugenics: Race, Gender, and Nation in Latin America* (1996)
 Jeffrey Gould, *To Die in this Way: Nicaraguan Indians and the Myth of Mestizaje, 1880-1965* (1998)
 Jason M. Colby, *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America* (2011)
 Paulina Alberto, *Terms of Inclusion: Black Intellectuals in Twentieth-Century Brazil* (2011)
 Devyn Spence Benson, *Antiracism in Cuba: The Unfinished Revolution* (2016)
 Natalia Molina, *How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts* (2014)

Additional course readings are available on the Blackboard site for this course.

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Schedule of Classes and Readings

Jan. 17: Week One

Introduction: What is race and why Latin America?

Jan. 24: Week Two

The inner and outer worlds of Europe and Iberia before 1492

a) Imagining an Outside World

Seymour Phillips, "The Outer World of the European Middle Ages"

John B. Friedman, "Cultural Conflicts in Medieval World Maps"

Marina Münkler, "Experiencing Strangeness: Monstrous Peoples on the Edge of the Earth as Depicted on Medieval Mappae Mundi"

b) Differences within

María Elena Martínez, *Genealogical Fictions Limpieza de Sangre, Religion, and Gender in Colonial Mexico*, chs. 1-3

David Nirenberg, "Was there Race before Modernity? The Example of 'Jewish' Blood in Late Medieval Spain"

Jan 31: Week Three

Indians and Africans: the problem of slavery and race

Anthony Pagden, *The Fall of Natural Man*, 1-108

David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World*, chs. 2-4

Feb. 6: Week Four

Colonial Latin American Race-making I

Irene Silverblatt, *Modern Inquisitions: Peru and the Colonial Origins of the Civilized World*

María Elena Martínez, "The Language, Genealogy, and Classification of 'Race' in Colonial Mexico"

Feb. 13: Week Five

Colonial Latin American Racemaking II

David Wheat, *Atlantic Africa and the Spanish Caribbean: 1570-1640*

Feb. 20: Week Six

The Rise of the Liberal State I: What is a Citizen?

Marixa Lasso, "Race, War, and Nation in Caribbean Gran Colombia, Cartagena, 1810-1832"

Jason McGraw, *The Work of Recognition: Caribbean Colombia and the Post-Emancipation Struggle for Citizenship* (2014)

Feb 27: Week Seven

The Rise of the Liberal State II: Imaginary Indians

Rebecca Earle, *The Return of the Native: Indians and Myth-Making in Spanish America, 1810-1930*

Karen D. Caplan, "Indigenous Citizenship: Liberalism, Political Participation, and Ethnic Identity in Post-Independence Oaxaca and Yucatán"

Mar. 6: Week Eight

Race and Science

Nancy Leys Stepan, *The Hour of Eugenics: Race, Gender, and Nation in Latin America*

SPRING BREAK

Mar. 20: Week Nine

Mestizo Nation?

Jeffrey L. Gould, *To Die in this Way: Nicaraguan Indians and the Myth of Mestizaje, 1880-1965*

Mar. 27: Week Ten

Race, Empire, and the United States

Jason M. Colby, *The Business of Empire: United Fruit, Race, and U.S. Expansion in Central America*

April 4: Week Eleven

Paulina Alberto, *Terms of Inclusion: Black Intellectuals in Twentieth-Century Brazil*

April 11: Week Twelve

Devyn Spence Benson, *Antiracism in Cuba: The Unfinished Revolution*

April 18: Week Thirteen

Presentation/ workshop

April 25: Week Fourteen

Natalia Molina, *How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*