

# RACE AND ETHNICITY IN LATIN AMERICA & THE CARIBBEAN

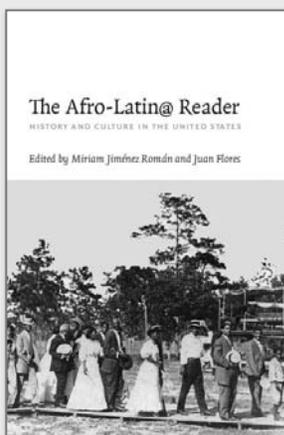
Wednesdays | 6:00p-9:00p | Conklin Hall 238

## Contact Info

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 Office Hours: Tues. 5:30-6:30p;  
 Wed. 4:30-5:30p. Please use  
*Slotted* to sign up. Link on  
 Blackboard.

## Required Texts

Miriam Jimenez Roman and  
 Juan Flores (eds.) (2010) *The  
 Afro-Latin@ Reader: History and  
 Culture in the United States*,  
 Duke University Press.



Kate L. Turabian. (2013). *A  
 Manual for Writers for Research  
 Papers Theses, and Dissertations*,  
 8th Edition. U of Chicago Press.



Tres hermanas- "Three Sisters", Cuajinicuilapa, Guerrero, Mexico,  
 By Tony Gleaton 1986

## Course Overview

This course introduces students to the ways race and ethnicity have shaped societies across the Americas from colonial times to the present. Students will examine the complex and historically changing meanings of the concepts of race and ethnicity in Latin America and the Caribbean. The primary focus of the course is on those of African descent in Latin America, the Hispanophone Caribbean and the United States.

## Course Objectives

Upon successful completion of this course, students will be able to:

- ✦ Demonstrate an understanding of how race and ethnicity are approached from the perspectives of various fields and disciplines;



Cartagena, Colombia

## Assignments

- ✦ Free writing = 10 pts (5 \* 2pts each)
- ✦ Research proposal = 10 pts
- ✦ Annotated biblio. = 15 pts
- ✦ Final paper draft = 20 pts
- ✦ Final paper= 30 pts
- ✦ Final presentation= 5 pts
- ✦ Attendance & participation = 10 pts

Total= 100 points

- A = 90-100+
- B+= 87-89
- B = 80-86
- C+= 77-79
- C = 70-76
- D = 60-69
- F = 0-59

Your grades will be routinely updated on Blackboard. It is your responsibility to check them to assure they are current and accurate. Guidelines for submission of written work are available on Blackboard and must be followed to receive assignment credit.

- ✦ Understand and analyze the process of racialization and ethnization across time in Latin America;
- ✦ Develop an understanding of basic concepts, theories, and research methods used in the study of race and ethnicity, and;
- ✦ Continue to develop and hone analytical and writing skills by participating in class discussions and completing written assignments.

## Course Schedule

Week 1 (9/6) Introduction; Geography

Week 2 (9/13) History: *AR* pgs. 1-15; *Wade*

\*Introduction Video Due

Week 3 (9/20) Sociology and Anthropology: *AR* pgs. 485-498; *Stephen & Collier*; **Turabian** 3-23

\*Research proposal due

Week 4 (9/27) The Politics of Identity: *AR* pgs. 431-433, 445-466; *Hooker*; **Turabian** 24-48; Video: <https://www.youtube.com/watch?v=QtrNgeIoF-s>

Week 5 (10/4) Politics and Social Movements: *AR* pgs.

527-539; *Paschel & Sawyer*

\*Annotated bibliography due

Week 6 (10/11) Space and Place: *AR* pgs. 219-231; *Valle-ERS*; **Turabian** 49-83

Week 7 (10/18) Family: *AR* pgs. 142-149; *Hordge-Freeman*

\*Draft of final paper due

Week 8 (10/25) Religion: *AR* pgs. 245-261; *Selka*; **Turabian** 100-103

Week 9 (11/1) Gender: *AR* pgs. 282-295; *Richards*; **Turabian** 104-110; Video: <https://youtu.be/ooHnVjbCONS>

Week 10 (11/8) Sexuality: *AR* pgs. 298-311; *Allen*; **Turabian** 111-123

Week 11 (11/15) Literature and Poetry: *AR* pgs. 232-234,

467-468; *Valle- Authors*; **Turabian** 135-143

Week 12 (11/22): NO CLASS (Thanksgiving)

Week 13 (11/29) Media Representation: *AR* pgs. 319-325; *Sue & Golash-Boza*

Week 14 (12/6) Visual Arts: *Tourino*; Angulo work <http://negricolas.blogspot.com/>; Castas Paintings <http://notevenpast.org/casta-paintings/>

Week 15 (12/13) Music: *AR* pgs. 373-386, 176-186 207; *Fernandes & Stanyek*

Final Papers Due and Presentations: December 20, 2017

**Please be mindful that this syllabus IS SUBJECT TO CHANGE.**

## Course Rules and Regulations

The primary goal of academia is the free exchange of information and ideas. Thus, in this class RESPECTFUL DISCUSSION IS MANDATORY! Students are required to be respectful of divergent opinions and viewpoints, however; that does not mean you have to agree with everyone, including the professor. Differences in opinion can provide an opportunity to look at situations from someone else's point of view, which can only facilitate our intellectual growth. Such discussions will be impossible without a basic level of courtesy and respect. This said, certain types of speech will not be tolerated, including, offensive remarks and personal attacks that demean and belittle other students. Criticize ideas, not individuals! Our primary commitment is to learn together.

The best way to achieve the aforementioned things is through five practices:

- I. **Attendance:** Attendance is mandatory. I will be taking attendance. Please be mindful that we only meet 14 times. Each class is 3 hours long because it is a double period. Therefore, missing one class is equivalent to missing 2 classes. Absences may be excused with appropriate notification from a medical doctor for illness or from the Dean of Students (e.g. family emergencies). You are allowed one unexcused absence. You will lose 15 points for your first unexcused absence beyond one. This means that if you miss two classes the **most** points you can earn for the course is 85. Miss 3 classes (21% of the course), the **most** you can earn is 80. Any student who misses 4 or more sessions through any combination of excused and unexcused absences will not earn credit in this course; such students should withdraw from the class. If absent, you are still responsible for missed materials and making arrangements to turn in any assignments. First, try to get notes from at least three people who were in class, then if necessary, come to office hours for clarification.



2. **Do your own work:** This class is based on actively thinking, speaking and writing. Give me your own thoughts with evidence from course related materials. While you all will engage in collaborative group work, there will be no tolerance for intellectual dishonesty. Cheating, plagiarism (including “borrowing” information from the internet), fabrication of facts, and other forms of intellectually dishonest practices are subject to disciplinary action. (Note: Matters of academic dishonesty are taken very seriously and will involve severe repercussions).

\*All students are required to sign the Rutgers Honor Code Pledge. Ensure that it is listed on every assignment you submit. **“On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.”**

3. **Submit assignments on time:** Assignments will be due prior to the start of class. You will be unable to complete Blackboard quizzes after the deadline posted on the quiz. Group assignments submitted late will lose 2 points for each day they are late.
4. **Informed participation:** Classes will flow as long as you produce ideas and thoughts. Read carefully and completely all of the assigned readings prior coming to class. Good discussion involves good preparation. If you are not prepared and making informed statements, you are not participating!
5. **Electronics:** All cell phones, music players, and other devices must have the ringer COMPLETELY disabled (No loud vibrations, please). No phones are to be visible and present during class time. Laptops and tablets (e.g., iPads) are allowed, but wi-fi should be switched to the off position unless necessary for the class work. If students are caught using electronics, they will be asked to leave and I reserve the right to restrict laptops and tablets based on internet abuse.

### **Students with Disabilities**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219, by phone at 973-353-5375 or by email at [odsnewark@newark.rutgers.edu](mailto:odsnewark@newark.rutgers.edu).

### **Communication**

Our primary means of communicating with one another will be through Blackboard. You must check Blackboard regularly for announcements, including syllabus changes. There is a Blackboard app that you might want to download (I cannot attest to the quality of this app.) <http://www.blackboard.com/mobile-learning/blackboard-app.aspx>

Email is the best way to communicate with me directly (please use gmail address listed on p. 1). Working with many students can make managing email a challenge; this general account insures that all correspondence is seen by me and dealt with in an efficient way. I check and respond to my email regularly. Students should not, however, anticipate an immediate reply, nor that I will be available outside of normal business hours. In other words, please allow 24 hours for reply and note that after hours, on weekends, and when traveling, my response will be slowed to non-existent. Calling my office phone is almost equivalent to calling your home telephone in 2017.

*Email etiquette:* Email has developed into a very informal medium. But I would encourage you to treat class emails as you would any formal correspondence – think of this as the way in which you would write your supervising employer. This means doing simple things like capitalizing letters when they should be capitalized, providing a salutation (like, “Dear Professor Valle”) and signing your full name. I require your name as sometimes your email addresses do not match your names. If you have a “fun” email address (say, kegstandforever@gmail.com), I would encourage you to save it for your friends. Please provide a subject heading for your email so we can easily classify your question. You are welcome to address me as Professor Valle or Dr. Valle.

### **Extra Credit**

You can receive an additional point for attending an event or exhibit related to race and ethnicity and reporting on it for the course Blackboard Blog. I will regularly provide suggestions of upcoming events through Blackboard and will encourage the class to do the same on the Blackboard Blog. You can receive a maximum of three extra credit points (1 point for each of three different events). In order to receive the points the blog must include the following: 1) Basic information including the title, location and date of the event, Description of the event. What was the point of it? 3) Your personal thoughts/interpretations of the event, 4) At least one pic (no more than 5) of the crowd, exhibit, or something else you feel is representative of the event/exhibit. 6) A pic of you at the event. This can be a selfie or a photo taken by someone else. This photo can be included with the others in the blog post, or it can be emailed to me if you don't wish for your image to be in the blog post. If this event is being hosted by one of the departments at RU-N, I would also suggest sharing it on social media in order to engage with others who might be interested in dialogue about the event.



Montevideo, Uruguay

## **Writing Center**

FYI- The Writing Center at Rutgers-Newark offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers, Newark campus. Tutors can help students: clarify an assignment, generate ideas and writing, review and revise drafts, improve grammar and usage, and strengthen reading and editing skills.

<https://www.ncas.rutgers.edu/writingcenter>

**Let's have a great semester!**

