



Fall 2013
SOC 350/SANT350
RACE AND IDENTITY IN LATIN
AMERICA

Dr. Barbara L. Carter and Dr. Erica L. Williams
CRN 62264 Wed 3-5:30pm

Faculty Contact Information

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COURSE DESCRIPTION

This course will help students analyze, understand and compare multiple dimensions of race, gender/sexuality, class, and ethnic identity in several Latin American societies, including Brazil, Cuba, Mexico and Panama, among others. Students will have an opportunity to learn about the complexities of racial formations as well as the historical and political context of social movements in Latin America. Students will have an opportunity to develop a deep intellectual engagement with Latin American history, culture and politics by reading texts that cover topics ranging from interracial relationships in Cuba, African diasporic religious traditions, Chinese immigration to Panama, black women's identity and activism in Brazil, and much more.

Students in this class are **required** to attend four (4) film screenings outside of class on the following dates (location TBA):

Monday, September 30 6-7:30 pm *Besouro* (95 mins)

Monday, October 21 6-7:30pm *Afro-Argentinos* (75 mins)

Monday, November 4 6-7:30pm *An Empty House Falls* (52 mins)

Monday, November 18 6-7:30pm *Ebony Goddess: Queen of Ile Aiye and Girl Beat: Power of the Drum* (50 mins total)

COURSE OBJECTIVES

Through the *assigned texts, class discussions, and films* students will be able to develop the knowledge base to *identify differences and commonalities* in the Latin American societies, to *demonstrate an openness to cultural difference*, and to *make meaningful comparisons with the US*. This course, with its emphasis on comparative issues of race and identity in Latin America, will provide opportunities for students to reflect more deeply on their own personal identities and the ways in which those identities have been shaped by the larger social, political, historical and cultural context of US society. In this course we seek to:

- Provide students with opportunities to analyze and compare the significance of race, gender, sexuality and class relations as socially, culturally, historically and politically constructed categories.
- Provide students with opportunities to analyze and compare patterns of New World race and ethnic relations and identity since the sixteenth century.
- Provide students with opportunities to learn about the historical interplay among economics, race, and politics in the evolution of intergroup relations and identity in Latin American societies.
- Provide students with opportunities to explore how sociologists and anthropologists have provided critical insight into comparative issues of race, class, culture and society in Latin America

Dr. Carter and Dr. Williams reserve the right to revise this syllabus if necessary. Students will be notified of any changes in class and on Moodle.

REQUIRED TEXTS

Andrews, George Reid. *Afro-Latin America, 1800-2000*. Oxford: Oxford University Press, 2004.

Caldwell, Kia. *Negras in Brazil: Re-envisioning Black Women, Citizenship, and the Politics of Identity*. New Brunswick: Rutgers University Press, 2009.

Fernandez, Nadine. *Revolutionizing Romance: Interracial Couples in Contemporary Cuba*. Rutgers University Press, 2010.

Lewis, Laura A. *Chocolate and Corn Flour: History, Race, and Place in the Making of 'Black' Mexico*. Durham: Duke University Press, 2012.

Murphy, Joseph. *Working the Spirit: Ceremonies of the African Diaspora*. Boston: Beacon Press, 1995.

Siu, Lok. *Memories of a Future Home: Diasporic Citizenship of Chinese in Panama*. Stanford: Stanford University Press, 2009.

Books are available at the Spelman Bookstore. Other readings are available on Moodle.

COURSE POLICIES AND ADMINISTRATION

4th Hour Justification

The quantity of reading and scholarly work required for this course is commensurate with the 4th hour course classification at Spelman College. Students are required to engage in outside activities such as responding to prompts in Moodle, attending film screenings and relevant lectures and events, and submitting written analyses of these activities.

Moodle

Students should regularly check the course Moodle page as we will use it to post course information and to send messages to the class.

Crises and Incompletes

Incompletes will only be granted in the case of serious and extenuating circumstances that prevent a student (who is otherwise doing well) from passing the course.

Email Communication

Students may email us at bcarter@spelman.edu and/or ewilli29@spelman.edu to set appointments, ask specific questions about the reading or lecture, or send information about any health-related or personal situation that may affect your academic performance. Questions requiring more detailed responses should be discussed with us during office hours. Be sure to follow proper **email etiquette**. Your emails should have an appropriate subject line, use an appropriate title and salutation, be professional and respectful, and avoid hostile or overly informal language.

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COURSE READINGS

- Course discussions are intended to supplement, not replace, the readings.
- There will be 80-190 pages of reading per class.
- Students should come to class prepared the assigned readings, as well as notes, questions and discussion points from the readings. Students should be prepared to discuss the author(s) thesis and main arguments.

CLASSROOM ETIQUETTE

In order to create a supportive, intellectually enriching learning community in the classroom, please observe the following general rules of classroom etiquette:

- Learn each others' names as soon as possible!
- Don't be late! Class will begin promptly.
- Our classroom should be a 'safe space' that is free from discrimination, harassment, intolerance, and intimidation. You should respect others' viewpoints, even if they differ from your own.
- Please turn cell phones **OFF** (not on vibrate), and put away all electronic devices (unless being used in service of the class). **NO TEXTING!!!**

Failure to adhere to these class rules will negatively impact your participation grade.

GRADING AND COURSE ASSIGNMENTS

Assignment	Due Date	% of Grade
Attendance	Ongoing	5%
Participation (i.e. in-class writing, quizzes, outlines, etc.)	Ongoing	10%
Group Presentations	ongoing	15%
Midterm	Wed., Oct. 9	20%
Abstract and Annotated Bibliography for Final Paper	Fri. Nov. 1	15%
Final Presentation	Wed., Dec 4	10%
Final Paper	Tues., Dec 10	25%

Description of Assignments

- **Attendance** - Attendance will be taken every class period. Absences of one week or more for valid reasons (i.e. personal illness, death in the family, or other emergency) require an excuse from the Office of the Academic Dean. (5%)
- **Participation** - Good participation consists of making meaningful, informed contributions that enrich class discussions. In-class writing, homework assignments, quizzes, and outlines also count towards participation. (10%)
- **Group Presentations/Leading Discussion:** Each week, 2-3 students will be responsible for doing a group presentation based on the readings. In this presentation, you should present a brief

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summary of the assigned readings, pull out key points and arguments, and pose questions to help guide our discussion of the material. You are encouraged to work together as a team and be creative! For these presentations, you may draw on relevant sources such as multimedia, video clips, and current events, or incorporate handouts, technology, or visual aids. Total presentation time 15-20 minutes. (15%)

- **Midterm:** Write a 5-7 page essay that reflects on racial ideologies including racial democracy, whitening, and identity in Latin America. Think about what you have learned about racial democracy and whitening in various Latin American countries and compare it to how race, identity, and racial ideologies are constructed in your cultural context. How have these readings helped you develop a comparative intellectual framework to understanding race and class experiences in the Americas? What role do culture and spirituality play in constructing racial identity in Latin America? (20%)
- **Abstract and Annotated Bibliography for Final Paper** - It is important to begin thinking about your final paper topic early! To that end, students are also required to submit an abstract for the final paper topic on Friday Nov. 1 by 5pm. Please submit a 1-2 page abstract that provides a detailed description of the topic of your final paper as well as your thesis statement. You should list at least 5 scholarly texts (books and articles) from outside class readings that you plan to use in your paper as well as 1-2 readings from the syllabus. Please consult our list of materials in our resource library as a starting point for your research. For each source, you must write a brief paragraph that summarizes, interprets, evaluates, and perhaps critiques the source, and describes how you will use it in your paper. The total length of the Abstract and Annotated Bibliography should be at least 5-7 pages (15%)
- **Final Paper:** Write an 8-10 page essay that is focused on a particular Latin American country or on a topic or social phenomenon within a particular Latin American country. For this paper, you should take the central concepts and ideas introduced in the course and use them to explore a particular country, topic, cultural form or social movement. The final paper must draw upon course readings and a total of five texts outside of the syllabus (at least two of which must be books from our resource library collection). Due Tuesday, December 10 by 4pm. (25%).
- **Final Presentations** – Your final presentation is an opportunity to share what you have learned in doing research for your final paper with your peers in class. Final presentations will be held on the last day of classes. (10%)

PREPARATION OF PAPERS

- You should NEVER, under any circumstances, submit a 1st draft of a paper to a professor. Writing is a PROCESS - it requires **revision**. You must print out, proofread and edit all written work before submitting it. Errors in spelling, grammar, and punctuation will be penalized.
- **Type** all written work that you submit except in-class writing exercises.
- Written assignments should be **double-spaced**, use **12-point** standard font, have 1-inch margins on all sides, have **page numbers**, and be **stapled**.

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- Papers must have a **bibliography**. See the ASA Style, American Anthropological Association Style (http://www.aaanet.org/publications/style_guide.pdf), or Chicago Manual Style.
- If you include outside sources, they must be SCHOLARLY sources. Avoid using unreliable Internet sources such as **Wikipedia**. When using an online source, you must do a full citation, including the date accessed.

Late Work:

- All papers should be submitted both electronically on Moodle and in a hard copy to Dr. Carter's office (Giles 319).
- A **5 point-reduction per day** late penalty will apply to work submitted late. We will not accept work if it is more than 7 days late.
- We will not accept any late assignments after the last day of class.

Guidelines on Plagiarism

Plagiarism will not be tolerated. Here are some steps to avoid plagiarism:

1. If you borrow more than three (3) words from another text (article, book, website, etc.), you must cite that author.
2. If you cut and paste, summarize, or paraphrase something from a book, article, or online source into your paper, you must use quotations and document the source (author, publication, date).
3. Do not recycle a paper (or even *part* of a paper) you wrote for another class.
4. Do not purchase or obtain a paper and submit it as your own work.
5. It is better to include too many references than not enough. When in doubt, cite!

Consequences of Cheating and Plagiarism

- Receive an F on the assignment.
- Be reported to Dean Baxter and Dean Pedescleaux.
- This incident will go on your permanent student record.
- Fail the class.

Now that you are fully aware of what plagiarism is, you cannot use ignorance as an excuse.

SPELMAN ACADEMIC POLICIES

Academic Honesty

At the heart of Spelman College's mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the College affirms honesty, trust, and mutual respect. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see the Spelman College Student Handbook 2003-2004) and are expected to behave as mature and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy. Violators will be subject to the sanctions outlined in the Spelman College Bulletin.

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Disability Statement:

If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the College's programs or services, you should contact the Office of Disability Services (ODS) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ODS. The ODS works with students confidentially and does not disclose any disability-related information without their permission. For further information about services for students with disabilities, please contact the ODS at 404-270-5289 (voice), located in MacVicar Hall, Room 106.

CLASS SCHEDULE

Week 1 Course Introduction

Wed, Aug 21

- Trailer of *Afro-Latinos: The Untaught Story* documentary (6:12)
<http://www.youtube.com/watch?v=iQYi4iSD1p0>
- Henry Louis Gates, Jr. Black in Latin America Trailer (6:40)
<http://video.pbs.org/video/1822481755/>
- Defining Afro-Latino Identity – Duke Mellon/HBCU Symposium (11 mins)
<http://www.youtube.com/watch?v=EHAOKmNYOQg>

Week 2 History of Afro-Latin America (85 pgs)

Wed, Aug 28

- *Afro-Latin America* – Introduction, Ch. 1, and Ch. 4

Week 3 Interracial Relationships in Cuba (186 pgs)

Wed, Sept. 4

- Fernandez, Nadine. *Revolutionizing Romance: Interracial Couples in Contemporary Cuba*. Rutgers University Press, 2010.

Film Clip: The Black Roots of Salsa

Homework: For next class, choose and define/describe 3 key terms and 3 important figures from each of the Skidmore chapters and explain why they are important. Type and print this and bring it to class to discuss and submit.

Week 4 Latin American Racial Ideologies – Whitening and Racial Democracy (84 pgs)

Wed, Sept. 11

- Selected chapters from *Black into White*. Thomas Skidmore.
 - Chapter 2 Racial Realities and Racial Thought after Abolition, p. 38-77 (Moodle)
 - Chapter 6 The Whitening Ideal after Scientific Racism p. 173-218 (Moodle)

Homework: For next class, write a 1 page reflection of how the essays from *African American Reflections on Brazil's Racial Paradise* help you develop a comparative perspective on race

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relations in the United States and Brazil. Why do you think these people wrote what they wrote and how does their perspectives on race relations in Brazil compare to contemporary perspectives?

Week 5 *Historical Reflections on Brazilian Racial Ideologies* (85 pgs)

Wed, Sept. 18

- Selected essays from *African American Reflections on Brazil's Racial Paradise* (Moodle)
 - Ch. 4 WEB DuBois "Brazil p. 31-34
 - Ch. 5 "Opportunities in Brazil: South American Country offers First Hand Knowledge of the Solving of the Race Question" p. 35-36
 - Ch 7 "Wonderful Opportunities Offered in Brazil for Thrifty People of All Races"
 - Ch. 8 L.H. Stinson "South America and its Prospects in 1920" p. 44-46
 - Ch. 9 E.R. James "Brazil as I Found it" p. 47-50
 - Ch. 16 Frazier "Brazil Has No Race Problem" p. 121-129
 - Ch. 17 Frazier "A Comparison of Negro-White Relations in Brazil & US" p. 131-136
 - Ch. 21 Angela Gilliam "From Roxbury to Rio-and Back in a Hurry" p. 173-181
- Caldwell, Kia Lilly. *Negras in Brazil*. Chapters 1 and 2 p. 27-77.

Week 6 *State Policies and Nationalist Discourses* (57 pgs)

Wed, Sept. 25

- Silvio Torres-Saillant. "The Tribulations of Blackness: Stages in Dominican Racial Identity. *Latin American Perspectives*. Vol 25, No. 3 1998. (Moodle)
- Golash-Boza, Tanya. "Does Whitening Happen? Distinguishing between Race and Color Labels in an African-Descended Community in Peru." *Social Problems*. Vol. 57, No. 1 (Feb 2010), pp. 138-156. (Moodle)
- Guerrón-Montero, Carla. "Racial Democracy and Nationalism in Panama. *Ethnology*. Vol. 45, No. 3 (Summer, 2006), pp. 209-228. (Moodle)

*** * * Film Screening Mon. Sept. 30 6-7:30pm *Besouro* * * ***

Week 7 *Culture, Spirituality, and Racial Identity* (95 pgs)

Wed, Oct. 2

- Murphy, Joseph. *Working the Spirit: Ceremonies of the African Diaspora*. Boston: Beacon Press, 1995. Introduction, Chapters 3 and 4.
- Guerron-Montero, Carla. "Can't Beat Me Own Drum in Me Own Native Land: Calypso Music and Tourism in the Panamanian Atlantic Coast." *Anthropological Quarterly*, Vol. 79, No. 4 (Autumn 2006), pp. 633-655. (Moodle)
- Vega, Marta Moreno. "The Yoruba Orisha Tradition Comes to New York City." In *The Afro-Latin@ Reader: History and Culture in the United States*. Miriam Jimenez Roman and Juan Flores, eds. p. 245-250. (Moodle)

Film Clip: *Ile Aiye: House of Life* by David Byrne (51 mins)

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Week 8 Afro-Latin@s' Experiences and Identities (100 pgs)

Wed, Oct. 9

- Torre, Carlos. "Afro-Ecuadorian Responses to Racism: Between Citizenship and Corporatism." p. 61-73. In *Neither Enemies nor Friends: Latinos, Blacks, and Afro-Latinos* (2005) (Moodle)
- Quinones Rivera, Maritza. "From Trigueñita to Afro-Puerto Rican: Intersections of the Racialized, Gendered, and Sexualized Body in Puerto Rico and the U.S. Mainland." *Meridians*, Vol. 7, No. 1 (2006), pp. 162-182. (Moodle)
- Candelario, Ginetta. "Displaying Identity: Dominicans in the Black Mosaic of Washington, D.C." In *Afro-Latin@ Reader: History and Culture in the United States*. P. 326-341.
- Lewis, Laura. *Chocolate and Corn Flour: History, Race, and Place in the Making of "Black" Mexico*. Introduction and Chapter 1, p. 1-53.

***** MIDTERM ESSAY DUE *****

Film Clip: *A Zest for Life: Afro-Peruvian Rhythms*

Week 9 Case Study: Black Mexico (133 pgs)

Wed, Oct. 16

Lewis, Laura. *Chocolate and Corn Flour*. Chapters 2-5, p. 55-188

***** Film Screening Mon. Oct. 21 6-7:30pm Afro-Argentinos *****

Week 10 Case Study: Black Mexico (133 pgs)

Wed, Oct. 23

Lewis, Laura. *Chocolate and Corn Flour*. Chapters 6-8 and Conclusion, p. 189-322.

Week 11 Indigenous Identities in Latin America (82 pgs)

Wed, Oct. 30

- Allen, Catherine J. "To Be Quechua: The Symbolism of Coca Chewing in Highland Peru." *American Ethnologist*. Vol. 8, No. 1 (Feb., 1981), pp. 157-171. (Moodle)
- Colloredo-Mansfeld, Rudi. "Dirty Indians', Radical Indígenas, and the Political Economy of Social Difference in Modern Ecuador." *Bulletin of Latin American Research*. Vol. 17, No. 2 (May, 1998), pp. 185-205. (Moodle)
- Richards, Patricia. "The Politics of Gender, Human Rights, and Being Indigenous in Chile." *Gender and Society*. Vol. 19, No. 2, Gender-Sexuality-State-Nation: Transnational Feminist Analysis (Apr., 2005), pp. 199-220. (Moodle)
- Anderson, Mark. "When Afro Becomes (like) Indigenous: Garifuna and Afro-Indigenous Politics in Honduras." *Journal of Latin American and Caribbean Anthropology* 12(2), p. 384-413. (Moodle)

Film Clip: *Coca and the Congressman: Drugs, Farming and Socialism in Bolivia*

***** Film Screening Mon. Nov. 4 6-7:30pm An Empty House Falls *****

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Week 12 *Black Social Movements in Latin America* (55 pgs)

Wed, Nov. 6

- Asher, Kiran. "Ser y Tener: Black Women's Activism, Development, and Ethnicity in the Pacific Lowlands of Colombia." *Feminist Studies*, 33(1): (Spring 2007), pp. 11-37. (Moodle)
- Selections from *New Social Movements in the African Diaspora: Challenging Global Apartheid*. Ed. By Leith Mullings. Palgrave Macmillan, 2009.
 - Paschel, Tianna and Mark Sawyer. "Contesting Politics as Usual: Black Social Movements, Globalization, and Race Policy in Latin America." p. 13-28. (Moodle)
 - Busdiecker, Sara. "The Emergence and Evolving Character of Contemporary Afro-Bolivian Mobilization: From the Performative to the Political." p. 121-135. (Moodle)

Film Clips: Solidarity in Saya, An Afro-Bolivian Musical Movement

Suarez Gold: Afro-Colombian Miners Defending their Heritage

<http://www.minorityvoices.org/news.php/en/1416/full-length-documentary-from-mrg-and-hollman-morris-suarez-gold-afro-colombian-miners-defending-thei> (30 mins)

Week 13 *Black Women in Brazil* (81 pgs)

Wed, Nov. 13

- Caldwell, Kia. *Negras in Brazil*. Prologue, Introduction, Chapters 3 and 4.

***** Film Screening: Mon. Nov. 18 *Ebony Goddess: Queen of Ile Aiye and Girl Beat: Power of the Drum* (50 mins total) *****

Week 14

Wed, Nov. 20 *Activism and Social Movements* (110 pgs)

- Selections from *Brazil's New Racial Politics*. Ed. Bernd Reiter and Gladys Mitchell, 2010.
 - Gonzalez, Monica Trevino. "Opportunities and Challenges for the Afro-Brazilian Movement." p. 123-137 (14 pgs)
 - Perry, Keisha-Kahn. "Racialized History and Urban Politics: Black Women's Wisdom in Grassroots Struggles." p. 141-162 (21 pgs)
 - Sales dos Santos, Augusto. "Black NGOs and Conscious Rap: New Agents of the Antiracism struggle in Brazil." p. 165-176 (11 pgs)
 - Conceição, Fernando. "Power and Black Organizing in Brazil." p. 179-194.
- Caldwell, Kia. *Negras in Brazil*. Chapters 5, 6 and Epilogue, p. 133-182.

Week 15

Wed, Nov. 27 *Asians in the Americas* (211 pgs)

- Siu, Lok. *Memories of a Future Home: Diasporic Citizenship of Chinese in Panama*. Stanford: Stanford University Press, 2009. (we will assign specific chapters to specific students)

Week 16 Wed, Dec. 4

- Students' Final Presentations based on their Final Research Papers

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List of Materials in Our Resource Library

FILMS

- Coca and the Congressman: Drugs, Farming and Socialism in Bolivia
- An Empty House Falls (Afro-Colombians)
- Afro-Argentinos
- Girl Beat: Power of the Drum (Bahia)
- Ebony Goddess: Queen of Ile Aiye (Bahia)
- Ile Aiye: House of Life (Bahia)
- A Zest for Life: Afro-Peruvian Rhythms
- Besouro (Bahia)

BOOKS

- Racial Politics in Post-Revolutionary Cuba. Mark Sawyer
- Chica da Silva: A Brazilian Slave of the 18th Century.
- Black Social Movements in Latin America: From Monocultural Mestizaje to Multiculturalism, ed. Jean Muteba Rahier
- Silencing Race: Disentangling Blackness, Colonialism, and National Identities in Puerto Rico.
- Comparative Perspectives on Afro-Latin America, ed. Kwame Dixon
- Racial Subordination in Latin America: The Role of the State, Customary Law, and the New Civil Rights Response. Tanya Kateri Hernandez.
- Blackness in the White Nation: A History of Afro-Uruguay, George Reid Andrews
- Music, Race, and Nation: Musica Tropical in Colombia. Peter Wade
- Legalizing Identities: Becoming Black or Indian in Brazil's Northeast. Jan Hoffman French.
- Black Rhythms of Peru: Revising African Musical Heritage in the Black Pacific. Heidi Feldman.
- Race and Nation in Modern Latin America. Nancy Applebaum
- Global Circuits of Blackness: Interrogating the African Diaspora. Jean Muteba Rahier
- Mama Africa: Reinventing Blackness in Bahia.
- Legacies of Race: Identities, Attitudes, and Politics in Brazil. Stanley Bailey
- Afro-Colombian Hip Hop: Globalization, Transcultural Music and Ethnic Identities. Christopher Dennis
- Turf Wars: Territory and Citizenship in the Contemporary State. Bettina Ng'weno.
- So far from Allah, So Close to Mexico: Middle Eastern Immigrants in Modern Mexico. Theresa Alfaro-Velcamp
- Bound Lives: Africans, Indians, and the Making of Race in Colonial Peru. Rachel Sarah O'Toole
- Afro-Atlantic Dialogues: Anthropology in the Diaspora. Ed. Kevin Yelvington
- Yo Soy Negro: Blackness in Peru. Tanya Golash-Boza
- Nation for All: Envisioning Cuba. Alejandro de la Fuente.
- Insurgent Cuba: Race, Nation, and Revolution. Ada Ferrer
- An Uncertain Cure: Living with Leprosy in Brazil. Cassandra White
- Afrodescendants, Identity and the Struggle for Development in the Americas. Bernd Reiter.
- Brazilian Telenovelas and the Myth of Racial Democracy. Samantha Nogueira Joyce
- When Women Have Wings: Feminism and Development in Medellin, Colombia. Donna Murdock
- Rise and Fall of the Cosmic Race: The Cult of Mestizaje in Latin America. Marilyn Grace Miller.
- Gender's Place: Feminist Anthropologies of Latin America. Rosario Montoya
- Brazil on the Rise: The Story of a Country Transformed. Larry Rohter
- Blackness and Race Mixture: The Dynamics of Racial Identity in Colombia. Peter Wade

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Student Information Sheet

Name: _____ Class Year: _____

Email: _____ Phone: _____

Major/Minor: _____

Do you speak any foreign languages? If so, which ones?

Have you traveled to any foreign countries? If so, which ones?

Have you, or are you planning to study abroad? If so, where?

What are your goals/hopes/expectations for this class?

Do you have any special needs or issues that I should know about?

What is your ultimate career goal?

I have **read, understand, and agree to abide by** the guidelines, requirements, and expectations regarding my responsibilities in this course.

Signature: _____ Date: _____

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