Afro-Latin America

Spring 2011 University of Texas at Austin

Course Instructor: Dr. Frank A. Guridy Email: fguridy@mail.utexas.edu

Course Description: This course examines the historical experiences of people of African descent in Latin America and the Caribbean (often called "Afro-Latin America"). The guiding questions of this course are: What is Afro-Latin America? Where is it? How can we write the histories of African descended peoples in the region we call "Latin America"? Can the histories of Africans and their descendants be contained within the confines of "nation"? Are there alternative frameworks (transnational and/or Diasporic) that can better enhance our understanding of these histories? While the course will begin in the slavery era, most of our attention will focus on the histories of Afro-Latin Americans after emancipation. Topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race and nation in the region, debates on "racial democracy," the relationship between gender race, and empire, and recent attempts to write Afro-Latin American histories from "transnational" and "diaspora" perspectives. While historians have written most of the work we will read in this course, we will also engage the works of anthropologists and sociologists who have also been key contributors to this scholarship. Thus, the course has a three-fold objective:

- 1) To deepen our understanding of the diverse histories of Africans and their descendants in the region.
- 2) To continually probe the ongoing tension between national and transnational processes that is embedded in much of this scholarship.
- 3) To explore alternative frameworks that might enhance our understanding of the histories of people of African descent in the region.

Expectations and Assignments:

ATTENDANCE AND ACTIVE CLASS PARTICIPATION: The success of this course requires your consistent presence in class.

For this reason you are expected to attend every session. Moreover, lateness will not be tolerated. Late arriving students disrupt class. At the beginning of every session, I will circulate an attendance sheet for you to sign. If you do not sign your name on the sheet within <u>five minutes</u> of the beginning of class time, <u>you will be considered absent</u>. <u>Leaving class early will also constitute an absence</u>. **After three (3) absences, you will be penalized a full letter grade for each additional absence thereafter. No exceptions.**

This is a writing (and reading) intensive course with a discussion format. While I will devote a part of our class time to lecturing, the bulk of the responsibility for making this class worthwhile is yours. This means that prior to class you must *do the readings*, think critically about them, and be ready to discuss them. This advance preparation is essential to the success of this class. You will not be judged on whether or not your

instructor or classmates agree with your ideas, but rather on how well you articulate them. This requires you to be open to new perspectives posed by the course and your fellow classmates, to reflect on them, and to come up with your own thoughts on the various topics we will explore this semester. Participation in class discussion will not be assessed on a strictly per-capita basis—that is, I look for quality of insights and preparation versus a quantity of comments made in class.

Your participation grade will also depend on your involvement in Blackboard discussions http://courses.utexas.edu/. Every student must participate in Blackboard discussions every week. Each week I will set up a discussion forum and you will be required to post a response to the week's readings on Blackboard https://www.by.monday.at.midnight. These responses should not simply summarize the text(s). Rather, they should offer a cogent discussion of the author(s)'s main arguments and/or.pose.guestions.that.you.see emerging from the text. These questions can be conceptual, methodological, and/or they might address the text's relationship to your own research interests. Contributions rooted in broad-based assertions will not be considered a "significant contribution." Active.class.Participation is worth 20% of your final grade.

MAP ASSIGNMENT: You will produce a visual representation of your understanding of Afro-Latin America in the form of a map. On the first day of class, you will receive a template of a world map. Each week you must draw from course readings and fill in your map as the semester progresses. Your map should not only be a geographic representation of Afro-Latin America, but it should also contain your understanding of the various issues raised by the authors we will read throughout the semester. Thus your map should act as a visual guide through our readings. **During the last two class sessions (May 3 and May 5), you will display your map as part of a class map gallery**. During the sessions, you must be ready to answer any questions from your peers and your professor. You will turn in your map AND a <u>one-page</u> description of it at the end of the session. Your map assignment is worth 25% of your grade.

SHORT ESSAY: You must write a <u>4-5 page</u> essay that critically analyzes a weekly reading (of your choice) in light of our semester-long question: "What and where is Afro-Latin America?" Your paper must address this question by connecting the main arguments of the author(s) to our goal of defining Afro-Latin America. Such questions your paper could address are: How does the author conceptualize Afro-Latin America? How does his/her work help us better understand the experiences of African-descended peoples? The essay is worth 15% of your grade and is <u>due on the Monday after the weekly reading has been completed. See course schedule below.</u>

FINAL PAPER: You must write a <u>10-12</u> page essay that attempts to answer the question "What and where is Afro-Latin America?" The paper is essentially an elaborated version of your map. The paper must draw from course readings and offer a persuasive answer to our semester-long question. <u>Your final paper comprises 40% of your final grade</u> and is **due on Tuesday May 10th**.

<u>Grade Breakdown:</u> Active Class Participation

Map Assignment	25%
Short Essay	15%
Final Paper	40%

Required Texts (Available at Monkey Wrench Books, 110 East North Loop, 407-6925):

Laurent Dubois, <u>Avengers of the New World: The Story of the Haitian Revolution</u>
Frank Andre Guridy, <u>Forging Diaspora: Afro-Cubans and African-Americans in a World of Empire and Jim Crow</u>

Lara Putnam, <u>The Company they Kept: Migrants and the Politics of Gender in Caribbean</u> Costa Rica, 1870-1960

George Michael Hanchard, <u>Orpheus and Power: The *Movimento Negro* of Rio de Janeiro and Sao Paulo, Brazil, 1945-1988</u>

Coursepack readings (available at Abel's Copy Shop 715D W. 23rd St., 472-5353

Course Schedule

Tuesday, January 18, Introduction to the Course

Thursday, January 20, What and where is Afro-Latin America?

Tuesday, January 25, What and where is Afro-Latin America? Some Definitions Readings (From Coursepack):

Gomez, Michael A., Reversing Sail: A History of the African Diaspora, pp.1-3

Andrews, George Reid, "Introduction," in Andrews, <u>Afro-Latin America</u>, 1800-2000, pp.3-10 (PLUS MAPS)

Oboler, Suzanne and Anani Dzidzienyo, "Flows and Counterflows: Latinas/os, Blackness, and Racialization in Hemispheric Perspective," in Oboler and Dzidzienyo, Neither Enemies Nor Friends: Latinos, Blacks, Afro-Latinos, pp.3-35

Thursday, January 27, Some Definitions (Cont.)

*SHORT ESSAY DUE DATE: MONDAY, JAN. 31

Tuesday, February 1, The Slave Trade and Slavery

Readings (From Coursepack):

Gomez, "Transatlantic Moment" and "Enslavement" in <u>Reversing Sail</u>, 59-108 Andrews, "1800" in <u>Afro-Latin America</u>, 11-52

Thursday, February 3, The Slave Trade and Slavery (Cont.)

Tuesday, February 8, The Haitian Revolution

Reading: Dubois, Avengers of the New World, pp. 1-131

Thursday, February 10, Haiti (Cont.)

Tuesday, February 15, The Haitian Revolution (Cont.) Reading: Dubois, Avengers of the New World, pp. 131-END

Thursday, February 17, The Legacy of the Haitian Revolution

*SHORT ESSAY DUE DATE: MONDAY, FEB.21

Tuesday, February 22, Race, Labor, and Citizenship in the Post-emancipation Period Readings (From Coursepack):

Gomez, Excerpt from "Asserting the Right to Be," in <u>Reversing Sail</u>, pp. 141-161. Andrews, "'Our New Citizens, the Blacks': The Politics of Freedom," in <u>Afro-Latin</u> America, 1800-2000, pp. 85-116.

Rebecca J. Scott, "Fault Lines, Color Lines, and Party Lines: Race, Labor, and Collective Action in Louisiana and Cuba, 1862-1912," in Frederick Cooper, Thomas C. Holt, and Rebecca J. Scott, Beyond Slavery, pp. 61-106.

Thursday, February 24, ATTENDANCE AT LOZANO LONG CONFERENCE REQUIRED

*SHORT ESSAY DUE DATE: MONDAY, FEB. 28

Tuesday, March 1, Diaspora in Formation: Afro-Cuban/African-American Relations I Reading: Guridy, Forging Diaspora, pp. 1-106

Thursday, March 3, Diaspora Formation (Cont.)

*SHORT ESSAY DUE DATE: MONDAY, MARCH 7

Tuesday, March 8, Diaspora in Formation: Afro-Cuban-African American Linkages II <u>Reading:</u> Guridy, <u>Forging Diaspora</u>, pp. 107-END

Sujatha Fernandes, "Fear of a Black Nation: Local Rappers, Transnational Crossings and State Power in Contemporary Cuba," <u>Anthropology Quarterly</u> 76 (2003) 575-608.

Thursday, March 10, Diaspora Formation II (Cont.)

SPRING BREAK NO CLASSES WEEK OF MARCH 14-19

Tuesday, March 22, Empire, Gender, and Migration in Central America Reading: Putnam, <u>The Company They Kept</u>, 3-111

Thursday, March 24, Central America (Cont.)

Tuesday, March 29, Afro-Costa Rica Video: "The Promised Ship"

Thursday, March 31, Empire and Gender (Cont.)

Reading: Putnam, The Company they Kept, pp. 112-END

*SHORT ESSAY DUE DATE: MONDAY, APRIL 4

Tuesday, April 5, Racial Hegemony in Brazil

Readings: Hanchard, Orpheus and Power, 1-71

Seigel, Micol, "Beyond Compare: The Comparative Method and the Transnational Turn," <u>Radical History Review</u> 91 (2005), 62-90 (From Coursepack)

Thursday, April 7, Racial Hegemony in Brazil (Cont.)

Tuesday, April 12, Racial Hegemony and the Black Consciousness Movement Reading: Hanchard, Orpheus and Power, 71-END

Thursday, April 14, Race in Brazil (Cont.)

*SHORT ESSAY DUE DATE: MONDAY, APRIL 18

Tuesday, April 19, Afro-Latinos in the United States

Readings (From Coursepack):

Jesse Hoffnung-Garskoff, "The Migrations of Arturo Schomburg: On Being *Antillano*, Negro, and Puerto Rican in New York, 1891-1938," <u>Journal of American Ethnic History</u> 21 (Fall 2002): 3-49.

Adrian Burgos, Jr., <u>Playing America's Game: Baseball, Latinos, and the Color Line</u> (Berkeley: University of California Press, 2007), xi-xv, 88-140.

Ginetta Candelario, "Hair Race-ing: Dominican Beauty Culture and Identity Production," Meridians 1, no.1 (2000): 128-156.

Thursday, April 21, Afro-Latinos (Cont.)

Tuesday, April 26, Afro-Mexico

Readings (From Coursepack):

Ben Vinson III, "Fading From Memory: Historical Reflections on the Afro-Mexican Presence," Review of Black Political Economy 33 (2005), 65-78.

Laura A. Lewis, "Blacks, Black Indians, Afromexicans: The Dynamics of Race, Nation, and Identity in a Mexican *moreno* Community," <u>American Ethnologist</u> 27 (2000), 898-926.

Bobby Vaughan, "The African Diaspora Through Ojos Mexicanos: Blackness and Mexicanidad in Southern Mexico," <u>Review of Black Political Economy</u> 33 (2005), 49-57.

Thursday, April 28, Afro-Mexico (Cont.)

*SHORT ESSAY DUE DATE: MONDAY, MAY 2

Tuesday, May 3, Afro-Latin American Map Gallery (Group I)

Thursday, May 5, Afro-Latin American Map Gallery (Group II) MAP AND MAP DESCRIPTION DUE