

Sociology 190
Ethnoracial Politics in Latin America

Spring 2017
Tuesdays 10-12
54 Barrows

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Office Hours: Tuesdays 2:00-3:30, and by appointment

This course explores the social significance of race and ethnicity in Latin America in comparative perspective. Why and how do the meanings of “race” and “ethnicity” differ across the Americas? How unequal are contemporary Latin American societies, and how is inequality in the region related to ethnic and racial distinctions? What explains the emergence of indigenous and black social movements over the last few decades? Why have they made more gains in some contexts than others? How are contemporary struggles over ethnic rights shaped by historical ideologies and patterns of national development? What efforts have states made to mitigate ethnoracial inequality in Latin America? How do transnational politics affect local ethnoracial politics and identities?

This seminar will equip students with the knowledge and tools to answer these and related questions about the politics of race and ethnicity in contemporary Latin America. We will learn about the historical development of racial and national ideologies in the region and consider how historical projects to build modern nations and states continue to shape social relations in the present. More generally, this course will introduce students to the benefits of adopting a *historical and comparative perspective* to improve understanding of any sociological issue or problem.

Additionally, as a Capstone seminar for Sociology majors, this course provides the opportunity to undertake an independent research project on a topic of your choice related to the content of the course. Detailed information about the research project, including a list of suggested topics, will be provided in class.

Requirements

The basic requirements of the course are:

- (1) **Attend class.** Attendance is required. Participation in discussion is a core component of this course, so the attendance policy is strict. Unexcused absences will result in a lowering of your grade. Absences for legitimate reasons (such as medical crises, family emergencies, and religious observances) do not count towards this policy. It is your responsibility to inform me of the legitimate reason for an absence in a timely manner or it will count as an unexcused absence. For absence due to religious observances, this means informing me ahead of time. For absence due to illness or medical emergencies, this means letting me know why

you missed class at the very first opportunity to do so. Depending on the situation, documentation may be requested for an unexcused absence.

- (2) **Read.** You are expected to read the required texts before each class meeting. This course is a seminar, not a lecture course. A seminar provides the opportunity for informed discussion of ideas and scholarly arguments. In order to be a productive participant in an informed discussion, you need to be prepared for class. If you are not prepared for class, you not only undermine your own learning, you also lower (or at least do not help to elevate) the overall level of the discussion, and thus detract from the learning experience of others. Make sure to budget your time so that your reading for this class is done on time.
- (3) **Participate.** Informed participation in seminar discussions is required of each student. The *quality* of participation will weigh more heavily than the *quantity* of participation. We will discuss acceptable forms, styles and levels of participation during the first week in class. Students who are concerned about this requirement of the course, due to shyness or for any other reason, are encouraged to meet with the instructor early in the semester to discuss individual strategies for meeting this course requirement.
- (4) **Write.** There are two types of writing assignment for this course: (1) Response memos; (2) the final paper. The response memos are short (~ one paragraph) reactions to the reading that you will post to the Discussion board on the class bcourses site each week. The memos are an opportunity to register some of your initial reactions to the reading prior to class discussion. You should not use the memos to summarize the reading; the point is to respond to the reading. This might mean asking questions about points you did not fully understand, critiquing the author's framework, noting particular strengths of an argument or analysis, drawing connections or noting divergences between the ideas of different authors, or relating what you have read to discussions from previous weeks of the seminar or current events (among other possibilities). Memos should be posted to the class website **no later than 5pm on Mondays** (to allow sufficient time for everyone to read them over before the class meets on Tuesdays).

The second writing assignment for the class is a 12-15 page research paper due at the end of the semester. Detailed instructions will be provided in class.

- (5) **Present your research.** Each student will share the key findings from their research in an oral presentation to the class. Guidelines for these presentations will be handed out before spring break.

Evaluation

- 20%: Attendance and Participation
- 20%: Response memos
- 20%: Presentation
- 40%: Final Paper

Required Reading

All required reading for the course is available on bcourses.

*Please Note: This reading list is not set in stone. Some items may be substituted at a later date in response to emergent student interests and class discussions. The overall amount of reading will not change.

Course Outline

Week 1. (1/17) Introduction

Week 2. (1/24) Categories, Concepts, Identities

Peter Wade, “The Meaning of Race and Ethnicity” and “Blacks and Indigenous People in Latin America” in *Race and Ethnicity in Latin America*. Chapters 1 and 2 (pp.4-40)

Charles Wagley. “On the Concept of Social Race in the Americas.” In Heath, Dwight B. and Richard N. Adams (eds.) *Contemporary Cultures and Societies of Latin America*. Random House: New York, 1965 (pp.531-545).

Edward Telles and Tianna Paschel. 2014. “Who is Black, White, or Mixed Race? How Skin Color, Status, and Nation Shape Racial Classification in Latin America”

Week 3 (1/31). Race and Nation in Latin America (I): Ideologies of Mixture, Whitening, and Racial Democracy

Watch Film: Brazil: A Racial Paradise? <http://video.pbs.org/video/1906000944>

Wade, Peter. 2005. “Rethinking Mestizaje: Ideology and Lived Experience” *Journal of Latin American Studies* 37, 239-257.

Recommended: Martínez-Echazábal, Lourdes. 1998. *Mestizaje and the Discourse of National/Cultural Identity in Latin America, 1845-1959. Latin American Perspectives*. 25:3, 21-42.

Week 4. (2/7) Race and Nation in Latin America (II): Defining Moments and Enduring Legacies

Knight, Alan. “Racism, Revolution and *Indigenismo*: Mexico, 1910-1940. In Graham, Richard (ed.) *The Idea of Race in Latin America, 1870-1940*. Austin, University of Texas Press: Austin, 1990 (pp.71-113).

De la Fuente, Alejandro. "Racial Order or Racial Democracy?" (Ch 1) in *A Nation for All: Race, Inequality and Politics in Twentieth-Century Cuba*. University of North Carolina Press, 2001

Week 5. (2/14) Categories of Citizenship: From "Peasants" to "Indians"

Yashar, Deborah J. *Contesting Citizenship in Latin America: The Rise of Indigenous Movements and the Postliberal Challenge*. Cambridge University Press. 2005 (selections).

Van Cott, Donna Lee. "Latin America's Indigenous Peoples" *Journal of Democracy*. 18(4) Oct 2007: 127-142.

Week 6. (2/21) The Rise and Spread of Black and Indigenous Social Movements

Wade, Peter. "Black and Indigenous Social Movements" Ch 6 in *Race and Ethnicity in Latin America*

Hooker, Juliet. "Indigenous inclusion/black exclusion: Race, ethnicity, and multicultural citizenship in Latin America" *Journal of Latin American Studies* 37 (2): 285-310.

Week 7. (2/28) The Politics of Authenticity: Representation and Power

Jose Antonio Lucero. "Representing "Real Indians": The Challenges of Indigenous Authenticity and Strategic Constructivism in Ecuador and Bolivia" *Latin American Research Review* 41(2): 2006, 31-56.

Florence E. Babb. "Theorizing Gender, Race, and Cultural Tourism in Latin America: A View from Peru and Mexico" *Latin American Perspectives* 187(39: 6): 2012, 36-50.

Week 8. (3/7) Who owns the State? Politics of affirmative action

Mala Htun: "From Racial Democracy to Affirmative Action: Changing State Policy on Race in Brazil" *Latin American Research Review*, 2004.

Watch: "Brazil in Black and White" on pbs/Wide Angle
(<http://www.pbs.org/wnet/wideangle/episodes/brazil-in-black-and-white/video-full-episode/2104/>)

Week 9. (3/14) Socialist and post-Socialist Racial Politics: The Cuban Experience

Watch video: tba.

Alejandro de la Fuente. "The Special Period" and "Epilogue" in *A Nation for All*.

Alejandro de la Fuente. "The New Afro-Cuban Cultural Movement and the Debate on Race in Contemporary Cuba" *Journal of Latin American Studies*. 40 (697-720).

Week 10. (3/21) The Politics of Research on Racial Inequality: Documenting Ethnic, Racial, and Color Inequality in Contemporary Latin America

Loveman, Mara. "New Data, New Knowledge, New Politics: Race, Color, and Class Inequality in Latin America" American Political Science Association. 2016.

Morrison, Judith. "Behind the Numbers: Race and Ethnicity in Latin America" <http://www.americasquarterly.org/content/behind-numbers-race-and-ethnicity-latin-america>

Telles, Edward. "The Project on Ethnicity and Race in Latin America (PERLA): Hard Data and What is at Stake" Ch1 in Telles, et. al., *Pigmentocracies: Ethnicity, Race, and Color in Latin America*. University of North Carolina Press, 2014.

Sulmont, David, and Juan Carlos Callirgos. "¿El país de todas las sangres?: Race and Ethnicity in Contemporary Peru" Ch4 in Telles, et.al., *Pigmentocracies*.

Telles, Edward, and René D. Flores. "A Comparative Analysis of Ethnicity, Race, and Color in Latin America Based on PERLA Findings" Ch6 in Telles, et.al., *Pigmentocracies*.

Week 11 (3/28) No Class. Spring Break

Week 12 (4/4) Global Politics of Ethnoracial Recognition, Rights, and Redress

Tianna S. Paschel & Mark Q. Sawyer. "Contesting Politics as Usual: Black Social Movements, Globalization, and Race Policy in Latin America", *Souls*, 10:3, 197-214.

Recommended: Tianna S. Paschel. "The Right to Difference: Explaining Colombia's Shift from Color Blindness to the Law of Black Communities." *American Journal of Sociology* 116 (3): 2010: 729-69.

Week 13. (4/11) Paper presentations

Week 14. (4/18) Paper presentations

Week 15. (4/25) Paper presentations

Final Papers Due 5/9

Spring semester ends 5/12