

SC 594: Race in the Americas
Boston College
Spring 2012
Mondays 10-12:30 (McGuinn 400)

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Office Hours: Fridays 11am-12pm, or set up by email
Course Website: on Blackboard

Course Description

Race has been important in constructing national identity and individual identities and life chances throughout Latin America, though in ways different from those with which many US students will be familiar. This course focuses on two central themes of race in Latin America: 1) the socially and culturally constructed rather than “natural” nature of race, and 2) the realities of racial inequality. We cover the ambiguity about race in Latin America (including silence, euphemism, “whitening,” color terminology, the weak black power movement, and the nationalization of Afro-derived culture). Then, we examine the overwhelming evidence of socio-economic inequalities based on skin color. We will also compare these processes to those occurring in the United States.

Required Materials

1. Stocker, Karen. 2005. *“I Won’t Stay Indian, I’ll Keep Studying”*: Race, Place, and Discrimination in a Costa Rican High School.” Karen Stocker. Boulder: University Press of Colorado.
2. Vila, Pablo. 2000. *Crossing Borders, Reinforcing Borders: Social Categories, Metaphors, and Narrative Identities on the U.S.-Mexico Frontier*.
3. Anderson, M. 2009. *Black and indigenous: Garifuna activism and consumer culture in Honduras*, Univ Of Minnesota Press.
4. Each student will review one book for the class. You will find your name next to that book in the schedule below. ****It is your responsibility to secure a copy of the book you will review – either through the library or by purchasing a copy online. Do not wait until the last minute to obtain your book!****

All other readings will be available on the course web site.

Optional Reading:

If you are new to the study of race and ethnicity, it may benefit you to read the following text. We will read a couple of chapters from this book (which are posted on blackboard). I did not request this book at the BC bookstore, so you will need to order it online.

Cornell, Stephen and Douglas Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks: Pine Forge Press

Assignments and Assessment

Weekly memos on required readings: (20%)

Over the course of the semester, students will write brief analytical memos on the readings each week. Students should submit at least 10 memos. These memos should not be simple summaries of the readings. Instead, I will supply a list of questions each week, and you should focus your memo on answering ONE of those questions. They should have, at a minimum, a basic argument regarding the

readings supported with evidence. Memos should be between 300-500 words. Be prepared to discuss the memos in class.

Lead Discussant (25%)

Each student will be required to act as lead discussant for one week's readings. This should not be a summary of the readings, but a synthesis and analysis of them in relation to each other, as well as in relation to topics from past weeks. You can also suggest future avenues for research, or discuss the readings in relation to your own work and experiences. Your discussion will occupy the first 30 minutes of class. At the end of your discussion, suggest you should have at least 3 well-crafted discussion questions for the class.

Book review (15%)

Each student will give a brief (10-15 minute) review of one book related to the course. These books will not be read by the entire class, so the review should give the class a good overview of the main topics or arguments, its contribution to the field, and how it relates to other course topics and readings. ****It is your responsibility to secure a copy of the book you will review – either through the library or by purchasing a copy online. Do not wait until the last minute to obtain your book!****

Research Paper (Graduate Students) (40%)

Graduate students will write a research paper of roughly 20 pages. The term paper may be: (1) a literature review of a specific topic within the sociology of culture, (2) a proposal for a future research, such as a master's paper, article, dissertation chapter; or (3) a small-scale study, which could become an article manuscript. Students should decide which type of paper they are writing and turn in a short description of their proposed papers in Week 4. A proposal is due by Friday of week 5 (10% of grade). The final paper is due by Friday, December 16th. (35% of grade).

Final Exam (Undergraduates)(40%)

Undergraduate students will take an in-class final exam. This will be a blue-book style essay exam, covering the entire semester.

Grading:

Lead Discussant	25 pts
Weekly Memos (10 at 2pts each)	20 pts
Book Review	15 pts
Exam/Paper	40 pts

TOTAL	100 pts

Course Policies:

- 1. Late work will not be accepted. Please do not contact me requesting an extension.**
- 2. Make up will not be allowed for any activities.**
- 3. Exams will be administered only on the scheduled date.**
- 4. No extra credit will be assigned to make up for missed work. Do not ask me for extra credit.** Exceptions to these policies will only be made in the case of a DOCUMENTED illness or family emergency. If you have a legitimate need (a medical emergency or death in the family) for an extension or alternate exam date, you should contact me by email as soon as possible and a scan of your documentation (a dated hospital admittance form) should be attached to the email when you

contact me. I cannot grant extensions for students that do not provide documentation within 2 weeks of the emergency.

5. I do not negotiate grades. If you feel I have incorrectly graded your work or have not entered your points correctly (it happens), please contact me with your concern as soon as possible. However, if you contact me simply to bargain for a higher grade than you have earned in the class, I WILL DEDUCT POINTS from your overall grade.

6. When calculating the final grade, I round up if to the nearest whole percentage. For example, if you have an 89.5, this will become a 90% final grade. Again, please do not ask me to adjust your grades.

7. If you have a learning disability and need special accommodations, you must contact me BEFORE the assignment or exam in question. Do not wait until an exam has begun to contact me to request extra time.

8. Finally, a word on cheating. I strictly follow the BC code of academic integrity regarding cheating and I will report any violation. If you copy text from any source (including the internet), you will receive a zero on the exam or assignment. Please remember that rewording someone else's thoughts must also be cited as if you were quoting that material. For example, if you use an internet source that reviews a course reading without citing the internet source, you are passing that information off as your own work. This is plagiarism and it will earn you a zero on the assignment.

Schedule of Weekly Readings

Week 1 (1/23): Introduction

VIDEO: *Race: The Power of an Illusion*, parts 2 & 3

VIDEO: *Bus 174*

Week 2 (1/30): The Social Construction of Race and Ethnicity

Cornell, Stephen and Douglas Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks: Pine Forge Press. Chapters 2, 4

Loveman, Mara. 1999. 'Is "Race" Essential?' *American Sociological Review* **64**(6): 891-898.

Omi, Michael and Howard Winant. 1999. "Racial Formations" pp. 9-17 in Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*. Mayfield Publishing Company.

Brubaker, R., Loveman, M., Stamatov, P., 2004. "Ethnicity as Cognition." *Theory and Society* 33, 31-64.

READING QUESTIONS (Pick one to answer in your weekly memo):

1. Each reading this week presents a different view on race and ethnicity. Which do you find most useful and why? Use examples to explain why you think one perspective is especially helpful for understanding race.
2. What is the difference between asserted and ascribed racial identity? Give examples.
3. What is the difference between a racial category and a racial group? Give examples.
4. Some argue that race is a social status, but others argue that race is a way of interpreting reality. What do you think?
5. What does it mean to say that race is socially constructed? How so? If race is socially created, can we eliminate it by not discussing it and analyzing it in classes like this?

Week 3 (2/6): Race in the US and Latin America **DISCUSSANT:**

Cornell Stephen and Douglas Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks: Pine Forge Press. Chapter 5.

Fields, Barbara. 1990. "Slavery, Race and Ideology in the United States of America" *New Left Review* (pp.95-118).

Wade, Peter. 2009. *Race and Sex in Latin America*, Pluto Press. Chapter 3.

Loveman, Mara. 2009. 'Whiteness in Latin America: measurement and meaning in national censuses (1850-1950).' *Journal de la société des américanistes* **95**(95-2).

BOOK REVIEW: Delgado, Richard and Jean Stefanic. 2001. *Critical Race Theory: An Introduction*. New York: New York University Press.

READING QUESTIONS (Pick one to answer in your memo):

1. Based on this week's readings, what are some similarities and differences in race in the United States and in Latin America? What differences do you think are most important and why?

Week 4 (2/13): Categories and Boundaries DISCUSSANT:

Bailey, Stanley. 2009. "Racial Boundaries" in *Legacies of Race: Identities, Attitudes, and Politics in Brazil*. Stanford, Stanford University Press.

Loveman, M. and J. O. Muniz. 2007. "How Puerto Rico Became White: Boundary Dynamics and Intercensus Racial Reclassification." *American Sociological Review*, 72 (6): 915-939.

England, S. 2010. "Mixed and multiracial in Trinidad and Honduras: rethinking mixed-race identities in Latin America and the Caribbean." *Ethnic and Racial Studies* 33(2): 195-213.

Streiker, J. 1995. "Policing Boundaries: Race, Class, and Gender in Cartagena, Colombia." *American Ethnologist* 22(1): 54-74.

Wray, Matt. *Not Quite White: White Trash and the Boundaries of Whiteness*. Introduction.

BOOK REVIEW: Waters, M. 1990. *Ethnic Options: Choosing Identities in America*. Berkeley, University of California Press.

BOOK REVIEW: Anderson, E. 1990. *Streetwise: Race, Class, and Change in an Urban Community*. Chicago, University of Chicago Press.

READING QUESTIONS (Pick one to answer in your memo):

1. What do national categorizations schemas (i.e. racial and ethnic census categories) have to do with individual identification?
2. What is more important to racial identification, the substance of racial identities, or the boundaries of those identities?
3. How has the category of white changed over time in Puerto Rico? How has it changed in the US? How are the boundaries of whiteness defined in the US?
4. Discuss anything else you found interesting about the readings.

Week 5 (2/20): Categories and Boundaries on the US-Mexico Border DISCUSSANT:

Vila, Pablo. 2000. *Crossing Borders, Reinforcing Borders: Social Categories, Metaphors, and Narrative Identities on the U.S.-Mexico Frontier*. Read at least: Introduction, Ch 1-5.

Grad students: A proposal for your final paper is due today.

READING QUESTIONS (Pick one to answer in your memo):

1. Do any of last week's readings seem especially relevant *Crossing Borders*?
2. Discuss anything you found interesting about the book.

Week 6 (2/27): Race, Nation, and Politics DISCUSSANT:

Wade, Peter. 2009. *Race and Sex in Latin America*, Pluto Press. Chapter 4.

Sagas, E. 2000. *Race and Politics in the Dominican Republic*. Gainesville, University of Florida Press. (Chapters Intro, Ch 4, conclusion, and App B)

Chong, D. N. G. 2008. 'Symbolic violence and sexualities in the myth making of Mexican national identity.' *Ethnic and Racial Studies* **31**(3): 524-542.

Bailey, Stanley. 2008. "Unmixing for Race Making in Brazil." *American Journal of Sociology* **114**(3): 577-614

BOOK REVIEW: Gould, J. 1998. *To Die in this Way: Nicaraguan Indians and the Myth of Mestizaje, 1880-1965*. Durham, Duke University Press.

BOOK REVIEW: Omi, M. and H. Winant 1994. *Racial Formation in the United States: From the 1960s to the 1990s*. New York, Routledge Press.

READING QUESTIONS (Pick one to answer in your memo):

1. How do national governments in Latin America work to define blackness? Does this differ across countries?
2. Explain the concepts of mestizaje and whitening. You should define the concepts, explain how they have been used in Latin America, provide examples, and how the two concepts are related?
3. Discuss the role of the State in constructing racial classifications and groups (in the US or Latin America).
4. Discuss anything else you found interesting about the readings.

Week 7 (3/12): Vertical Inequality DISCUSSANT:

Telles, Edward. 2004. *Race in another America*. Ch 6

Villarreal, A. (2010). 'Stratification by Skin Color in Contemporary Mexico.' *American Sociological Review* **75**(5): 652.

Lipsitz, G. 1995. 'The Possessive Investment in Whiteness: Racialized Social Democracy and the 'White' Problem in American Studies.' *American Quarterly* **47**(3): 369-387.

Oliver, M. and T. Shapiro 2006. *Black Wealth, White Wealth: A New Perspective on Racial Inequality*, Routledge. Chapter 5.

BOOK REVIEW: Lareau, A. 2003. *Unequal Childhoods: Class, Race, and Family Life*, University of California Press.

BOOK REVIEW: Oliver, M. and T. Shapiro 2006. *Black Wealth, White Wealth: A New Perspective on Racial Inequality*, Routledge.

BOOK REVIEW: Bobo, Lawrence D., and Mia Tuan. 2006. *Prejudice in Politics: Group Position, Public Opinion, and the Wisconsin Treaty Rights Dispute*. Cambridge: Harvard University Press.

READING QUESTIONS (Pick one to answer in your memo):

1. Discuss anything else you found interesting about the readings.

Week 8 (3/19): Vertical Inequality DISCUSSANT:

Stocker, Karen. Intro, Ch 3-6 (or full book)

READING QUESTIONS (Pick one to answer in your memo):

1. Relate the experiences of Native Americans in Costa Rica with the experiences of other groups that we have covered in class.
2. Discuss anything else you found interesting about the readings.

Week 9 (3/26): Horizontal Inequality DISCUSSANT:

Telles, Edward. 2004. *Race in another America*. Chapter 7-8

De la Torre, C. 1999. 'Everyday forms of racism in contemporary Ecuador: the experiences of middle-class Indians.' *Ethnic and Racial Studies* 22(1): 92-112.

James, David R. 1994. "The Racial Ghetto as a Race-Making Situation: The Effects of Residential Segregation on Racial Inequalities and Racial Identity." *Law and Social Inquiry* 19

Lacy, K. 2004. 'Black Spaces, Black Places: Strategic Assimilation and Identity Construction in Middle-Class Suburbia.' *Ethnic and Racial Studies* 27(6): 908-930.

BOOK REVIEW: Lacy, K. 2007. *Blue-Chip Black: Race, Class, and Status in the New Black Middle Class*, University of California Press.

BOOK REVIEW: McRoberts, O. M. 2003. *Streets of Glory: Church and Community in a Black Urban Neighborhood*. Chicago, University of Chicago Press.

BOOK REVIEW: Carter, P. 2005. *Keepin' It Real: School Success Beyond Black and White*, Oxford University Press.

READING QUESTIONS (Pick one to answer in your memo):

1. Discuss the difference between horizontal and vertical inequality. Do these two dimensions of inequality operate the same in the US and in Latin America?
2. Discuss anything else you found interesting about the readings.

Week 10 (4/2): Race, Talk, and Interaction DISCUSSANT:

Roseberry, William. 1994. "Hegemony and the Language of Contention" in *Everyday Forms of State Formation* (Sayer).

Eliasoph, Nina. 1999. " 'Everyday Racism' in a Culture of Political Avoidance: Civil Society, Speech, and Taboo" *Social Problems*.

Lewis, Amanda. 2003. "Everyday Race-Making: Navigating Racial Boundaries in Schools." *American Behavioral Scientist* 47: 283-305.

Sheriff, R. 2001. *Dreaming Equality: Color, Race, and Racism in Urban Brazil*. New Brunswick, Rutgers University Press. (Chapters 2-3)

BOOK REVIEW: Sheriff, R. 2001. *Dreaming Equality: Color, Race, and Racism in Urban Brazil*. New Brunswick, Rutgers University Press.

BOOK REVIEW: Lamont, M. 2000. *The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration*. Cambridge, Harvard University Press.

READING QUESTIONS (Pick one to answer in your memo):

1. Use Sheriff's chapters on racial talk and silence in Brazil to compare and contrast the concept of race in the US with that of Brazil.
2. Discuss the role of interaction in creating race.
3. Discuss anything else you found interesting about the readings.

Week 11 (4/9): Race and Women *DISCUSSANT*:

Burdick, John. 1998. "The Everyday Wounds of Color" and "What Color is the Holy Spirit?" in *Blessed Anastácia: Women, Race, and Popular Christianity in Brazil*. New York: Routledge Press.

Goldstein, Donna M. 2003. "Color-Blind Erotic Democracies" in *Laughter Out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown*. Berkeley: University of California Press.

Candelario. 2007. "Black Women are Confusing but the Hair Lets you Know" in *Black Behind the Ears*.

Russell, K., M. Wilson, et al. 1992. *The Color Complex: the Politics of Skin Color Among African American*. New York, Harcourt Brace Jovanovich Publishers. Chapter 4.

BOOK REVIEW: Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Second edition. New York: Routledge.

BOOK REVIEW: Frankenberg, Ruth. 1993. *White Women, Race Matters: The Social Construction of Whiteness*. Minneapolis: University of Minnesota Press.

BOOK REVIEW: Russell, K., M. Wilson, et al. 1992. *The Color Complex: the Politics of Skin Color Among African American Women*. New York, Harcourt Brace Jovanovich Publishers.

READING QUESTIONS (Pick one to answer in your memo):

1. Compare and contrast how women is Goldstein's reading and women in Burdick's reading deal with the stereotypes of blackness. Be sure to first describe how women of color are seen in Latin America according to class readings.

2. Relate what Telles says about intermarriage in Brazil with what Goldstein and Burdick say about female beauty and skin color in Brazil.
3. Discuss anything else you found interesting about the readings.

Week 12 (4/16): Culture and Racial Identity DISCUSSANT:

Vasquez, J. and C. Wetzel 2009. "Tradition and the Invention of Racial Selves: Symbolic Boundaries, Collective Authenticity, and Contemporary Struggles for Racial Equality." *Ethnic and Racial Studies* 32(9): 1557-1575.

Roy, W.G., 2004. "Race Records" and "Hillbilly Music": Institutional Origins of Racial Categories in the American Commercial Recording Industry. *Poetics* 32, 265-279.

Banks, P. 2009. "Black Cultural Advancement: Racial Identity and Participation in the Arts among the Black Middle Class." *Ethnic and Racial Studies* (1): 1-18.

Sheriff, R. 1999. "The Theft of Carnival: National Spectacle and Racial Politics in Rio de Janeiro." *Cultural Anthropology* 14(1): 3-28.

Miller, Marilyn Grace. 2004. "Tango in Black and White". *Rise and Fall of the Cosmic Race: The Cult of Mestizaje in Latin America*. M. G. Miller. Austin University of Texas Press, pp. 79-95.\

BOOK REVIEW: Grazian, D. 2003. *Blue Chicago: The Search for Authenticity in Urban Blues Clubs*. Chicago, University of Chicago Press.

READING QUESTIONS (Pick one to answer in your memo):

1. Discuss anything else you found interesting about the readings.

Week 13 (4/23): Latin Americans in the United States DISCUSSANT:

Wade, Peter, 2009. section from Ch 6 of *Race and Sex in Latin America*

Sue, C. 2009. 'An assessment of the Latin Americanization thesis.' *Ethnic and Racial Studies* 32(6): 1058-1070.

Golash-Boza, T. 2006. 'Dropping the Hyphen? Becoming Latino (a)-American through Racialized Assimilation.' *Social Forces* 85(1): 27-55.

Waters, Mary. 1999. *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge: Harvard University Press, Chapters 3, 5, 8.

BOOK REVIEW: Portes, Alejandro, and Ruben G. Rumbaut. 2001. *Legacies: The Story of the Immigrant Second Generation*. Berkeley: University of California Press.

BOOK REVIEW: Massey, Douglas S. 2003. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage.

READING QUESTIONS (Pick one to answer in your memo):

1. Describe how racial identities change over time for immigrants.
2. Are racial identities and categories in the US becoming more like those in Latin America?
3. Discuss anything else you found interesting about the readings.

Week 14 (4/30): Social Movements DISCUSSANT:

Wade, Peter, 1997. *Race and Ethnicity in Latin America*. Ch. 6

Anderson, M. (2009). *Black and indigenous: Garifuna activism and consumer culture in Honduras*, Univ Of Minnesota Press.

You final paper is due by Monday May 7th.

READING QUESTIONS (Pick one to answer in your memo):

1. How is globalization influencing racial identities?
2. Discuss anything else you found interesting about the readings.