

CET Syllabus of Record



Program: Race, Identity and Ethnicity in Colombia

Course Title: Race, Ethnicity and Identities: Debates in the Colombian Context

Course Code: CA/SOCI 300

Total Hours: 60

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Sociology / Anthropology, Political Science

Language of Instruction: English

Prerequisites/Requirements: None

Description

Designed for CET students, this course is run through Universidad del Valle (UNIVALLE), and administered and taught by UNIVALLE staff and faculty. UNIVALLE oversees the curriculum, professors, and grading.

The purpose of this course is to present some of the main debates on race, ethnicity, and identities that have developed in the social sciences, taking as reference the Colombian context in the last decades. The course discusses these concepts from a sociological and anthropological comparative perspective, which combines concrete empirical studies with more theoretical works. This course is divided into modules. In total, it includes 60 contact hours per semester: 56 inside the classroom and 4 in field-based course components. A Colombian team of research experts on the matter teaches the course.

Objectives

- Offer students a solid grounding in notions of race and ethnicity, with special emphasis on the Colombian context. These concepts are approached from a historiographical perspective as a tool that allows us to think about the present and answer questions such as: *to what extent do colonial legacies and official forms of domination still permeate social practices in Colombia where daily racialization is obvious but veiled?*
- Analyze and illustrate the role of concepts that are key to understanding the relation between racial categories and kinds of movement. The course looks at what happens with racial and ethnic identities on the move.
- Evaluate the varying degrees of visibility of ethnic-racial groups in Colombia, with special emphasis on the Afro-descendant population. The course considers the academic and political debates about the inclusion of the ethnic-racial variable in the Colombian population census and in other institutional surveys.
- Discuss and reflect on the Colombian educational system in the light of how race is represented in reading materials/contents.
- Develop students' awareness of class-related issues and increase their degree of intercultural sensitivity.

CET Syllabus of Record

General Course Requirements

The methodology of the course consists of class lectures, open discussions, and field visits to organizations and communities.

Evaluation

The final grade is based on the student's overall performance in two areas:

- 5 Reaction papers: (70%). Students receive instructions that guide the development of each of the reports and the final work.
- 1 Final paper: (30%). The final work consists of an essay based on empirical research on one of the topics addressed in the thematic units of the course.

Students are expected to come to class having carefully done the reading assignments for that session. They should be prepared to contribute to class discussions by raising questions and comments related to the topic for that class.

Students should also note:

1. Class assignments submitted after deadlines will be subject to a penalty proportionate to the delay.
2. Plagiarism is not tolerated under any circumstances. We encourage students to consult with the professor if there is any question regarding plagiarism.
3. If a student has to submit an assignment via email due to unanticipated circumstances, the professor must confirm receipt. In other words, the students should not assume receipt just by sending the email.

Students should be aware that UNIVALLE courses are evaluated according to Colombian higher education practices. Feedback from professors during the course of the semester may be minimal. Students should also note that, because the academic content and evaluation is managed by UNIVALLE faculty, any grade appeals are handled through UNIVALLE.

Participation/Attendance Policy

Students are expected to abide by UNIVALLE's attendance guidelines. It is the student's responsibility to find out what they missed in their classes by communicating with the professor.

Readings

Most of the required readings for the course consist of research journal articles, books, and book chapters. Professors provide students with the additional assigned material such as videos and movies from other sources.

Module 1

Marx, A. W. 1996. Race-making and the nation-state. *World Politics*, 48(2), 180-208.

Góngora-Mera, M. 2017. Transregional articulations of law and race in Latin America: A legal genealogy of inequality. In *Global Entangled Inequalities* (pp. 42-58). Routledge.

CET Syllabus of Record

Escobar, A. 2008. *Territories of difference: place, movements, life, redes*. Duke University Press.

Mignolo, W. D. 2009. Epistemic disobedience, independent thought and decolonial freedom. *Theory, Culture & Society*, 26 (7-8), 159-181

Schwartz-Marín, E., & Wade, P. 2015. Explaining the visible and the invisible: Public knowledge of genetics, ancestry, physical appearance and race in Colombia. *Social studies of science*, 45(6), 886-906.

Vigoya, M. V. 2002. Dionysian Blacks Sexuality, Body, and Racial Order in Colombia. *Latin American Perspectives*, 29(2), 60-77.

Paschel, T. S. 2016. *Becoming black political subjects: Movements and ethno-racial rights in Colombia and Brazil*. Princeton University Press.

Cortes-Ruiz, P. 2018. *International Human Rights Advocacy by Afro-Descendants in the Americas, 1990-2015. A Case Study of Contentious Politics in Colombia*. (Doctoral Dissertation). Howard University.

Module 2

Rosbelinda Cárdenas. 2018. 'Thanks to my forced displacement': blackness and the politics of Colombia's war victims. *Latin American and Caribbean Ethnic Studies*, 13(1): 72-93, DOI: 10.1080/17442222.2018.1416893

Silva Segovia, J. L. & M. Lufin. 2013. Approaches to the Afro-Colombian Experience in Chile: South-South Immigration Toward the Northern Regions. *Journal of Black Studies* 44(3): 231-251.

Grill, J. 2018. *El Negro con carro grande!* Unsettling rhythms, urban (im-)mobilities and the racial common sense on the streets of Cali, Colombia. Unpublished manuscript in preparation.

Wade, P. 2013. Articulations of eroticism and race: Domestic service in Latin America. *Feminist Theory* 14(2) 187–202.

Zeiderman, A. 2016. Submergence: Precarious Politics in Colombia's Future Port-City. *Antipode* 48(3): 809-831.

Valle, M. M. 2018. The discursive detachment of race from gentrification in Cartagena de Indias, Colombia. *Ethnic and Racial Studies* 41(7): 1235-1254. DOI: 10.1080/01419870.2016.1274419

Fassin, Didier. 2011. "Racialization. How to Do Races with Bodies." In *A Companion to the Anthropology of the Body and Embodiment*, edited by Frances E. Mascia-Lees, 419–434. Chichester: Blackwell.

CET Syllabus of Record

Wade, Peter. 1999. Working Culture: Making Cultural Identities in Cali, Colombia Current Anthropology 40 (4), 449-472. Available at:

Module 3

Loveman, Mara. 2014. *National Colors: Racial Classification and the State in Latin America*. Oxford University Press. 2014.

Loveman, Mara. 2009. Whiteness in Latin America: Measurement and Meaning in National Censuses. *Journal de la Société des Américanistes*, 95 [2]: 207-234

Telles, Edward. 2004. *Race in Another America: The significance of Skin Color in Brazil*, Princeton University.

ONU Mujeres. 2011. Afrodescendientes en los Censos del siglo XXI: avances en el reconocimiento de la realidad afro.

Module 4

Castillo, E. 2011. "La letra con raza, entra": Racismo, textos escolares y escritura pedagógica afrocolombiana. *Pedagogía y Saberes*, 34, 61-73.

Collins, J., & Blot, R. 2003. Literacy, power and identity: Colonial legacies and Indigenous transformations. In *Literacy and literacies: Texts, Power, and Identity*. New York: Cambridge

Bonilla-Silva, E. 2014. *Racism without racists: Color-blind racism and the persistence of racial inequality in America*. Lanham, MD: Rowman & Littlefield Publishing Group.

Kitching, K. 2013. Official literacy practices co-construct racialized bodies: Three key ideas to further integrate cultural and "racially literate" research. In K. Hall, T. Cremin, B. Comber, & L. Moll (Eds.), *International handbook of research on children's literacy, learning, and culture* (pp. 373-387). Malden, MA: John Wiley & Sons, Ltd.

Johnson, L., & Rosario-Ramos, E. 2012. The role of educational institutions in the development of critical literacy and transformative action. *Theory into Practice*, 51, 49-56.

Kirkland, D., & Jackson, A. 2009. "We real cool": Toward a theory of Black masculine literacies. *Reading Research Quarterly*, 44, 278-297.

Morrell, E., & Duncan-Andrade, J. 2002. Promoting academic literacy with urban youth through engaging Hip-Hop culture. *The English Journal*, 91, 88-92.

Supplementary readings:

Marx, A. W. 1998. *Making race and nation: A comparison of South Africa, the United States, and*

CET Syllabus of Record

Brazil. Cambridge University Press.

Warren, J. W., & Twine, F. W. 2002. Critical race studies in Latin America: Recent advances, recurrent weaknesses. *A Companion to Racial and Ethnic Studies*. David Theo Goldberg and John Solomos, eds, 538-560.

Vergara, A. 2018. *Afrodescendant Resistance to Deracination in Colombia. Massacre at Bellavista-Bojayá-Chocó*. Palgrave.

Guarnizo L.E., Sanchez A.I. and Roach E.M. 1999. Mistrust, fragmented solidarity, and transnational migration: Colombians in New York City and Los Angeles. *Ethnic and Racial Studies* 22(2): 367–396.

Jorge Ivan Bula Escobar. 2016. Afro-Colombian integration in mestizo cities. *City* 20(1): 130-141, DOI: 10.1080/13604813.2015.1096053

Outline of Course Content

Week	Topic
Module 1	
Week 1	Formation and Consolidation of Racial Domination in the Formation of the Nation-State in Latin America
Week 2	Coloniality and the Devices of Racial Domination. Prejudice, Stereotypes, and Discrimination.
Week 3	Afro-descendant People's Expressions and Manifestations of Identity and Latin America's and Afro-Colombian Ancestral Territories Report No. 1
Module 2	
Week 4	Race and Ethnicity on the Move: Migrations and displacements
Week 5	Race and Ethnicity on the Move within Urban Fabrics: Thinking about Urban Marginality, Gentrification and Unequally Distributed (Im)mobilities
Week 6	Coping with (Racial) Stigmatization
Week 7	Ethnic Organizations in Cali: Discussion Report No. 2
Module 3	
Week 8	Conceptual Debates and Methodological Challenges for the Inclusion of the Ethnic-Racial Variable in Censuses and Surveys of an Institutional Nature.
Week 9	Ethnic-Racial Inequalities in the Country: Socio-demographic, Health and Education, with a Gender Perspective
Week 10	Field Experience: La Arrobleda, Santander de Quilichao Report No. 3
Week 11	Inequalities in the Labor Market. Main Indicators: Participation rate and how it is affected by discouraged and/or discriminated workers, unemployment rates and

CET Syllabus of Record

	occupation. At the time it will show how these results are associated with the skin color of people
Week 12	The Ethno-racial Variable in the Census and in Institutional Surveys and its Incidence in Policy Decisions for the Formulation of Affirmative Programs and Actions for the Afro-descendant Population in Colombia Report No. 4
Module 4	
Week 13	Literacy and the Education of Black People in Colombia
Week 14	Racial Ideology, Ethnic Curriculum, and Literacy
Week 15	Deconstructing Racialized Literacies: Possibilities for Transformation
Week 16	Field Experience: Distrito de Aguablanca, Cali Report No. 5
	Final Paper