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: 4  
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.
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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

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Module 2


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

Module 3


Module 4


Supplementary readings:
Marx, A. W. 1998. Making race and nation: A comparison of South Africa, the United States, and
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_Brazil_. Cambridge University Press.


Outline of Course Content

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<tr>
<th>Week</th>
<th>Module 1</th>
<th>Topic</th>
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<td>Week 1</td>
<td>Formation and Consolidation of Racial Domination in the Formation of the Nation-State in Latin America</td>
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<td>Week 2</td>
<td>Coloniality and the Devices of Racial Domination. Prejudice, Stereotypes, and Discrimination.</td>
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<td>Week 3</td>
<td>Afro-descendant People’s Expressions and Manifestations of Identity and Latin America’s and Afro-Colombian Ancestral Territories Report No. 1</td>
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<td>Week 4</td>
<td>Race and Ethnicity on the Move: Migrations and displacements</td>
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<td>Week 5</td>
<td>Race and Ethnicity on the Move within Urban Fabrics: Thinking about Urban Marginality, Gentrification and Unequally Distributed (Im)mobilities</td>
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<td>Week 6</td>
<td>Coping with (Racial) Stigmatization</td>
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<td>Week 7</td>
<td>Ethnic Organizations in Cali: Discussion Report No. 2</td>
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| 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 |
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<th>Week</th>
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| 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* |
| 13   | Literacy and the Education of Black People in Colombia |
| 14   | Racial Ideology, Ethnic Curriculum, and Literacy |
| 15   | Deconstructing Racialized Literacies: Possibilities for Transformation |
| 16   | Field Experience: Distrito de Aguablanca, Cali  
*Report No. 5* |
|      | Final Paper |