



Syllabus of Record

Program: CET Colombia

Course Code / Title: (CA/SOCI 300) Race, Ethnicity and Identities: Debates in the Colombian Context

Total Hours: 60

Recommended Credits: 3

Primary Discipline / Suggested Cross Listings: Sociology, anthropology, Political Science, Economics

Language of Instruction: English

Prerequisites / Requirements: None

Description

The main purpose of this course is to present some of the main debates on race, ethnicity and identities that have been developed in various areas of 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 3-credit introductory course is divided into modules, which are based on general debates addressing specific processes. A Colombian context research expert team of professors teaches the course.

Objectives

Through their participation in this course, students:

- Gain a solid grounding in notions of race and ethnicity, with special emphasis on the Colombian context.
- Analyze the role of concepts that are key to understanding the relation between racial categories and forms of movement.
- Examine the varying degrees of visibility of ethnic-racial groups in Colombia, particularly in the Afro-descendant population.
- Explore academic and political debates about the inclusion of the ethnic-racial variable in the population censuses in the country 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 awareness of class-related issues, while increasing intercultural sensitivity.

Course Requirements

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.

Reading assignments are generally 20-30 pages per class session. Graded assignments include:

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- 4 Reaction papers: (25% each). A guide will be given that will guide the development of each one of the established reports and for the final work.

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.

Students are expected to abide by UNIVALLE's attendance guidelines. Students are expected to attend each class and field-based course component. It is the student's responsibility to find out what they missed in their classes by communicating with the professor.

Grading

The final grade is determined as follows:

- 4 Reaction papers: (25% each)

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.

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

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

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.

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

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- 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.
- 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.
- 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.
- 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.
- 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.
- Jorge Ivan Bula Escobar (2016) Afro-Colombian integration in mestizo cities. *City* 20(1): 130-141, DOI: [10.1080/13604813.2015.1096053](https://doi.org/10.1080/13604813.2015.1096053)
- Kirkland, D., & Jackson, A. (2009). "We real cool": Toward a theory of Black masculine literacies. *Reading Research Quarterly*, 44, 278–297.
- 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.
- Loveman, Mara (2014). *National Colors: Racial Classification and the State in Latin America*. Oxford University Press. 2014.
- Loveman, Mara. "[Whiteness in Latin America: Measurement and Meaning in National Censuses](#)" *Journal de la Société des Américanistes*, 95 [2] (2009): 207-234
- Marx, A. W. (1996). Race-making and the nation-state. *World Politics*, 48(2), 180-208.
- Mignolo, W. D. (2009). Epistemic disobedience, independent thought and decolonial freedom. *Theory, Culture & Society*, 26(7-8), 159-181
- Morrell, E., & Duncan-Andrade, J. (2002). Promoting academic literacy with urban youth through engaging Hip-Hop culture. *The English Journal*, 91, 88-92.
- Marx, A. W. (1998). *Making race and nation: A comparison of South Africa, the United States, and Brazil*. Cambridge University Press.

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

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

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.

[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.

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

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

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

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

Wade, Peter. 1999. [Working Culture: Making Cultural Identities in Cali, Colombia](#) Current Anthropology 40 (4), 449-472. Available at: <http://personalpages.manchester.ac.uk/staff/peter.wade/articles/Ashanty.pdf>

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

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.

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

Outline of Course Content

Topic 1: Tracing and comparing race, ethnicity and identities in Colombia and in Latin America

- Introduction to different conceptualizations of basic categories in Colombia and in Latin

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America:

- Race, ethnicity, identity

Topic 2: Migrations, displacements and violence: (re)configuring identities on the move

- Forms of migration (internal displacement and migration)
- Continuum of violence(s)
- Racialized geographies, imagined belongings
- 'New' categories of identity

Topics 3: Race and ethnicity on the move within urban fabrics: Thinking about urban marginality, gentrification and unequally distributed (im)mobilities

- Urban inequalities inscribed within intersecting categories of race, ethnicity, class and gender
- Structural violence and racialized poverty
- Comparative studies of several Colombian cities (with particular focus on Cali case study)

Topic 4: Coping with racial stigmatization

- Experiences of stigmatized identities at the social margins
- Everyday coping strategies
- Social whitening and racial domination

Topic 5: The history of education in Colombia

- 1810-1903 Consolidating the educational system while consolidating the nation state
- 1903-1991 The political based movements of the educational system

Topic 6: The other history of education in Colombia

- The history of colonization
- The education of Black and Indigenous peoples in Colombia
- Ethnic education

Topic 7: Literacy and racial ideology

- Critical literacies
- Critical pedagogies
- Critical race theory

Topic 8: Inquiry of literacy and racial ideology

- Qualitative studies
- Issues on research

Topic 9: Literacy, health and race

- Stereotyping racial groups' health through official literacies
- Black peoples in health research

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Topic 10: Institutional Institution and the School Library

- The role of the public-school library for reparations
- Highlighting the value of alternative literacies for racial identity provide an outline of the topics covered in the course.

Topic 11: Field Experience: Consejo Comunitario en Santander de Quilichao

Topic 12: Ethnic-racial inequalities in the country with a gender perspective

- Gender sex system
- Intersectionality

Topic 13: The ethnic-racial variable in the censuses and institutional surveys

- Debate on ethnic variables
- Symbolic struggles around race and ethnicity

Topic 14: Incidence in policy decisions for the formulation for social inclusion

- Affirmative programs and Action for Afro-descendant population in Colombia
- Equity and social justice

Topic 15: Inequalities in the labor market.

- Main indicators: Participation rate and how it is affected by discouraged and/or discriminated workers.
- Unemployment rates, occupation among others.
- Labor market and skin color.

Topic 16: Income gap between gender and race

- Occupational segregation
- Human capital
- Disparities in income and discrimination