

Spring 2021 LAH 3931 Afro-Latin America

Instructor: Dr. Fernanda Bretones Lane | f.bretones@ufl.edu

Office Hours: Mon. 4-5:30pm | Tue. 3-4:30pm [Virtual office hours only, via Zoom]

Teaching Assistant: Mr. Oren Okhovat | ookho001@ufl.edu

Class Meetings: Tuesdays 11:45am-1:40pm | Thursdays 12:50-1:40pm

Face-to-Face section meets in Keene-Flint 119 | **Online** section meets via Zoom *at the same time*

Course Description: In recent years, scholars have re-examined the ways in which we tell the story of Africans in the Americas. No longer content with traditional narratives about Latin America that focus on European conquistadors decimating Indigenous communities and forcefully introducing enslaved Africans to replace a “lost workforce,” historians of colonial Latin America have striven to illuminate the diverse historical experiences of people of African descent in the region. “Afro-Latin America” thus brings together the fields of Latin American History and the African Diaspora to study the contributions of Africans and people of African descent to the development of Latin American societies, from the early colonial period to the formation of independent nation-states, ending with questions of integration/exclusion in the post-abolition, independent nations. While slavery (and the ways in which the institution shaped colonial society) will occupy some of our attention—as well as, its social and cultural implications in relation to the question of national identity—this is *not* a course *about* slavery. Topics we will explore include: free and enslaved Africans in the conquest of the Americas; cultural “retention” and resistance to slavery; race, nation and debates on “racial democracy,” among others.

Course Goals: First and foremost, the course aims to deepen our understanding of the diverse histories of Africans and their descendants in the region. It also seeks to shift the focus away from the institution of slavery, highlighting the different ways in which Africans and people of African descent have contributed to Latin American societies. Students will become equipped to articulate both in writing and in discussion a critical understanding of historical themes of African descendants in Latin America. Students will also improve research and writing skills, and create an online exhibit to showcase their work.

Required Texts:

- Alejandro de la Fuente and George Reid Andrews (Eds.), *Afro-Latin American Studies: An Introduction* (New York: Cambridge University Press, 2018) [referred throughout this syllabus as Fuente & Andrews, ALAS] (free E-book available at UF libraries)
- George Reid Andrews, *Afro-Latin America, 1800-2000* (Oxford: Oxford University Press, 2004) [referred throughout this syllabus as Andrews, Afro-LatAm] (available at the UF Bookstore and many online vendors)
- Marixa Lasso, *Myths of Harmony Race and Republicanism during the Age of Revolution, Colombia, 1795-1831* (Pittsburgh: The University of Pittsburgh Press, 2007) (free E-book available at UF libraries; hard copy available at the UF Bookstore and many online vendors)

Other readings will be available in Canvas

Course Assignments [full assignment description in Canvas]

Short papers	20% (10% each AfroLatAm Reflection, Restall Paper)
Essay	20%
Census research	P/F
Preliminary Bibliography	2%
Annotated Bibliography	3%
Drafts	5%
Peer review	5%
Final Project	30%
Participation	10%
Self-assessment	5%

GRADING SCALE

A	100 %	to 94.0%	C	< 77.0 %	to 74.0%
A-	< 94.0 %	to 90.0%	C-	< 74.0 %	to 70.0%
B+	< 90.0 %	to 87.0%	D+	< 70.0 %	to 67.0%
B	< 87.0 %	to 84.0%	D	< 67.0 %	to 64.0%
B-	< 84.0 %	to 80.0%	D-	< 64.0 %	to 61.0%
C+	< 80.0 %	to 77.0%	F	< 61.0 %	to 0.0%

GRADING CRITERIA

A Work that goes beyond instructor's expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a “good” student.

A- Very good work with most of the attributes of “A” work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as “A” work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all standards/requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable

misunderstanding. Sometimes the result of truncate writing that could improve with more attention/work. Talk to instructor.

C+ Below the specifiable standards for good work. Sometimes the result of poor writing that compromises quality of the work/clarity of ideas. Talk to instructor.

C Work showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately.

Passing grades at UF in general range from A to D-, however a grade of C- does not count as a passing grade for major, minor, Gen Ed, Gordon Rule, or basic distribution requirements. Current UF grading policies for assigning grade points can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext-otp1>

Course Format: Following the University’s mandate for Spring 2021, this course is being offered in a “HyFlex” modality, with a reduced number of students physically present in the classroom for lectures, and the remaining students simultaneously attending via Zoom. The face-to-face section meets on Tuesdays only. All synchronous Thursday discussions are 100% online, most of those will happen synchronously via Zoom, although in specific occasions I may decide to designate specific days for asynchronous discussion (most likely discussion posts in Canvas). Regardless of the section in which students are enrolled (face-to-face or online), all students are expected to complete the assigned readings prior to class meetings on Tuesdays, and to complete other assignments following the weekly schedule below.

Communicating with the instructor:

Student Hours: The best way to reach me is during Student Hours (also known as “Office Hours.”). I hold regular Student Hours according to the schedule noted on the top of this document. In normal circumstances, that means that during those hours the door to my office is literally open to you, students, to discuss any issues pertaining to the class (content questions, clarifications, requests for extensions, etc), or any other topics you may wish to talk about (for example, request for recommendation letters, questions about going to graduate school, your general interests in Latin American and Caribbean history, or if you want to know more about my current and future research projects). This spring, due to the ongoing coronavirus pandemic, I will not be able to receive students in my office. Instead, I will be holding virtual office hours via Zoom. Student Hours function on a first-come, first-serve basis. To be directed to office hours Zoom meetings, you need to schedule a meeting with me using my electronic calendar: <https://calendly.com/bretones/office-hours>. You can book it in advance, or at the last minute (provided there are available time slots left). If my regular Student Hours conflict with your schedule, contact me via email to make an appointment at a time that works for both of us.

Electronic Communication (Email): If you have questions/concerns that have not been addressed in class and cannot be answered by consulting the syllabus, come see me during Student Hours. If you are unable to attend Student Hours and you have pressing concerns/questions that cannot wait for an alternative meeting time, send me an email. I generally check and respond to emails once daily during the workweek, between 8am-6pm. Please allow up to 24 hours for a response (I will try to answer as soon as possible). I do not respond to work emails during the weekend. Please refrain from using your personal email account, as I will not respond to those.

Keep in mind that emailing your professors or TAs is not the same as emailing (or texting) your friends. For some useful tips on how to avoid unprofessional electronic communication (not only for this class, but also for all professional communication that happens online), see “How to Email Your Professor (Without Being Annoying AF)” at <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.oe41y9s16l>.

Canvas Messages: If you need to communicate with me, please do so via email (see above). I use Canvas messages for general course-related messages that are addressed to the entire class (including reminders about upcoming deadlines, clarifications, notices, etc), or, if I deem relevant, to individual students. But for you to reach me, email is strongly preferred. It is the students’ responsibility to check messages on both Canvas and their UF email regularly for important information relating to the course, and to respond in a timely fashion when necessary.

Communicating About Grades: Students who wish to discuss their grades should wait 24 hours after receiving their grade to contact the instructor or TA. I am happy to offer further clarification on assignments, but please note that grades are only re-evaluated in case of mathematical error.

Policies and Expectations:

Attendance & makeup policy: Attendance is mandatory in both lectures and discussions. To accommodate unexpected life events, I grant each student up to three unexcused absences during the semester, no questions asked. These are provided to accommodate occasional absences resulting from internet connectivity issues, personal issues, medical appointments or any other factor that prevents you from joining class. Unexcused absences beyond that will adversely affect your grade. Students who miss more than 50% of class meetings cannot pass the course. For extended absence resulting from the current coronavirus pandemic (whether you are sick, or caring for a sick relative), students should contact the instructor as soon as possible to make alternative arrangements (no medical documentation required). Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at [Attendance Policies](#). It is the students’ responsibility to know and follow the University’s policies regarding religious holidays, illness, and athletic or

other extra-curricular activities. Please consult the link to become familiar with those, and contact the Instructor if you have questions or concerns.

CLAS Zoom Presence Policy during Spring 2021: The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Since the pedagogical approach of this course depends heavily on student engagement and interaction, you are required, at a minimum, to participate in class activities through the audio function of Zoom. Your video presence is invited as well, and extremely encouraged.

Extensions: students in this course can ask for a one-week extension, no questions asked, for any one assignment, without incurring in any grade deduction. In order to benefit from this opportunity, the student needs to contact the instructor via email up to 24 hours prior to the assignment deadline. Each student can take advantage of this policy once in the semester. Students who anticipate obstacles in meeting subsequent deadlines should contact the instructor right away to inquire about possibly turning in late work. In these cases, acceptance of late work will occur at the discretion of the instructor.

Classroom Etiquette: This course will ask students to engage in conversations related to the topics of study. Lively debates are welcome, but they should occur with respectful and courteous behavior. Uncourteous behavior will not be tolerated and may result in removal from a class period, or worse.

Class Policy Regarding Electronic Devices and Course Recording: Students should use electronic devices to connect to the class via Zoom, take notes, or for text-referencing purposes only. Please refrain from using your devices for other purposes during our class meetings (such as surfing the web or online shopping). Please silence cellphones and all other devices not being used for class. Unauthorized recording of any portion of the course (including screenshots) and unauthorized sharing of recorded materials is prohibited.

Academic Honesty: UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class. Plagiarism is not tolerated. Unintentional plagiarism results in an “F” for the assignment. Intentional plagiarism results in an “F” for the course, or worse.

Accommodations for Students with Disabilities: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the Gatorevals website (Links to an external site.)<<https://gatorevals.aa.ufl.edu/students/>>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the evaluation system. Summaries of course evaluation results are available to students at the public results website: <https://gatorevals.aa.ufl.edu/public-results/>

Weekly Schedule

[subject to change]

Week 1 Jan. 12, 14

T: Introductions. **Exceptionally today, class meeting will occur entirely online.** Students enrolled in face-to-face section must attend today's class meeting via Zoom.

- Reading: The Syllabus

Th: Initial discussion

Week 2 Jan. 19, 21

T: Lecture: What/where is Afro-Latin America?

- Readings:
 - George Reid Andrews, "Introduction," in *Afro-LatAm*, pp.3-10
 - Alejandro de la Fuente and George Reid Andrews, "The Making of a Field: Afro-Latin American Studies" in *ALAS*, pp.1-24

Th: Discussion

Assignment due: Afro-Latin America reflection (Canvas)

Week 3 d Jan. 26, 28

T: Lecture: The Myth of the White Conquistador

- Readings:

- Matthew Restall, “Black Conquistadors: Armed Africans in Early Spanish America” *The Americas* Vol. 57, No. 2 (Oct., 2000): 171-205

Th: Discussion

Assignment due: Restall summary (Canvas)

Week 4 Feb. 2, 4

T: Lecture: The Transatlantic Slave Trade and the African Diaspora in Latin America

- Reading:
 - Andrews, *Afro-LatAm* excerpt. pp.11-22
 - Roquinaldo Ferreira and Tatiana Seijas, “The Slave Trade to Latin America: A Historiographical Assessment,” in Fuente & Andrews, *ALAS*, pp.27-51
 - Sherwin K. Bryant, “Finding Gold, Forming Slavery: The Creation of a Classic Slave Society, Popayán, 1600-1700” *The Americas* Vol. 63, No. 1, (Jul., 2006): 81-112

Th: Discussion & Afro-Latin Census Map

Assignment due: preliminary research on census data for assigned country [Pass/Fail]

Week 5 Feb. 9, 11

T: Lecture: African Kingdoms in the Americas: Maroon Communities

- Readings:
 - Andrews, *Afro-LatAm* excerpt, pp. 22-52
 - Jane Landers, “*Cimarron* and Citizen: African Ethnicity, Corporate Identity, and the Evolution of Free Black Towns in the Spanish Circum-Caribbean,” in *Slaves, Subjects and Subversives: Blacks in Colonial Latin America* 111-145
 - Kathryn Joy McKnight, “Soldier, Slaver, and Elder: Maroon Voices from the Palenque del Limon, 1634” in *Afro-Latino Voices*, pp.43-54

Th: Discussion

Week 6 Feb. 16, 18

T: Lecture: Black Identities in Slave-Based Economies

- Readings
 - Herbert Klein and Ben Vinson, *African Slavery in Latin America and the Caribbean*, Ch. 4 “Slavery in Portuguese and Spanish America in the 18th Century,” pp.65-84
 - Mariza de Carvalho Soares, “African Barbeiros in Brazilian Slave Ports,” in *The Black Urban Atlantic in the Age of the Slave Trade*, eds. Jorge Cañizares-Esguerra,
 - Matt D.Childs, and James Sidbury (Philadelphia: University of Pennsylvania Press, 2013), pp. 209-230

Th: Discussion

Week 7 Feb. 23, 25

T: Documentary: “Mexico & Peru: The Black Grandma in the Closet” (PBS Series “Black in Latin America,” produced by Henry Louis Gates Jr.)

- Reading:
 - Ben Vinson III, “Fading From Memory: Historical Reflections on the Afro-Mexican Presence,” *Review of Black Political Economy* 33 (2005), 65-78.

Assignment due: Colonial Afro-Latin America paper

Th: NO CLASS. University-wide “Spring Recharge Days”

Week 8 March 2, 4

T: Workshop: Research Tools & Final Project organizational meeting

Th: Workshop: Online Tools for Web-supported projects

Assignment due: preliminary bibliography

Week 9 March 9, 11

T: Lecture: Slaves and Free People of Color in the Spanish American Wars of Independence

- Readings:
 - Andrews, *Afro-LatAm* Chapter 2, pp.53-84
 - Peter Blanchard, “The Slave Soldiers of Spanish South America: From Independence to Abolition,” in: in Christopher Leslie Brown and Philip Morgan, *Arming Slaves, from Classical Times to the Modern Age*

Th: Discussion

Assignment due: annotated bibliography

Week 10 March 16, 18

T: Lecture: National Myths in Post-Abolition, Independent Societies, part I: Brazil’s “Racial Democracy”

- Documentary:
 - “Brazil: A Racial Paradise?” (PBS Series “Black in Latin America,” produced by Henry Louis Gates Jr.)
- Readings:
 - Andrews, *Afro-LatAm* Chapter 3, pp.85-116
 - Begin reading Marixa Lasso, *Myths of Harmony*

Th: Guest Lecture: Dr. Tiago Maranhão (Tougaloo College) *title tbd*

Week 11 March 23, 25

T: Lecture: National Myths in Post-Abolition, Independent Societies, part II: Colombia's "Racial Harmony"

- Reading:
 - Marixa Lasso, *Myths of Harmony: Race and Republicanism during the Age of Revolution, Colombia, 1795-1831* (Pittsburgh: The University of Pittsburgh Press, 2007)

Th: Discussion

Week 12 March 30, April 1

T: Lecture: National Myths in Post-Abolition, Independent Societies, part III: "White" Argentina

- Readings:
 - Andrews, Chapters 4 and 5, pp.117-190
 - Erika Denise Edwards, "The making of a White nation: The disappearance of the Black population in Argentina," *History Compass* (June 2018)

Th: Discussion

Assignment due: rough draft final project

Week 13 April 6, 8

T: Guest Lecture: Dr. Laura de la Rosa Solano (Universidad Nacional de Colombia) "The 1991 Constitution and Colombia's pluri-ethnic and multicultural national identity"

- Reading: relevant texts for final project

Th: Writing workshop

Week 14 April 13, 15

Assignment due: draft final project

T: Peer-review of final project

Th: Peer-review of final project

Week 15 April 20

T: Abbreviated lecture and Exhibit "opening"

Campus Resources

UF is a big school, but there are many resources available to help students navigate campus life. Here is a sample of some useful resources:

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/> or call 392-1575

Multicultural and Diversity Affairs (<https://multicultural.ufl.edu/>) (352-294-7850) celebrates and empowers diverse communities and advocates for an inclusive campus.

Hitchcock Field And Fork Food Pantry: For anyone experiencing food insecurity, with no requirement to verify income or need. <https://pantry.fieldandfork.ufl.edu/>

The Molm Family Gator Career Closet: An on-campus, lending closet for students to borrow professional clothing and accessories free of charge. Valid with UF ID <https://career.ufl.edu/closet/>

Police Department: 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

The Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

Disability Resource Center (DRCaccessUF@ufsa.ufl.edu | 352-392-8565) helps to provide an accessible learning environment for all by providing support services and facilitating accommodations, which may vary from course to course. Once registered with DRC, students will receive an accommodation letter that must be presented to the instructor when requesting accommodations. Students should follow this procedure as early as possible in the semester.

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>