



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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*Principal Faculty Member(s) Proposing Course*

Name	User ID	College	Department
CYNTHIA ANN YOUNG	cay9	Liberal Arts (LA)	Not Available
ZACHARY MORGAN	zzm20	Liberal Arts (LA)	Not Available
COURTNEY MORRIS	cdm259	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal:  Add  Change  Drop

**Course Designation**

(AFAM 105N) Afro-Latin America: Race and Revolution

**Course Information**

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Afro-Latin America  
 Discipline: General Education  
 Course Listing: Inter-Domain

**Special categories for Undergraduate (001-499) courses**

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**Foundations**

- Writing/Speaking (GWS)
- Quantification (GQ)

**Knowledge Domains**

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

**Additional Designations**

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

**First-Year Engagement Program**

- First-Year Seminar

## Miscellaneous

Common Course

### GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

## Bulletin Listing

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Minimum Credits:	3
Maximum Credits:	3
Repeatable:	NO
Department with Curricular Responsibility:	African American Studies (UPLA_AAST)
Effective Semester:	Upon Approval
Travel Component:	NO

## Course Outline

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### A brief outline or overview of the course content:

This course explores the experiences of peoples of African descent in the Caribbean and Central and South America from nineteenth century slavery to the present. Major themes addressed are plantation economies, urban slavery, resistance, and revolution; abolition and emancipation; and issues surrounding race, citizenship, and anti-black violence in the modern era. The course has three objectives: (1) To deepen understanding of the diverse histories of peoples of African descent in the Americas; (2) To better understand the transnational and global processes shaping the histories of Afro-Latin Americans; (3) To explore alternative frameworks for understanding the histories of people of African descent in the Americas.

### A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Week 1: Introduction to the Course: Diaspora, Theory, and the Black Atlantic  
Week 2: The Transatlantic Slave Trade  
Week 3: Early Plantation Society in Afro-Latin America: Portuguese and British Empire  
Week 4: The French Empire and the Haitian Revolution  
Week 5: Urban Slavery in the Americas  
Week 6: Labor: Gender and Cotton  
Week 7: Slaves, Soldiers, and Independence  
Week 8: Cuba: Race, War, and Anti-imperialism  
Week 9: Negritude, Pan-Africanism, and Transnational Black Politics  
Week 10: Invasion: Sovereignty and U.S. Intervention in Central America and the Caribbean  
Week 11: Whitening, Scientific Racism, and the Black Body  
Week 12: Becoming Black Political Subjects  
Week 13: State Violence and Racial Terror in the Americas  
Week 14: Afro-Latin American Feminisms and Queer Citizenship  
Week 15: Migration, Mobility, and Transnational Afro-Latinidades

### Course Description:

Too often the history of race in the Americas is overly defined by concepts of racial identity and race relations in the United States. When examined quantitatively, fewer than five percent of the approximately 10 million slaves who survived the Middle Passage arrived in what we know as the United States of America.

This course will examine the impact of slavery throughout the Americas, from the establishment of the plantation in Brazil through the impact of Black migration throughout the Americas today. Through lecture and discussion, we will identify patterns of racial identity and participation in the formation of the Latin American nation state that will give us a more nuanced understanding of both race and nation in the Americas.

We will examine the development of the modern plantation from the sixteenth to the nineteenth century as well as the role of urban slavery in this era throughout Latin America. We will study the various paths to abolition with a particular focus on the Haitian Revolution and the common practice of military service among slave populations during the early nineteenth century struggles for Latin American independence. Additionally, we will look at the comparative abolition of slavery in the United States and Latin America, the role of slaves and free blacks in Central America, as well the role of race in the tensions between Haitians and Dominicans on the island of Hispaniola. The second half of the course will move to an examination of contemporary black politics, patterns of anti-black racism and state violence, and the emergence of new social movements for racial, gender, and economic justice in the Americas.

This course meets the criteria for General Education designation in the B.A. fields of Humanities (GH), Social and Behavioral

Sciences (GS), and International Cultures (IL).

**The name(s) of the faculty member(s) responsible for the development of the course:**

| Name: CYNTHIA ANN YOUNG (cay9)

Title:

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Campus:

City:

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## Course Justification

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### **Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

This course engages students in a discussion of the history of the peoples of African descent in the Caribbean, Central, and Latin America and introduces a social scientific approach to provide students with the conceptual and analytical tools to understand contemporary patterns of structural racism and black political mobilization in Latin America and the Caribbean. The three specific course objectives underscore its scholarly dimensions: (1) Students will gain a knowledge and understanding of the diverse histories of peoples of African descent in Latin America (i.e., Afro-Latin Americans); (2) Students will gain an understanding and knowledge of the transnational and global processes that have shaped the lives, labor, and cultures of Afro-Latin Americans; (3) Students will learn the theoretical frameworks for understanding the African and African American diasporas within the context of Afro-Latin America.

By the end of the course students will:

1. Demonstrate a thorough understanding of the concept of diaspora, racial formation theory, and the impact of official and popular understandings of racial citizenship in Latin America and the Caribbean.
2. Have a broad understanding of specific case studies of Black struggles for inclusion in Latin American nation-building projects in Haiti, the Dominican Republic, Cuba, Brazil, Central America, and Jamaica.
3. Demonstrate an ability to apply the key theoretical concepts to contemporary struggles over citizenship in the region.
4. Apply an intersectional theoretical perspective to consider how gender and sexuality also inform Black mobilization in the region.
5. Demonstrate an understanding of the complex relationship between U.S. and Latin American racial formations.

### **Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.**

Although exact grading requirements will necessarily vary by instructor and location, students will be evaluated by the following criteria: leading and participating in class discussions of the assigned readings and films, as well as writing regular discussion questions on the assigned material; three short analytical papers on the assigned readings; a map quiz including dates of abolition throughout Afro-Latin America; and a final longer essay on the assigned material.

Possible Grading Breakdown:

Discussion (30%): The class will include a weekly discussion section for each assigned reading. Students will each serve as discussion leader, either individually or in small groups. Each student will submit discussion questions for each assigned reading through Canvas before class at a designated time. Discussion grades will reflect students' discussion leadership, participation throughout the semester, and the quality of submitted discussion questions.

The questions are an indication of how well the student read and understood the assigned reading. Questions are not to be simple what, who, where, and when questions. Rather, they are to be thoughtful and reflective of how a person has analyzed the reading. Questions might address the central ideas and arguments of a book or relate the reading to larger issues in history that we have discussed in class, or questions might address comparisons between readings as the course moves forward in time. The significance is placed on critical thinking skills. Students will improve as they write more of these questions. Questions will be

posted in a discussion thread that will only become visible once posted so that students can learn from each other's work. The professor has the option of having a threaded discussion section as well, that can also count towards the participation grade.

Analytical Papers (39%): There are three short (approximately 5-page) analytical papers based on the readings or a combination of readings and films. The professor will hand out the question for the paper two weeks in advance. These papers encourage the development of critical thinking by having students identify the major historical and theoretical issues addressed in the assignments, and on the weeks they are due they will shape discussion.

Map Quiz (10%): A map quiz will be administered during the first four weeks of class. Students will be expected to identify the nations and capitals of all Latin American states, as well as the year during which slavery was abolished in areas with significant Afro-Latin American populations.

Final paper (21%): Depending on the professor teaching the class, this could be a longer (approximately 10-page) research essay, multi-book book review, or historiography essay. Students would select their topic in consultation with the professor.

#### **Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This course fulfills an elective requirement for both the major and the minor in African American Studies. It is part of the department's curricular redesign aimed at reducing course duplication and revising or replacing courses that are outdated and do not reflect the current faculty's areas of research. A course on race and revolution in Afro-Latin America complements existing courses on black freedom struggles, liberation and civil rights movements, and U.S. and Caribbean histories. It can also serve as an elective for students majoring or minoring in History, Latina/o Studies, and Latin American Studies. It might also appeal to students focusing on African American, African Diasporic, Latina/o, and/or Caribbean literatures and cultures in English or Comparative Literature.

#### **Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

MAJOR: The course will meet the requirements for an elective in the African American Studies major—currently two 3-credit electives at the 100-300 level are required for the major. The course fits, in particular, as a supplement to others offered on various elements and settings of black freedom struggles and movements—both extant and in development. Course topics build on the major's core required courses, including courses on race and gender; black freedom struggles; and African American and African Diasporic history.

MINOR: This course will also be an elective option for the minor in African American Studies. Currently, students are required to take one 3-credit course at the 100-300 level. The course may also fulfill one such elective requirement at the Abington campus, where the minor is also offered.

GENERAL EDUCATION: The course addresses the following General Education Learning Objectives: (a) Effective Communication; (c) Critical and Analytical Thinking; and (f) Global Learning. The course encourages effective communication and critical and analytical thinking by encouraging students to articulate their ideas in oral and written forms through critical discussions of assigned readings, films, and analytical papers. Small discussion groups create an effective space for students to develop independence and confidence in articulating their ideas. Students are encouraged to synthesize ideas and major historical and cultural transformations, and thus foster their own creative and imaginative skills. The course also encourages integrative thinking by promoting an understanding of change over time, connecting past events, ideas, and political and economic structures to those of contemporary society. Global Learning inherently shapes this course, for a study of Afro-Latin America is part of the larger African Diaspora as it emerged as part of the Transatlantic Slave Trade and the formation of the modern world. The African Diaspora and Afro-Latin America are situated within the larger global themes of the rise of capitalism, unfree labor systems, nation-state making, slavery and emancipation, dispersal of cultures and the formation of hybrid cultures, and the rise of and challenges to liberal democracies, political economies, and neo-liberalism.

#### **A description of any special facilities:**

None.

#### **Frequency of Offering and Enrollment:**

At least once in alternating academic years. Enrollment will be capped at 35 students.

### **Alignment with General Education Objectives**

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**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical

periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

A. **EFFECTIVE COMMUNICATION** - The course develops effective communication by encouraging students to articulate their ideas in oral, written, and visual forms during the weekly in-class and online discussion sections of assigned readings and films. Additionally, it stresses written and visual forms through short analytical papers and a larger final paper.

C. **CRITICAL AND ANALYTICAL THINKING** - Discussion groups create an effective space for students to develop critical and analytical thinking as well as independence and confidence in articulating their ideas. Additionally, in their written assignments--both weekly questions and the assigned analytic essays--students are encouraged to synthesize ideas and major historical and cultural transformations throughout Afro-Latin America, and thus foster their own creative and imaginative skills.

F. **GLOBAL LEARNING** - Transnational, global, regional, and comparative learning inherently shape this course; the study of Afro-Latin America is part of understanding the larger African Diaspora. The study of Afro-Latin America considers how capitalism, unfree labor systems, nation-state formation, slavery and emancipation, political economies, and neoliberalism forged the modern world.

Additionally, although we selected what we feel are the three most pertinent GE objectives, the course encourages **INTEGRATIVE THINKING** by understanding change over time, as well as comparing and connecting past events, ideas, and political and economic structures to those of contemporary society. The course is split evenly between traditional historical examinations of nations, and institutions of capitalism, slavery, and freedom (Humanities) and the forces that influence racial hierarchy, state violence, and categories of citizenship and the establishment of institutions (Social and Behavioral Sciences). Also, as a course examining the ethics of slavery, state violence, and exploitation, it addresses **SOCIAL RESPONSIBILITY AND ETHICAL REASONING**.

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**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

Weekly Discussion Groups and Written Questions (30%): A major component of the class will be weekly discussion of the assigned readings and/or films. A student or group of students will be appointed discussion leader each week. Discussion questions are due electronically before class at a designated time. The questions are an indication of how well the student read and understood the assigned reading. Questions are not to be simple what, who, where, and when questions; rather, they are to be thoughtful and reflective of how a person has analyzed the reading. Questions might address the central ideas and arguments of a book or relate the reading to larger issues in history that we have discussed in class, or questions might address comparisons between readings as the course moves forward in time. The significance is placed on critical thinking skills. Students will improve as they write more of these questions. Additionally, upon posting their weekly questions, students will have access to each other's questions to help them prepare for discussion. Preparation and participation in these discussions will help build **EFFECTIVE COMMUNICATION** as well as **CRITICAL AND ANALYTICAL THINKING**.

Three Analytical Papers based on the assigned readings and films (13% x 3), and a Longer Final Paper (21%), (60%). The topics of the short essays will circulate two weeks before they are due. For the final paper, the professor will meet with each student to help her or him form an appropriate final paper topic. Students may submit outlines and/or drafts before papers are due. These papers encourage the development of **CRITICAL AND ANALYTICAL THINKING** by having students identify the major historical and theoretical issues addressed in the assignments. Additionally, the transnational and comparative nature of the written assignments address the goals of **GLOBAL LEARNING**.

Map Quiz (10%): Requiring students during the first quarter of the class to internalize the geographic layout of the Americas as well as the chronology and patterns of the abolition of slavery addresses **GLOBAL LEARNING**.

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## General Education Domain Criteria

General Education Designation: Inter-Domain

### GH Criteria

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Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities-- whether verbal, visual, or digital-- and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

**Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities**

**What components of the course will help students achieve the domain criteria selected above?**

A course on race and revolution in Afro-Latin America will introduce students to the history, literature, and other related forms of cultural expression of a diverse population that has shaped and been shaped by the modern world. Students will expand their knowledge of the variety of human experiences and encounter concepts and traditions that attempt to bring sense to human existence, and through comparative and transnational history will give them insight into race, culture, and resistance in the United States.

Through discussion and analytical papers, students will demonstrate competence in critical thinking about topics and texts in the humanities.

By the end of the course, through their exposure to and analysis of unfamiliar materials, students will demonstrate knowledge of major cultural currents, issues and developments through time in the fields of slavery, racial and sexual exploitation, and the cultural resistance of Afro-Latin American populations throughout the hemisphere. Critical analysis of this material will challenge their curiosity and stretch their intellectual range.

Students will be introduced to and become familiar with groups, individuals, ideas, and events that have influenced the experiences and values of communities dispersed throughout the hemisphere. The comparative histories of these groups will offer insight into various aspects of Afro-Latin American communities.

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**GS Criteria**

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**Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas**

**Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences**

**Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings**

**Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems**

**Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences**

**What components of the course will help students achieve the domain criteria selected above?**

A course on Afro-Latin America introduces students to the multiple historical, economic, political, and social factors that have shaped the rise of the modern world. Afro-Latin America grew out of the Transatlantic Slave Trade, considered by leading scholars as a crucial factor in the rise of capitalism and the modern world, and it was shaped by the dispersal within the Atlantic World of many ethnicities, cultures, religions, and systems of labor. The very idea of modern race and the study of race as a social science are the result of the enslavement of Africans throughout the Atlantic world. Students will learn the many theoretical approaches to studying the African Diaspora, the rise of capitalism, forms of unfree labor, nation-state making, and the rise of and challenges to liberal democracies—theories drawn from the social sciences such as geography, sociology, economics, political science, and anthropology. These theoretical approaches introduce students to the multiple methodologies employed by social scientists such as demography, spatial analysis, gender, class, and racial dynamics, and political economy.

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**Integrative Studies**

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**Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.**

This course takes a comparative, interdisciplinary approach to the study of Afro-Latin America. Thus, students will be required to engage equally with theoretical frameworks in both the humanities and social sciences to examine how Afro-Latin American communities have historically navigated, negotiated, and contested Latin American racial formations and domination.

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**Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.**

The course approaches the study of Afro-Latin America from both the humanities and the social and behavioral sciences allowing students to integrate learning materials from both domains. The first 8 weeks of the course take a humanities approach by focusing on the historiography of slavery, colonialism, Latin-American nation-building projects, and Black struggles for full citizenship. During Week 1, for example, students will be introduced to the theoretical concept of diaspora to begin to understand how racial difference is constituted and how Afro-descendant communities have mobilized this concept politically. This section includes readings such as "Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World" by historians Robin D. G. Kelley and Tiffany Ruby Patterson. This theoretical introduction to diaspora through the humanities is followed by 7 weeks of historical case studies of a range of topics including understanding the political economy of the slave trade, the social and political impact of the Haitian Revolution, the racial politics of Latin American independence movements in the 19th century, the emergence of Pan-Africanist discourse and social movements, and the impact of U.S. intervention and occupation on Latin American racial formations.

The course then takes a more social scientific approach by providing students with the conceptual and analytical tools to understand contemporary patterns of structural racism and black political mobilization in Latin America and the Caribbean. For example, in Week 11, students will examine how official and popular discourses of mestizaje shape commonsense understandings of ideal citizenship in the region and how Afro-descendant communities struggle to redefine the boundaries of national inclusions. Readings for this week would include Ronald Stutzman's classic essay, "Mestizaje: An All-Inclusive Ideology of Exclusion," and selections from Jose Vasconcelos's "The Cosmic Race" and Gilberto Freyre's "The Masters and the Slaves." The remaining weeks draw from readings in the fields of political science, anthropology, sociology, and cultural geography.

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**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.**

This course will be taught by Anthropologist Courtney Morris and Historian Zachary Morgan in alternating years. They co-designed the course so that it would meet inter-domain requirements. The attached syllabus delineates the breakdown of the humanities and social science components.

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**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

Students will practice and apply this theoretical knowledge by completing historical and analytical writing assignments, participating in and leading class discussions, and passing a quiz that includes both the geography of Latin America as well as dates of abolition throughout Afro-Latin America in order to demonstrate their knowledge and understanding of the course materials and concepts.

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## General Education Designation Requirements

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### Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course meets the criteria for designation in the B.A. fields in Humanities (GH), Social and Behavioral Sciences (GS) and Other Cultures.

Its focus is on the impact of slavery on African descended people throughout Latin America. Though there is a comparative aspect to race and slavery in the United States, as the Course Objectives and Outlines Demonstrate, more than 85% of the course content focuses on the nations of Latin America.

### Course Objectives:

By the end of the course students will:

1. Demonstrate a thorough understanding of the concept of diaspora, racial formation theory, and the impact of official and popular understandings of racial citizenship in Latin America and the Caribbean.
2. Have a broad understanding of specific case studies of Black struggles for inclusion in Latin American nation-building projects in Haiti, the Dominican Republic, Cuba, Brazil, Central America, and Jamaica.
3. Demonstrate an ability to apply the key theoretical concepts to contemporary struggles over citizenship in the region.
4. Apply an intersectional theoretical perspective to consider how gender and sexuality also inform Black mobilization in the region.
5. Demonstrate an understanding of the complex relationship between U.S. and Latin American racial formations.

### Course Outline

- Week 1: Introduction to the Course: Diaspora, Theory, and the Black Atlantic
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- Week 10: Invasion: Sovereignty and U.S. Intervention in Central America and the Caribbean
- Week 11: Whitening, Scientific Racism, and the Black Body
- Week 12: Becoming Black Political Subjects
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- Week 14: Afro-Latin American Feminisms and Queer Citizenship
- Week 15: Migration, Mobility, and Transnational Afro-Latinidades

### Intercultural Requirements:

This course meets the requirements for an IL designation. The course encourages students to develop an understanding of the complex historical backgrounds, cultural contributions, and the economic, social, and political conditions under which Afro-Latin American communities live in Latin America and the Caribbean. It does so by providing a comprehensive overview of how these communities have participated in the development of Latin American nation-states from the 19th century through the present. Approximately 75 percent of the course focuses specifically on understanding the social, political, and cultural forces that have shaped the formation of cultures, nations, and sociopolitical institutions in Latin America and the Caribbean. The remaining 25 percent of the course considers the relationship between Latin American and U.S. racial formations and their broader implications for the development of black social movements from the 19th through the 21st centuries. The course will help students to cultivate a deep understanding of the similarities, differences, and discursive connections between U.S. and Latin American approaches to the production and state management of racial difference. It will provide students with an understanding of the cultural values, traditions, beliefs, and social customs that shape the Black experience in Latin America and the Caribbean. Because this is a comparative diasporic course, students will not read individual case studies of these topics in isolation but will study specific

national/historical contexts in relation to one another. For example, the course juxtaposes the impact of Haitian Revolution on U.S. racial discourse and slavery. Week 11, for example, considers how racial narratives in Mexico, Brazil, and Cuba produce the myth of mestizaje and racial democracy and its long-term historical impacts throughout the region.

**Course Objectives:**

By the end of the course students will:

1. Demonstrate a thorough understanding of the concept of diaspora, racial formation theory, and the impact of official and popular understandings of racial citizenship in Latin America and the Caribbean.
2. Have a broad understanding of specific case studies of Black struggles for inclusion in Latin American nation-building projects in Haiti, the Dominican Republic, Cuba, Brazil, Central America, and Jamaica.
3. Demonstrate an ability to apply the key theoretical concepts to contemporary struggles over citizenship in the region.
4. Apply an intersectional theoretical perspective to consider how gender and sexuality also inform Black mobilization in the region.
5. Demonstrate an understanding of the complex relationship between U.S. and Latin American racial formations.

**Course Outline**

- Week 1: Introduction to the Course: Diaspora, Theory, and the Black Atlantic
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Describe how the course encourages students to develop understanding of the historical backgrounds, cultural and scientific contributions, economic, social, psychological, and political circumstances of the group being studied. While no one course or section is expected to achieve every criterion, each course proposal must clearly specify which criteria it proposes to meet. Thus the proposal should explain how students, within the context of the course, will be encouraged to do or achieve three or more of the following:

- see nations, cultures, and/or social identities not in isolation, but in relation to each other;
- cultivate awareness of the pluralism and diversity within the United States and international cultures;
- increase knowledge of different cultural values, traditions, beliefs and customs;
- appreciate the diversity that exists among persons who share a particular social identity;
- increase knowledge about the range of cultural achievements and human conditions through time;
- recognize and be sensitive to the different ways social identities have been valued;
- re-examine beliefs and behaviors about social identities (ethnicity, race, class, religion, gender, physical/mental disability, or sexual orientation);
- increase understanding of the nature of stereotypes and biases of other cultures and other nations;
- interact successfully with representatives of other nations and with persons of different social groups;
- increase ability to locate and evaluate information and gain knowledge about other peoples of the world.

The achievement of IL educational student objectives will be assessed through the completion of a geographical quiz, short analytical essays, quizzes, and a final paper.

**Campuses That Have Offered ( ) Over The Past 4 Years**

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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**AFAM 105 – Afro-Latin America: Race and Revolution  
Penn State University, Fall 20XX (3 Credits)**

Monday, Wednesday & Friday, 10:00-10:50 a.m.

**Prof. Zachary R. Morgan**

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Office Hours: Monday & Wednesday 3:30-4:30 p.m., or by appointment



**Course description:** Too often the history of race in the Americas is overly defined by concepts of racial identity and race relations in the United States. When examined quantitatively, fewer than five percent of the approximately 10 million slaves who survived the Middle Passage arrived in what we know as the United States of America.

This course will examine the impact of slavery throughout the Americas, from the establishment of the plantation in Brazil through the impact of Black migration throughout the Americas today. Through lecture and discussion, we will identify patterns of racial identity and participation in the formation of the Latin American nation state that will give us a more nuanced understanding of both race and nation in the Americas.

We will examine the development of the modern plantation from the sixteenth to the nineteenth century as well as the role of urban slavery in this era throughout Latin

America. We will study the various paths to abolition with a particular focus on the Haitian Revolution and the common practice of military service among slave populations during the early nineteenth century struggles for Latin American independence. Additionally, we will look at the comparative abolition of slavery in the United States and Latin America, the role of slaves and free blacks in Central America, as well the role of race in the tensions between Haitians and Dominicans on the island of Hispaniola. The second half of the course will move to an examination of contemporary black politics, patterns of anti-black racism and state violence, and the emergence of new social movements for racial, gender, and economic justice in the Americas.

*This course meets the criteria for General Education designation in the B.A. fields of Humanities (GH), Social and Behavioral Sciences (GS), and International Cultures (IL).*

### **Learning Objectives:**

This course engages students in a discussion of the history of the peoples of African descent in the Caribbean, Central, and Latin America and introduces a social scientific approach to provide students with the conceptual and analytical tools to understand contemporary patterns of structural racism and black political mobilization in Latin America and the Caribbean. The three specific course objectives underscore its scholarly dimensions: (1) Students will gain a knowledge and understanding of the diverse histories of peoples of African descent in Latin America (i.e., Afro-Latin Americans); (2) Students will gain an understanding and knowledge of the transnational and global processes that have shaped the lives, labor, and cultures of Afro-Latin Americans; (3) Students will learn the theoretical frameworks for understanding the African and African American diasporas within the context of Afro-Latin America.

### **Assignments:**

My intention in the design of this course is two-fold: You should leave here with an introduction to the overlapping phenomena that comprise the history of the modern African Diaspora—modern economies, race, nationalism, cultural practices, religious beliefs, and the mobilizing of power to both construct and oppose racial and economic hierarchies. You should also leave here with a clear understanding of what it means to write and read critically and analytically.

You have a series of written assignments due over the course of the semester. You will each complete three short response papers and a final paper (we will discuss the format in class and I will post a guide to Canvas).

These assignments are designed to support classroom and recitation work and must be handed in on time. It goes without saying that all written work must be original, any plagiarism will result in an “F” in the course.

Any paper that doesn't follow standard citation guidelines will be returned to you without a grade. Citation format is quite specific, even if you believe that you know how to construct your citations I strongly suggest that you examine the citation guides linked to the Canvas page for the class.

Essays will be graded with the following general standards in mind:

An A essay: is clearly written with no grammatical lapses or major stylistic infelicities; it has an interesting and original argument, which is supported consistently by well-integrated and well-chosen evidence; it demonstrates a comfortable command over the course material.

A B essay: adequately answers the assigned question or topic. It might be marred by problems of presentation, a weak or lackluster argument, or evidence that is used inconsistently or poorly.

A C essay: has some significant flaw. There is no argument; evidence is used poorly; the argument is not proven; the essay ignores obvious and important sources; the argument is unbalanced; there are some major writing problems.

A D essay: might have a good and interesting argument but makes insufficient use of evidence. A D essay might be so encumbered by grammatical lapses that it is impossible to evaluate the prose.

An F essay: disaster has struck.

Appealing a grade:

If you feel you have been graded unfairly, you are invited to discuss your grade with me provided that you write a paragraph in which you explain how you feel your work has been unfairly evaluated and hand that paragraph, with the original paper, to me for consideration **before** your conference. This paragraph should NOT address the process of writing your paper (your hard work, your overall GPA, how well you thought you had done on the paper) since it is not possible to grade effort. Rather, your paragraph must focus on your paper alone: its thesis, structure, and evidence.

### **Map quiz:**

A map quiz will be administered during the third full week of class. You will be expected to identify the nations, capitals, and date of abolition of the Latin American nations. A review sheet will be posted on Canvas. I reserve the prerogative to administer short quizzes, without notice, if I see the need.

### **Evaluation:**

For the short papers, the goal is for you to develop an *argument*. This is different from repeating the details of the reading, and is different from “I do/don’t like it.” An argument is based around a thesis, which answers the question I will ask you, and it should be placed in your introductory paragraph. You then need to support that thesis with clearly interpreted historical evidence from the reading.

If you have any questions, (and even if you don’t it can’t hurt) consult the writing guides linked to the course’s Canvas page, or you can consult the manual below.

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> rev. ed. (Chicago: University of Chicago Press, 1996). O’Neill Reference: LB2369.T8 1996

### **Assigned Books:**

There is no textbook. The course mostly draws on chapters and journal articles for reading. See weekly reads below.

### **Films:**

Films may be scheduled either in class or independently, please see the calendar.

We will view four episodes of Henry Louis Gates’s recent documentary *Black in Latin America*

Stephanie Black *Life & Debt*

Perdomo, Willie. 1996. “Nigger Reecan Blues.”  
<https://www.youtube.com/watch?v=8fHEsmGemyg>.

When films are shown in class, they will generally be shown on Wednesdays. If you miss the screening, please watch the film before Friday’s discussion section, either on line, or in the library.

**Format:** As we are meeting three times a week, we will divide the class between lectures/film presentations on Mondays & Wednesday, and seminar format discussion of the readings on Fridays. If you do not actively participate in discussions, you will not do well in this class. Please note that attendance and participation make up 25% of your grade.

**Class Attendance, Participation, and Presentation:** All members of the class are expected to attend regularly and to participate in discussions. Each Friday you have the privilege of participating in a graduate seminar-style class, meaning that we will meet solely to discuss the readings once a week. In order for a class of this format to work, everyone needs to come to class prepared, having done and thought about the readings, and ready to discuss them. I regularly call on students, and this class is too small for you

to get away with lax preparation. I may call on you to post questions or topics on the Canvas page. Unexcused absences will jeopardize your grade in the course. If you have a valid reason for missing class, please let me know. Otherwise, I expect you there, especially for discussion sections on Fridays.

**Statement on Academic Honesty:** The Student Guide to University Policies and Rules states: "Academic dishonesty includes...cheating, plagiarizing, fabricating of information or citations, ...submitting work of another student or work previously used without informing the instructor or tampering with the academic work of other students." (p. 43) I join the University in taking academic dishonesty very seriously. All students caught committing acts of academic dishonesty will automatically be referred to Judicial Affairs. Penalties for plagiarism include, but are not limited to, failure in a course, removal from the degree program, failure in a course with an explanation in the permanent transcript of the cause for failure, suspension, and expulsion.

**Plagiarism:** Please note that any student found handing in plagiarized work, from the internet or otherwise, will fail the assignment with a grade of 0 (not an F), will likely fail the class, and risks suspension from the university. You may not copy an author's phrases or sentences without placing the words in quotation marks and citing the source of terms with endnotes or footnotes. You also must cite historical ideas and/or arguments. If you are at all unsure of the definition of plagiarism, or of the proper format for citations and/or footnotes, please see me and ask. Remember that plagiarism is a very serious violation of PSU's rules, and submitting plagiarized work can lead to very severe penalties.

All written work submitted through Canvas will be tested through an anti-plagiarism/originality screening. The results of that examination will be visible to you and me. I do not expect 100% originality. Your quotes and your citations will turn up as "unoriginal." The concern is when the writing within your essay mirrors other unattributed sources.

**Note to Students with Disabilities:** Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services. For further information regarding policies, rights and responsibilities please visit the Office for Disability Services (ODS) Web site at: [www.equity.psu.edu/ods/](http://www.equity.psu.edu/ods/). Instructors should be notified as early in the semester as possible regarding the need for reasonable accommodations.

**Canvas:** This course has an on-line component through Canvas. To avoid lost paperwork on both ends the syllabus, assignments, review maps, etc. will be available on-line. You will also submit all written assignments on-line. Assignments need to be submitted before class begins on the day they are due, or they will be marked as late.

We will review the process for accessing the class account on the first day of class.

The course grades will be weighted as follows:

Final paper	21%
Short papers (13% each x 3)	39%
In class and online participation	30%
Map quiz	10%

**General Education Learning Objectives:**

**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.

**Calendar:**

**Week 1: Introduction to the Course: Diaspora, Theory, and the Black Atlantic**

Kelley, Robin D.G. and Tiffany Ruby Patterson. 2000. “Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World.” *African Studies Review* 43(1): 11-45.

Vinson, Ben. 2006. “African (Black) Diaspora History, Latin American History.” *Americas* 63: 1-18.

Thomas C. Holt, “Slavery and Freedom in the Atlantic World: Reflections on the Diaspora Framework,” *Crossing Boundaries: Comparative History of Black People in Diaspora* (Bloomington: Indiana University Press, 1999), 33-44.

**Week 2: The Transatlantic Slave Trade**

Curtin, Philip, *Rise and Fall of the Plantation Complex* Chapter 3 “African and the Slave Trade” (pp. 29-42).

Gomez, Michael. 2004. *Reversing Sail: A History of the African Diaspora*. Cambridge: Cambridge University Press. Chapter 4 “Transatlantic Moment” (pp. 59-81).

### **Week 3: Early Plantation Society in Afro-Latin America: Portuguese and British Empire**

Curtin, Philip, *Rise and Fall of the Plantation Complex* Chap. 4 “Capitalism, feudalism , and sugar planting in Brazil” and Chap. 6 “The sugar revolution and the settlement of the Caribbean” (pp. 46-55 & 73-86).

**\*\*In-class map quiz\*\***

### **Week 4: The French Empire and the Haitian Revolution**

Dubois, Laurant & Gerrigus, John *Slave Revolt in the Caribbean, 1789-1804: A Brief History with Documents* Introduction and selected documents.

### **Week 5: Urban Slavery in the Americas**

Frederick Bowser, “The Free Person of Color in Mexico City and Lima: Manumission and Opportunity, 1580-1650” *Race and Slavery in the Western Hemisphere: Quantitative Studies*, edited by Stanley Engerman and Eugene Genovese (Princeton: Princeton University Press, 1975): 331-363.

Mariana Dantas, *Black Townsmen: Urban Slavery and Freedom in the Eighteenth-Century Americas*. New York: Palgrave Macmillan, 2008, Chap. 4 “Manumission Practices and the Negotiation of Labor” (pp. 97-126).

Camilla Cowling *Conceiving Freedom: Women of color, Gender, and the Abolition of Slavery in Havana and Rio de Janeiro* (University of North Carolina Press, 2013) Chap 1, “Sites of Enslavement, Spaces of Freedom: Slavery and Abolition in the Atlantic Cities of Havana and Rio de Janeiro” (pp. 23-46).

**\*\*Paper #1 due on Canvas before Friday discussion\*\***

### **Week 6: Labor: Gender and Cotton**

Jennifer L. Morgan “‘Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770” *The William and Mary Quarterly* 54, No. 1 (Jan., 1997), pp. 167-192.

Edward Baptist *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (Basic Books, 2014) Chap. 7 “Seed, 1829-37” (pp. 215-260).

### **Week 7: Slaves, Soldiers, and Independence**

Marcela Echeverri “Popular Royalists, Empire, and Politics in Southwestern New Granada, 1809-1819.” *Hispanic American Historical Review* 91, no. 2 (2011), pp. 237-269.

Peter Blanchard “The Slave Soldiers of Spanish South America: From Independence to Abolition” in Philip Morgan and Chris Brown, eds., *Arming Slaves: From Classical Times to the Modern Era* (Yale University Press, 2008), pp. 255-273.

### **Week 8: Cuba: Race, War, and Anti-imperialism**

Ada Ferrer “Armed Slaves and Anticolonial Insurgency in Late Nineteenth-Century Cuba,” in Philip Morgan and Chris Brown, eds., *Arming Slaves: From Classical Times to the Modern Era*. (Yale University Press, 2008), pp. 304-329.

Louis A. Pérez, *The War of 1898: The United States & Cuba in History & Historiography* (UNC Press, 1998) Chap. 2 “Intervention and Intent” pp. 23-56.

Martí, Jose. *Nuestra America*.

### **Week 9: Negritude, Pan-Africanism, and Transnational Black Politics**

Garvey, Amy Jacques and Marcus Garvey. 1986. *Philosophy and Opinions of Marcus Garvey*. Majority Press. Selected readings.

Harpelle, Ronald. 2003. “Cross Currents in the Western Caribbean: Marcus Garvey and the UNIA in Central America.” *Caribbean Studies* 31(1): 35–73.

Putnam, Lara. “Borderlands and Border Crossers: Migrants and Boundaries in the Greater Caribbean, 1840-1940. *Small Axe* 18(1): 7-21.

**\*\*Paper #2 due on Canvas before Friday discussion\*\***

### **Week 10: Invasion: Sovereignty and U.S. Intervention in Central America and the Caribbean**

View Stephanie Black *Life & Debt*.

Brenda Gayle Plummer “Building US Hegemony in the Caribbean” César J. Ayala “The American Sugar Kingdom” and Winston James “Culture, Labor, and Race in the Shadow or US Capitalism” in Stephan Palmié and Francisco A. Scarano, eds., *The Caribbean: A History of the Region and its Peoples* (University of Chicago Press, 2011) pp. 417-458.

### **Week 11: Whitening, Scientific Racism, and the Black Body**

Stutzman, Ronald. 1981. "El Mestizaje: An All-Inclusive Ideology of Exclusion." In *Cultural Transformations and Ethnicity in Modern Ecuador*, ed. Norman E. Whitten, Jr. Urbana: University of Illinois Press. 45-94.

Vasconcelos, Jose. 1997 [1925]. Selections from *The Cosmic Race*. Baltimore: The John Hopkins University.

Freyre, Gilberto. 1933. Selections from *The Masters and the Slaves: A Study in the Development of Brazilian Civilization*.

Ortiz, Fernando. 1995 [1940]. Selections from *Cuban Counterpoint: Tobacco and Sugar*. Durham: Duke University Press.

### **Week 12: Becoming Black Political Subjects**

Hooker, Juliet. 2005. "Indigenous Inclusion/Black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America." *Journal of Latin American Studies* 37: 285-310.

Paschel, Tianna. 2016. Selections from *Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*. Princeton: Princeton University Press.

### **Week 13: State Violence and Racial Terror in the Americas**

Vargas, João H. Costa. 2005. "Genocide in the African Diaspora: United States, Brazil, and the Need for a Holistic Research and Political Method." *Cultural Dynamics* 17(3):

Smith, Christen. 2013. "Strange Fruit: Necropolitics and the Transnational Resonance of Torture and Death." *Souls* 15(3): 177-198.

**\*\*Paper #3 due on Canvas before Friday discussion\*\***

### **Week 14: Afro-Latin American Feminisms and Queer Citizenship**

Alexander, M. Jacqui. 1994. "Not Just (Any) Body Can Be a Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas." Feminist Review 48: 5-23.\*

Williams, Lawson. 2008. "On Homophobia and Gay Rights Activism in Jamaica" in Our Caribbean: A Gathering of Lesbian and Gay Writing from the Antilles edited by Thomas Glave. Durham: Duke University Press. 382-388.\*

Theorizing Homophobias in the Caribbean: Complexities of Place, Desire, and Belonging. "Interview with Larry Chang – Gay Freedom Movement (Jamaica)." 2011 <http://www.caribbeanhomophobias.org/node/7>.

## **Week 15: Migration, Mobility, and Transnational Afro-Latinidades**

Perdomo, Willie. 1996. "Nigger Reecan Blues."  
<https://www.youtube.com/watch?v=8fHEsmGemyg>.

Lopez Oro, Paul Joseph. 2016. "'Ni de aquí, ni de allá': Garífuna Subjectivities and the Politics of Diasporic Belonging. In *Afro-Latin@s in Movement: Critical Approaches to Blackness and Transnationalism in the Americas*. New York: Palgrave Macmillan. 61-83.

\*\* Final paper due during final exam week when course final is scheduled\*\*