INTD 497-001: Research Seminar International Development Studies: Race, Ethnicity and Development in Latin America and the Caribbean (CRN3349)
McGill University; Fall 2009

Instructor: Mónica Treviño
Seminar meetings: Mondays, 4.05pm to 6:55 pm. Room TBA
Email: On WebCT
Office Hours and location: TBA

The purpose of this course is to incorporate the dimension of culture and identity into our understanding of “development” in Latin America and the Caribbean. How do ideas and practices about race and ethnicity affect actors' ability to benefit from and participate in their societies' development? How do these ideas and practices affect how development is defined and by whom? By examining the issues of race, racial identity construction and race relations in Latin America and the Caribbean, this course aims to provide a wide spectrum of the types of issues and conflicts involved in determining how different groups experience and/or affect development in this region.

This course will undertake a comparative study of race relations in this region from a variety of disciplinary perspectives, surveying in particular people of African, Native and European descent, with the purpose of understanding how race is lived and experienced in Latin America and the Caribbean today and how race shapes power and inequality in the region. In addition, we will tackle the thorny ethical and methodological issues involved in cross-cultural and cross-racial research.

This course is designed for upper-level undergraduate students in International Development. Because this is a seminar, there will be no lectures. Students are expected to have read all the materials before the start of each class, and to be prepared to engage in thoughtful discussion about the issues raised by each topic and each reading. A preliminary list of discussion questions for each session will be available on WebCT.

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

Course Requirements and Grade Allocation:
• One preliminary research paper proposal, worth 10% of the final grade, to be submitted at the start of class on Monday, Sep. 28
• One research paper proposal, worth 20% of the final grade, to be submitted at the start of class on Monday, Oct. 19
• One detailed research paper outline, worth 20% of the final grade, to be submitted at the start of class on Monday, Nov. 9.
• One 20-page research paper, worth 25% of the final grade, to be submitted at he start of class on Thursday, Dec. 3.
• One in-class presentation of your research paper, worth 10% of the final grade.
• Participation in seminar discussions, worth 15% of the final grade. As a seminar-based course, the regular and active participation of the students is paramount.

Specific guidelines on each assignment will be available on WebCT and discussed in class.
Late submission policy:
Assignments are due in class on the due date. **Late submissions will not be accepted.** Email submissions or submissions “under the door” **will not** be accepted for any assignment. Extensions for any assignment **will not** normally be granted, and will be considered **only in the most exceptional of circumstances.** The privilege of additional work will not be granted.

WebCT
WebCT will be an integral component of and resource for this course, so make sure you know how to use it, and check the course page regularly. In addition, WebCT communication tools will also be used to contact me or to contact fellow students.

Special Needs
If you have any special needs regarding lectures, assignments, and/or testing, please contact me and the Office for Students with Disabilities (www.mcgill.ca/osd; Room 3100 Brown Student Services Building, 3600 McTavish, phone: 514-398-6009) as soon as possible.

Academic Integrity
McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/integrity).

How to succeed in this course
This course is intended to provide the students with specific subject matter knowledge about race, ethnicity and development in Latin America, both about the concepts and analytical tools we use to understand these topics, and about the empirical situation in selected cases. This will primarily be achieved through actively reading the assigned material and through discussion in the seminars. Students will therefore have to do all the assigned readings and, importantly, reflect upon them and engage in critical discussions in class.

The other component of this course will be the creation of a research essay, and all the assignments are designed and scheduled to lead the students through the necessary processes for the production of a high quality interdisciplinary research essay. In order to make the most of this process, students will need to carefully read and follow the instructions for each assignment, seeking clarification and advice from the instructor as frequently as necessary. Detailed feedback will be provided for each assignment, which is intended to assist the students in the next step; it is therefore very important for the students to read all comments provided, reflect upon them and seek clarification and further advice as necessary.
Seminar Schedule and Reading Assignments

Extensive readings are drawn from the following book, which will be available for purchase from McGill Bookstore.

Howard Winant (2001); *The World is a Ghetto. Race and Democracy since World War II*, New York: Basic Books

A course pack of all other readings will also be available at the Bookstore. Items marked with an asterisk (*) will be available electronically through WebCT links.

I. Defining Race and Ethnicity

**Seminar 1: Introduction: Race, ethnicity, nationalism (Sep.14)**
General introduction: What will the course cover? How will seminars be conducted? What is expected of students? What do students expect? How will work be assessed?
Brief introduction to the context of race and ethnicity in Latin America and the Caribbean. What is race, and why is it important to take it into consideration when studying developing societies? For this week’s seminar, we will on the various forms of constructions of race and nation and on their impact on people’s ability to access and exercise their citizenship rights.

**Readings**
*The World is a Ghetto*; pp. 19-129; 133-146

**Seminar 2: Culture and racial politics (Sep. 21)**
How do race and culture affect politics? In what ways have states directly addressed race and ethnicity? How, if at all, do these concepts intersect with the notion of “development”? What are the possible concrete practical effects of this intersection?

**Readings**

Seminar 3: Researching Race across Races and Borders (Sep. 28)

***NOTE: Preliminary Research Paper Proposal Due in Class Today, Sep. 28***

Can “we” research “them” in a non-racialized manner? How does our research methodology address racial/ethnic difference? This week’s seminar will look at the relationship between researcher and research-subject (object?) in cross-racial settings.

**Readings**


Gunaratnam, Y. (2003); Researching ‘Race’ and Ethnicity. Methods, Knowledge and Power; London and New Delhi: Sage Publications; Chapter 4, pp. 79-105


II. “Races” and their “places”: Belonging, inclusion and marginalization

Seminar 4: Race in Latin America and the Caribbean: general issues (Oct. 5)

What do Latin America and the Caribbean have to teach us about racial/ethnic construction? This week’s seminar will look at the different ways in which Afro-descendents and indigenous peoples have been included/excluded in the construction of national identities in Latin America and the Caribbean.

**Readings**


*De la Cadena, M. (1998); “Silent Racism and Intellectual Superiority in Peru”, in Bulletin of Latin American Research, 17: 2, pp. 143-164

***NOTE: No class on Monday, Oct. 12: Thanksgiving Day ***
Seminar 5: Mestizaje and its critics (Oct. 19)

***NOTE: Research Paper Proposal Due in Class Today Oct. 19***

This week’s seminar will deal with the idea of “mestizaje”, the founding myth of most Latin American nations. How is this different from a “colour-line”? How does it affect indigenous identity expression?

**Readings**


Seminar 6: Blackness in the Caribbean 1 (Oct. 26)

The presence of people of African descent -as opposed to indigenous peoples- especially in the non-Latin Caribbean poses different challenges for identity formation. This week’s seminar will consider the different ways in which these populations have been included/excluded, and the different responses of societies colonised by different powers.

**Readings**


Seminar 7: Blackness in the Caribbean 2 (Nov. 2)

The presence of people of African descent alongside indigenous peoples in the Latin Caribbean poses different challenges for identity formation. This week’s seminar will consider the different ways in which these populations have been included/excluded.

**Readings**


Seminar 8: Blackness in Brazil (Nov. 9)

***NOTE: Research Paper Outline due in class today November 9***

Brazil has historically been associated with the idea of a “racial democracy”. This week’s seminar will focus on what this represents and how it has affected the inclusion/exclusion of Afro-Brazilians.

Readings

The World is a Ghetto, pp. 219-248 (continued on next page)

Sansone, L. (2003); Blackness Without Ethnicity: Constructing Race in Brazil; New York: Palgrave Macmillan, pp. 21-58 (chapter one)


Seminar 9: International Dimensions of Race (Nov. 16)

Beyond national boundaries, how does the global order deal with racial/ethnic difference? What views inform our approach to the concept and practice of development in Latin America and the Caribbean? This week’s seminar will look into whether the world order is a “racial” order.

Readings

The World is a Ghetto; pp. 289-316


Seminars 10 (Nov. 23), 11 (Nov. 30) and 12 (Dec. 3) will be reserved for student presentations of their research in progress.

***NOTE: Seminar 13 will take place on Thursday, Dec. 3rd ***

***NOTE: Research paper due in class on Thursday, Dec. 3rd ***