



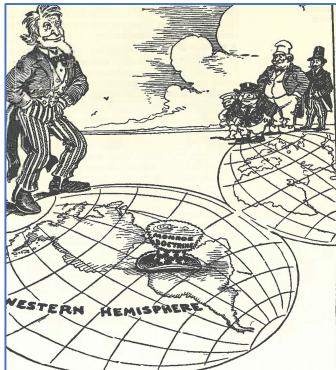
Race Against Empire in the Americas*

Fall 2018

AFR 374E (30759) HIS 366N (39354) LAS 366 (39804)

Instructors:	Dr. Nicole Burrowes	Dr. Mónica A. Jiménez
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COURSE DESCRIPTION



This course is concerned with the history of race as an organizing principle of empire. How have ideas of race and racialization provided justification and motivation for imperial formations? In conversation with other parts of the world, this course will focus on empire, race and social movements in the Americas. We will examine how the pursuit and maintenance of empires by Western states was (and is) deeply tied to notions of race, with particular attention to legal thinking. As part of the course, we will also explore various (and contested) critiques of empire, anti-colonial movements and their corresponding “freedom dreams.”

*The title of the course originates in part from Penny Von Eschen's book, *Race against Empire: Black Americans and Anti-Colonialism, 1937-1957*.

LEARNING OUTCOMES

- Students will be able to demonstrate understanding of concepts, theories and debates related to race and empire.
- Students will engage broad historical patterns and trajectories of imperialism that will help them to think critically about the past and the contemporary world.
- Students will be able to explain the contexts and problem-spaces that gave rise to anti-colonial movements in various locales.
- Students will gain deeper knowledge of the workings of power and hegemony broadly defined.

- Students will strengthen critical thinking and analytical abilities through discussion, collaboration and various types of assignments

REQUIRED TEXTS*

Césaire, Aimé, and Robin D. G. Kelley. *Discourse on Colonialism*. New York: Monthly Review Press, 2000.

*All additional readings will be posted on Canvas.

COURSE FLAGS

Global Cultures (GC) Flag:

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States.

Cultural Diversity (CD) Flag:

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience.

GRADING FOR THIS COURSE

Attendance and Participation - 20%

Two Short Response Papers - 20%

In-class exam #1 - 20%

In-class exam #2 - 20%

Book review 20%

ASSIGNMENTS

Book Review: You will be expected to produce a thorough and well-written 5-page book review. You will have the opportunity to determine which book you will review. You should choose a scholarly monograph that is directly and obviously linked to the theme “race and empire.” It should be a book that interests you, that you have not read before and that is not being covered in this class or any other class that you are taking this semester.

You will be asked to write a one-paragraph pitch about the rationale for your choice and how the text is relevant to the course. This will be due on October 4th. We will approve the book or suggest that you choose something else. The final book review will be due on December 10th. Guidelines for the book review will be posted on Canvas. As part of the assignment, we will ask you to put your book in dialogue with at least two readings from weeks 14 and 15 of our course.

Reading Response Papers: Students are expected to write two thoughtful 3-page response papers to the readings. For response paper #1, you should choose a reading from weeks 1-6. For response paper #2, you should choose a reading from weeks 7-12.

Deadlines:

Book review proposal (1 paragraph): Thursday, October 4, 2018

Response Paper # 1 (3 pages): Thursday, October 4, 2018

In Class Exam #1: Thursday, October 11, 2018

In Class Exam #2: Thursday, November 8, 2018

Response Paper #2 (3 pages): Thursday, November 15, 2018

Book review due (5 pages): Monday, December 10, 2018

Important Notes:

- *DO NOT MISS CLASS ON EXAM DAYS. You will receive a zero for the exam if you are not in class on the day it is scheduled. Make up exams will only be given if there is an official doctor's note.
- All assignments should be double-spaced, 12-point font with 1-inch margins. Please upload all assignments to the relevant section of Canvas on or before the due date.

HOW TO SUCCEED IN THIS COURSE

Students are expected to attend all classes, to come prepared, and be on time. 20% of your grade for this class depends on **substantive participation** and attendance. More than two absences will negatively affect your grade. If you are late three times, it will be counted as an absence. If for some reason, you will miss class or are running late, please let us know in advance.

You are expected to:

- attend all classes and be on time
- complete all readings for each unit before class meetings
- bring the assigned texts to class for reference during discussions
- actively contribute substantively to the class discussion
- complete all assignments and projects on time
- check Canvas regularly as changes and updates will be given on this platform

COURSE SCHEDULE

Main Topic(s)	Date	Readings/Assignments – to be completed BEFORE class
Week 1: Introduction	Thurs. 8/30/18	
Week 2: What is colonialism? What is empire?	Tuesday 9/4/18	Reading: <ul style="list-style-type: none">• Julian Go, <i>Patterns of Empire</i>, “Introduction.”
	Thursday 9/6/18	Reading: <ul style="list-style-type: none">• Nelson Maldonado Torres, “Colonialism, Neocolonialism, Internal Colonialism, the Postcolonial, Coloniality and Decoloniality.”
Week 3: Race & Empire	Tuesday 9/11/18	Reading: <ul style="list-style-type: none">• Aimé Césaire, <i>Discourse on Colonialism</i>. pp. 7-46 (including introduction by Robin D.G. Kelley)
	Thursday 9/13/18	Reading: <ul style="list-style-type: none">• Aimé Césaire, <i>Discourse on Colonialism</i>. pp. 47-102.• Aimé Césaire, “Preliminary Question”
Week 4: On Questions of Religion	Tuesday 9/18/18	Reading: <ul style="list-style-type: none">• Kristen Block, <i>Ordinary Lives in the Early Caribbean: Religion, Colonial Competition and the Politics of Profit</i>, “Introduction”
	Thursday 9/20/18	Reading: <ul style="list-style-type: none">• Gabriela Ramos, “Conversion of Indigenous People in the Peruvian Andes: Politics and Historical Understanding”
Week 5: Art and Racism	Tuesday 9/25/18	Reading: <ul style="list-style-type: none">• Andrea LePage, “This is Your America: Racially Motivated Violence and Vincent Valdez’s The Strangest Fruit.”
	Thursday 9/27/18	Reading: <ul style="list-style-type: none">• Vincent Valdez’s <i>The City</i> Blanton Museum Gallery Guide <p style="text-align: center;">***NOTE: CLASS WILL BE HELD AT THE BLANTON MUSEUM</p>
Week 6: Indigeneity & Blackness	Tuesday 10/2/18	Reading: <ul style="list-style-type: none">• Peter Wade, “Afro-Indigenous Interactions, Relations and Comparisons.”

Main Topic(s)	Date	Readings/Assignments – to be completed <u>BEFORE</u> class
Week 6: (continued)	Thursday 10/4/18	Assignments due: <ul style="list-style-type: none"> • Book review paragraph due [post on Canvas by 11:59pm and bring to class] • First response paper due (based on readings from weeks 1-6) Post on Canvas by 11:59pm
Week 7: <ul style="list-style-type: none"> • Enslavement and Degrees of Freedom • EXAM! 	Tuesday 10/9/18	Reading: <ul style="list-style-type: none"> • Laurent Dubois, "The Haitian Revolution."
	Thursday 10/11/18	<ul style="list-style-type: none"> • In-Class Exam
Week 8: <ul style="list-style-type: none"> • Enslavement and Degrees of Freedom (continued) • Indenture & Labor 	Tuesday 10/16/18	Readings: <ul style="list-style-type: none"> • Peter Blanchard, "The Language of Liberation: Slave Voices in the Wars of Independence." • Elizabeth Cooper, "The Conundrum of Race."
	Thursday 10/18/18	Readings: <ul style="list-style-type: none"> • Aisha Khan, "Africa, Europe and Asia in the Making of the 20th Century Caribbean." pp. 399-406 • Verene Shepherd, <i>Maharani's Misery: Narratives of a Passage from India to the Caribbean</i>, Chapter 1
Week 9: <ul style="list-style-type: none"> • Indenture & Labor (continued) • Sovereignty & Nation 	Tuesday 10/23/18	Reading: <ul style="list-style-type: none"> • Laura Putnam, <i>The Company They Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960</i>, excerpt.
	Thursday 10/25/18	Reading: <ul style="list-style-type: none"> • Liliana Obregón, "Empire, Racial Capitalism and International Law: The Case of Manumitted Haiti and the Recognition Debt."
Week 10: <ul style="list-style-type: none"> • Sovereignty & Nation (continued) • A Question of Human Rights 	Tuesday 10/30/18	Reading: <ul style="list-style-type: none"> • José I. Fusté, "Unsettling Citizenship/Circumventing Sovereignty: Reexamining the Quandaries of Contemporary Anticolonialism in the United States through Black Puerto Rican Antiracist Thought."
	Thursday 11/1/18	Reading: <ul style="list-style-type: none"> • Julia Suárez-Krabbe, "Race, Social Struggles, and 'Human' Rights: Contributions from the Global South."
Week 11: <ul style="list-style-type: none"> • Self-Determination & Decolonization 	Tuesday 11/6/18	Reading: <ul style="list-style-type: none"> • Penny Von Eschen, <i>Race Against Empire: Black Americans and Anti-Colonialism</i>, excerpt. • Paul Ortiz, <i>An African American and Latinx History of the United States</i>, excerpt.

• EXAM!	Thursday 11/8/18	• In-Class Exam
Week 12: • Self-Determination & Decolonization (continued) • Neoliberalism, Capitalism & Globalization	Tuesday 11/13/18	Reading: • Patsy Lewis, Gary Williams and Peter Clegg, <i>Grenada: Revolution & Invasion</i> , excerpt.
	Thursday 11/15/18	• <i>Life and Debt</i> [film in class] • 2nd response paper due - 3 pages (based on readings from weeks 7-12) Post on Canvas by 11:59pm
WEEK 13 – NO CLASS		
Week 14: • Neoliberalism, Capitalism & Globalization • Freedom Dreams	Tuesday 11/27/18	• Naomi Klein, “Puerto Ricans and Ultrarich ‘Puertopians’ Are Locked in a Pitched Struggle Over How to Remake the Island” in <i>The Intercept</i> https://theintercept.com/2018/03/20/puerto-rico-hurricane-maria-recovery/
	Thursday 11/29/18	• Iris Morales, <i>Through the Eyes of Rebel Women: The Young Lords, 1969-1976</i> , excerpt. • Ashley Farmer, <i>Remaking Black Power: How Black Women Transformed an Era</i> .
Week 15: Freedom Dreams	Tuesday 12/4/18	Reading: • Robin D.G. Kelley, <i>Freedom Dreams and the Black Radical Imagination</i> , excerpt.
	Thursday 12/6/18	LAST DAY OF CLASS
BOOK REVIEW DUE MONDAY, DECEMBER 10TH *no late papers will be accepted [Post on Canvas by 11:59pm]		

POLICIES AND RESOURCES

Policy on absences

More than two absences will negatively affect your grade. If you are late three times, it will be counted as an absence. If for some reason, you will miss class or are running late, please let us know in advance.

Readings and Electronic Device Policy

Readings will be posted on Canvas at least one week prior to class. **Cell phone use will not be tolerated in class.** Please keep your cellphone silenced and in your pocket or bag. DO NOT text in class or use social media. If you bring your computer to access the readings, we respectfully

request that you focus on the class content and not on other websites or documents unrelated to our work in class.

Policy on late work

Assignments should be turned in on time. Points for late work will be deducted on a daily basis. If the assignment specifies that no late papers will be accepted, that is the policy for that assignment.

University Policies

Student Accommodations

Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

- Please request a meeting with one of us within the first two weeks of the semester to discuss any accommodations.
- Please notify us as soon as possible if the material being presented in class is not accessible.
- Please notify us if the physical space is difficult for you.

Religious Holy Days

By UT Austin policy, **you must notify us of your pending absence at least fourteen days prior** to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>.

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

This means that work you produce on assignments, tests and exams is all your own work, unless it is assigned as group work.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT's Academic Honesty Policy which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

University Resources for Students

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slcc> or call 512-471-3614 (JES A332).

The University Writing Center

The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students' resourcefulness and self-reliance. <http://uwc.utexas.edu/>

Counseling and Mental Health Center

The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. <http://cmhc.utexas.edu/>

Student Emergency Services

<http://deanofstudents.utexas.edu/emergency/>

Canvas

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

Important Safety Information

BCAL

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Evacuation Information

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency