




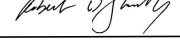
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> Languages, Linguistics, and Comparative Literature <b>College</b> DFS College of Arts and Letters <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix</b> SPW <b>Number</b> 6325	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> Seminar	<b>Course Title</b> African Diaspora in Latin America: Literature and Culture
<b>Credits</b> <i>(Review Provost Memorandum)</i> <b>3 credits</b>	<b>Grading</b> <i>(Select One Option)</i> <b>Regular</b>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Guidelines</a>)</i> This course provides a study of cultural and historical experiences of Afro-descendants from the period of the transatlantic slave trade to contemporary political movements in Latin America and the Caribbean, emphasizing their contributions to the development of their countries and to the configuration of a transnational diasporic identity. The course is taught in Spanish.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> <b>Fall 2021</b>	<b>Sat/UnSat</b>		
<b>Prerequisites</b>  Graduate Status		<b>Academic Service Learning (ASL) course</b> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	
<i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(For example, Major, College, Level)</i> Graduate status
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> Juan Francisco Manzano, Autobiografía de un esclavo Peter Wade. Race and Ethnicity in Latin America. George Reid Andrews. Afro-Latinoamérica 1800-2000 De la Fuente, Alejandro, and George Reid Andrews. Afro-Latin American Studies. Cambridge University Press, 2018.	
<b>Faculty Contact/Email/Phone</b> Dr. Aguilar Dornelles, <a href="mailto:maguilardornelle@fau.edu">maguilardornelle@fau.edu</a> , 315-532-7432		<b>List/Attach comments from departments affected by new course</b>	

<b>Approved by</b> Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean  UFS President _____ Provost _____	<b>Date</b> 1/25/2021 1/25/2021 1/29/2021 Mar 5, 2021 Mar 5, 2021 Mar 5, 2021 _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**SPW 6325**

***African Diaspora in Latin America: Literature and Culture***



Tuesday: 4:00-7pm

3 credits

Fall 2021

CRN#: 00000



**PROF. ALEJANDRA AGUILAR DORNELLES**  
**Office hours: Monday and Friday**, from 2 to 4pm.  
**Office:** CU286  
**Office phone:** 561-297-2724  
[maguilardornelle@fau.edu](mailto:maguilardornelle@fau.edu)

**Catalogue Description:**

This course provides students with an interdisciplinary approach to the study of cultural and historical experiences of Afro-descendants from the period of the transatlantic slave trade to contemporary political movements in Latin America and the Caribbean. By examining the work of Afro-Latin American leaders, politicians, intellectuals, and artists, the course emphasizes their contributions to the social, economic and cultural development of their countries while debating a transnational diasporic identity. The course is taught in Spanish.

**Course Description:**

This course provides students with an interdisciplinary approach to the study of cultural and historical experiences of Afro-descendants from the period of the transatlantic slave trade to contemporary political movements in Latin America and the Caribbean. By examining the work of Afro-Latin American leaders, politicians, intellectuals, and artists, the course emphasizes their contributions to the social, economic and cultural development of their countries while promoting social change and debating a transnational diasporic identity. Students will also have the opportunity to develop critical vocabulary for speaking, reading, and writing about Afro-Latin American literature, and to practice different approaches to ongoing debates by means of research, presentation techniques, and academic writing. The course is taught in Spanish.

*COVID-19 Statement*

*All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).*

**Methodology:**

This course is taught using a student-centered approach to promote self-reflection, diversity awareness, and enhance awareness of student's critical thinking and collaborative skills. This approach emphasizes (a) providing meaningful and comprehensible input to learners, (b) establishing the role of the student as an active participant in the learning process, and (c) focusing on questions related to social justice and racial equity as the foundation for class discussions. As a student in this class, your primary tasks are (a) to complete all readings and assignments before coming to class; (b) to participate actively and enthusiastically in classroom activities and discussions; (c) to contribute to the generation of collective knowledge regarding the course's topics.

**Learning Outcomes**

When students complete this course, they will

- be able to recognize the major concerns of Afro-Latin American writers: the construction of Black subjectivities; the representation of race and racial identities; the impact of racial constructions on everyday experiences in Latin America; and the intimate interplay of gender, class, sexuality, and race in the formation of modern identities.
- be able to recognize and interpret the political role and cultural impact of Afro-descendants in the shaping of Latin American cultural history.
- be able to analyze and compare different cultural traditions in Latin America, and the way such traditions were challenged by artists and writers of African descent.
- be able to use a sophisticated vocabulary about political, social, economic, cultural, and environmental issues in Latin America, with a special emphasis on literature, film and visual arts depicting racial and social stereotypes.
- be able to use analytical and argumentative skills through written assignments, oral reports, leading discussions, and essays so that the student can apply their knowledge to specific social and cultural topics raised during the course.

**Required Texts:**

Juan Francisco Manzano, *The Autobiography of a Slave*.

Peter Wade. *Race and Ethnicity in Latin America*.

George Reid Andrews. *Afro-Latin American 1800-2000*.

Alejandro de la Fuente, and George Reid Andrews. *Afro-Latin American Studies*.

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**COURSE REQUIREMENTS:****Attendance and Participation**

This class requires the attendance and active participation of all students. Class participation includes participating in discussions, in-class workshops, leading a discussion, reporting on one's own on-going paper research, tying readings together, summarizing readings and other in-class activities. Postings to Canvas about a class discussion also count as participation. All contributions should reflect an attentive reading of all assigned texts. This means that students should formulate their own thoughts, questions and analysis; and it also means listening actively to others and responding to them.

You may miss no more than 1 class without penalty; after one unjustified absence, the participation grade drops 10%. Late work will not be accepted except in extraordinary circumstances. If you are unable to come to class, you are responsible for making up missed work. If you miss an in-class assignment, contact me as soon as possible for a make-up. Except in exceptional circumstances (such as illnesses, accidents or family crises), I will not accept late any work that has been assigned in advance on the syllabus. Finally, chronic tardiness will affect your participation grade.

**Leading discussions**

Each student will have the opportunity to prepare the readings of a particular class meeting and help guide the discussion throughout the class. In order to prepare the discussion properly, please keep in mind that the focus should always be to provide a critical and informed analysis of the readings. You should set up the discussion by bringing meaningful questions to the class while doing your best to promote a lively exchange of ideas. More details to follow.

**Reports**

Students are responsible for preparing all reading and writing assignments prior to class. Each student will write two reports on select theoretical texts. Reports will not exceed 2 pages, and it will demonstrate the student’s capacity to reflect briefly on preceding (and future) class discussions. All of the reports should be typewritten and double-spaced with one-inch margins and 12-point Times New Roman font. Late reports will not be accepted unless the student presents valid documentation. Otherwise, the grade will result in a 0.

**Essays**

Students are to write two essays throughout the semester (Essay 1: 8 pages; Essay 2: 15 pages, not including footnotes and works cited according to the MLA style). Please turn in both essays on the day indicated on the syllabus. No deadline extensions will be accepted unless otherwise indicated. Prior to submitting the final essay, the student is expected to hand in an abstract to me well before the essay’s due date.

**Grading Criteria:**

- Attendance and Participation .....20%
- Leading discussions .....10%
- Reports (2) .....10%
- Essay 1 .....25%
- Final Essay .....35%

**Grading Scale**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

C-	70-72
D+	67-69
D	63-66
D-	59-62
E	<58

**Code of Academic Integrity policy statement:**

“Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001-  
[https://www.fau.edu/ctl/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf).”

***Plagiarism:** Presenting as one’s own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student’s work as one’s own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one’s reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.*

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

**Disability policy statement:**

“In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).”

**Counseling and Psychological Services (CAPS) Center:**

“Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.”

**Student E-Mail Policy:**

Effective August 1, 2004, FAU adopted the following policy: “When contacting students via e-mail, the University will use only the student’s FAU e-mail address. This will ensure that e-mail messages from FAU administration and faculty can be sent to all students via a valid address. E-mail accounts are provided automatically for all students from the point of application to the University.” Please

use your FAU account when e-mailing your instructor. If you use a personal e-mail account (e.g., hotmail, yahoo, g-mail, etc.) your instructor may not receive it as it may be sent to junk mail. FAU e-mail is considered by the university to be official communication.

## CALENDARIO DE CLASES

(sujeto a cambios)

### Semana 1:

**Lecturas:** Peter Wade. *Race and Ethnicity in Latin America*.  
John Maddox. "The Place of the Forge: The African Diaspora, History, and Comparative Literature."

### Semana 2:

**Lecturas:**  
Juan Francisco Manzano. *Caribbean and Afro-Latin American Biography*.  
Juan Francisco Manzano. *Autobiografía de un esclavo*. pp. 83-101.  
Sylvia Molloy. "From Serf to Self: The Autobiography of Juan Francisco Manzano."

### Semana 3:

**Lecturas:**  
Juan Francisco Manzano. *Autobiografía de un esclavo*. pp. 101-16.  
Branche, Jerome. "'Mulato Entre Negros' (y Blancos): Writing, Race, the Antislavery Question, and Juan Francisco Manzano's 'Autobiografía.'"  
*Diccionario de términos literarios: Autobiografía, Diario, Representación, Retrato*.

### Semana 4:

**Lecturas:**  
Antonio Maceo. *Caribbean and Afro-Latin American Biography*  
Antonio Maceo. "Carta a Máximo Gómez"  
J.R. Montalvo, C. de la Torre y L. Montané. "El cráneo de Antonio Maceo: estudio antropológico."  
Aline Helg. "Sentido e impacto de la participación negra en la guerra de independencia de Cuba."

### Semana 5:

**Lecturas:**  
Cristina Ayala. "A mi raza", "En la brecha" y "Redención."  
Frances M. Beal. "Double Jeopardy: To Be Black and Female." *Meridians: Feminism, Race, transnationalism*.  
Kimberle Crenshaw. "Demarginalizing the Intersection of Race and Sex: A Black Feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics."  
Monique-Adelle Callahan. "Race and Redemption in 19th Century American Poetry across the Americas: Francis Harper's 'Deliverance' and Cristina Ayala's 'Redencion.'" *Negritud*.

### Semana 6:

**Lecturas:**  
Candelario Obeso. *Cantos populares de mi tierra*.  
George Reid Andrews. "Our New Citizen, the Blacks." *Afro-Latin America 1800-2000*. pp. 85-151.  
Carlos A. Jáuregui. "Candelario Obeso: entre la espada del romanticismo y la pared del proyecto nacional." *Revista iberoamericana*.

Luis Dessus. "La raza de color y la independencia de Puerto Rico."  
Arturo Alfonso Schomburg. "El negro descubre su pasado."  
Vanessa Valdés. "Patria y Libertad: Schomburg and Puerto Rico." *Diasporic Blackness: the Life and Times of Arturo Alfonso Schomburg*. pp. 27-54.

#### **Semana 7:**

##### **Lecturas:**

Nicolás Guillén. "Prólogo" de *Sóngoro cosongo*, "Canción del Bongó" y "Balada de los dos abuelos."  
Miguel Arnedo-Gomez. "Afro-Cuban Reformulations of *Afro-Cubanismo* and *Mestizaje* in 1930s Cuba" y "The Search for a Mulatto Identity in *Motivos de son*, "Balada de los dos abuelos," "El apellido," and "Son número 6."

#### **Semana 8:**

##### **Lecturas:**

Julia de Burgos. "A Julia de Burgos", "Ay, ay, ay de la grifa negra" y "Yo misma fui mi ruta."  
Aída Cartagena Portalatín. "La llamaban Aurora (Pasión por Donna Summer," *Yania Tierra* (selección)  
Sonja Watson. "Double Bind/Double Consciousness in the Poetry of Carmen Colón Pellet and Julia de Burgos."  
Lorna V. Williams, "Coloring the Poetic Voice in the Dominican Republic: Aída Cartagena's Yania Tierra." *Revista Hispánica Moderna*.  
Aida L. Heredia. "Cartografía del deseo y la opresión en "La llamaban Aurora (Pasión por Donna Summer)". *Latin American Literary Review*.

#### **Semana 9:**

##### **Lecturas:**

Nancy Morejón. "Mujer negra," "Amo a mi amo" y "Los ojos de Elegua."  
Antonio D. Tillis. "Nancy Morejón's 'Mujer negra:' an Africana Womanist Reading." *Hispanic Journal*.

#### **Semana 10:**

Presentación de Ponencias

#### **Semana 11:**

##### **Lecturas:**

Manuel Zapata Olivella. "El folclor costeño," "Comparsas y teatro callejero en los carnavales colombianos" y "El Muntu en América."  
Peter Wade, "La política cultural de la negritud en Latinoamérica y el Caribe."  
Georgina Herrera. "Fermina Lucumi," "La pobreza ancestral" y "África."  
Daisy Rubiera Castillo y Georgina Herrera, "Mis amores: sin caminar desnuda entre la gente" y "Mi matrimonio."  
Gabriel Abudu. "Toward a Definition of Self in the Poetry of Georgina Herrera"

#### **Semana 12:**

##### **Película:**

*De cierta manera*

##### **Lecturas:**

Mayra Santos Febres. "Resinas para Aurora" y "Marina y su olor"  
Audré Lorde. "Uses of the Erotic: The Erotic as Power." *Writing on the Body*.

**Semana 13:****Película:**

*Soy Tata Nganga*

**Lectura:**

Mamadou Badiane. "Religiones afrocubanas: ¿sincretismo o desafricanización?" *Afro-Hispanic Review*.

**Semana 14:****Lecturas:**

"El debate racial en Cuba, una asignatura pendiente"

Roberto Zurbano. "El triángulo invisible del siglo XX cubano: raza, literatura y nación" y "El rap cubano: can't stop, won't stop the movement!"

LaToya A. Tavernier. "The Stigma of Blackness: Anti-Haitianism in the Dominican Republic." *Socialism and Democracy*.

**Semana 15:****Película:**

*Cidade de Deus*

**Lectura:**

Adelcio de Sousa Cruz. "Noise Literature and African-Brazilian Narrative in *Cidade de Deus*."

**Semana 16:**

La música de origen africano en América Latina:

1. Rubén Blades y Son del Solar. "Plantación adentro"

<https://www.youtube.com/watch?v=uVCkdV62iEw>

2. "Rubén Blades habla del Tite Curet"

<https://www.youtube.com/watch?v=TN7ryJSF7JU>

2. Ismael Rivera. "Las caras lindas de mi gente negra."

<https://www.youtube.com/watch?v=t9gsjztx3f8>