

POS6933 Special Topics: Race & Ethnicity in Latin America
Department of Political Science
University of Florida
Spring 2024

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Course Information

Seminar: Tuesdays 8:30 AM – 11:30 AM (ROG 0129)

Course Description

This course explores the role of race and ethnicity in Latin American politics. Racial and ethnic distinctions, but also ethnoracial mixture are politically important in the Americas. Students will consider how to conceptualize race and the methodological challenges involved in studying it. We will trace how racial ideologies influenced patterns of national development and assess their political implications today. The topics we will explore include racial identity, political attitudes, political participation, and representation.

Expectations

Students are expected to attend each class having read all assigned material and ready to discuss them. The success of the seminar depends on it. To this end, students should bring with them to each class summaries of the readings, as well as at least three questions for discussion. Students should send these discussion questions to me by 9 AM every Monday. In addition, in three class meetings, you will be responsible for leading class discussion. Your participation in the classroom discussions will count for 20% of your final grade.

Students will write three response papers over the course of the semester. Each of those response papers should be between 1200-1500 words and critically engage with the readings for the week. You may choose the weeks in which you write and submit the response papers, but two requirements must be met. First, the response papers must be submitted to Canvas prior to the start of the class to which the readings correspond (i.e. you write about the readings for the week and submit the paper prior to our discussion of them). And second, you must submit one response paper on or before February 15th.

The bulk of your grade in this course, 50% will be based on your development of a 10-page (single-spaced) research proposal that meets the requirements of a “project description” for an NSF Doctoral Dissertation Improvement Grant. You will develop that prospectus in consultation

with me according to your own research interests. To that end, you must meet with me at least once prior to the due date for the proposal memo, which is due **February 6th**.

The proposal you develop for this class may not end up being the basis for your dissertation prospectus or a grant proposal – that is okay. By identifying an interesting puzzle, formulating a viable research question, evaluating existing research on the topic, proposing an explanation, and then developing a plan to collect and analyze data, you will develop critical research skills that will be valuable in the future.

Your research proposal will take shape in parts. On **February 6th**, each student will submit a one-page typed proposal memo (5%). It should:

- A. Introduce the topic;
- B. State your research question clearly and concisely;
- C. Describe the payoff from knowing the answer;
- D. Provide an intuition about how you could advance the literature on the topic;
- E. Suggest a theoretical link between the factors you see as consequential to the outcome of interest;
- F. Describe what method would be appropriate to test this link and what data they would need to collect;
- G. Provide an initial bibliography of at least 5 sources.

On **February 22nd**, each student will do a brief presentation on their research topic (5%). After introducing their research question, students will provide a theoretical statement about the political process they are studying, from which we can derive more expectations. In their presentation, students should identify scope conditions (to whom the theory applies, when, and why). Students should also explain what methodological approach they believe would be most conducive to testing their theory, what data they would need to collect, and what data is currently available.

On **April 9th**, each student will submit a draft of the research design itself for feedback from me and your fellow students (20%). This will contain the same components as an NSF “Project Description” section – a description of this and its components can be found on the course webpage. On April 9th, students will be randomly assigned to write a 2-page typed review commenting on another student’s draft research design (10%). The reviews should take the form of a journal review, where you make specific recommendations about how to improve the paper. Students should submit those reviews by the following week **April 16th**.

On April 23rd, each student will give a 15-minute proposal presentation and field questions from their colleagues about their project.

The final version of your research proposal is due on **May 2nd** at 12:30 PM via Canvas (50%).

All assignments will be submitted electronically via Canvas.

Course Readings

There are no required books for this class for this class. All materials will be made available through the course Canvas page. Although there is not a required text to familiarize you with modern Latin America, students desiring to develop regional expertise should read broadly about the region. To begin developing that expertise, I recommend *Modern Latin America*, by Smith, Green, and Skidmore.

Grading Scale

Percent	Grade
93.4-100	A
90.0-93.3	A-
86.7-89.9	B+
83.4-86.6	B
80.0-83.3	B-
76.7-79.9	C+
73.4-76.6	C
70.0-73.3	C-
66.7-69.9	D+
63.4-66.6	D
60.0-63.3	D-
0-59.9	E

Course Policies

Syllabus This syllabus is a living document. This means it is subject to change. All potential changes will be communicated with you in our class meetings and on Canvas.

Academic Integrity: The University of Florida is an institution of learning, research, and scholarship that is strengthened by the existence of an environment of integrity. It is essential that all members of the University practice academic integrity and accept individual responsibility for their work and actions. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction and referral to the university's Academic Integrity Committee, which may impose additional sanctions.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult me.

Expected Workload: You should be aware that our course requires a *significant* deal of outside work including reading, writing, analysis, and preparing comments. As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

For our 3-credit class, this means you should expect to spend 6-9 hours per week outside of class. The amount of time spent on this course may vary by week. I strongly encourage you to speak to me during office hours if you encounter any struggles or difficulties.

Attendance: To successfully pass this course, your participation and engagement is necessary. Students must be prepared to discuss the readings and other materials listed for that day. However, if you are sick or have been in contact with someone who is sick please stay home and take care of yourself. Please let me know if you are not attending class because of illness. You will not be penalized for missing classes (within reason). If you are sick for more than a couple of days, please get an excused absence so we can discuss options. If you miss class, you are encouraged to ask your classmates for their notes or come to office hours to talk about the class you missed.

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, *students may not publish recorded lectures without the written consent of the instructor.*

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040
Student

Lecture Slides: I will post redacted lecture slides on the course website at the conclusion of each class meeting. The slides are meant as a guide and are in no way a substitute for attending lecture. My hope is that by making the slides available students will not feel that they must spend the entire class furiously taking notes and instead pay close attention to the lecture, ask questions, and participate deeply in class discussion.

Communication: Students should use Canvas to contact me. Although you may email me at my UF email account, the university strongly encourages communication via Canvas to avoid the potential of violations of student confidentiality protected by [FERPA](#). I encourage students to visit my virtual office hours to discuss any questions, comments, or concerns regarding the course.

Email/Messaging Hours: You may email or message me via Canvas at any time that is convenient to you. I will respond within one business day between the hours of 9am and 5pm. If you do not receive a reply from me after 48 hours, please resend your message. Although I may sometimes reply outside of these designated hours, responses cannot be guaranteed after 5pm on weekdays, weekends, or holidays. Please plan accordingly to have your questions answered in advance of assignment and exam deadlines.

Grades Adjustment: I do not under any circumstances round or adjust grades. This policy is not an attempt to be harsh but to hold all students in equal standing.

Absences: Absences are factored into participation and presentation grades. I understand that unforeseen events can arise and therefore missing a class will not harm your grade. However, a pattern of absences will result in a low participation score. If for some reason you must miss class outside of two meetings, you must contact me in advance (i.e., prior to class starting).

Late or Make-up Assignments: No late or make-up assignments will be accepted without prior approval. If an assignment is submitted late without prior approval, it will receive a 0. Generally, at least one week in advance notice is required for assignment or exam extension request. Per university attendance policy, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Assignment deadlines for other courses will not be considered.

Accessibility Services: If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible (dso.ufl.edu/drc). Please be sure that necessary accommodations are properly documented by the UFDRC. To obtain a classroom accommodation, you must first pre-register with the DRC (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to your instructors when requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

Technology Resources: The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at <https://helpdesk.ufl.edu/>, 352-392-HELP (4357), or [helpdesk.@ufl.edu](mailto:helpdesk@ufl.edu). If you use email, write from your gatorlink@ufl.edu email address, or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Academic Resources: There are many other campus, academic resources you should take advantage of throughout the semester. These include:

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Library Support: <http://cms.uflib.ufl.edu/ask> Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/> Now offering online consultation.
- On-Line Students Complaints: <https://distance.ufl.edu/getting-help/student-complaintprocess/>.
- Career Connections Center: <https://career.ufl.edu/> Career assistance and counseling.

Crisis Resources: If you or someone you know is struggling with any crisis including but not limited to gender, sexual, racial, or domestic violence, there are many community and University of Florida resources available. Some of these include:

- U Matter, We Care (umatter@ufl.edu, 352-392-1575, <https://umatter.ufl.edu>)
- RESPECT – UF Division of Student Affairs (<https://respect.ufsa.ufl.edu>)
- Counseling and Wellness Center – available 24/7 (352-392-1575, <https://counseling.ufl.edu>)
- Student Health Care Center (352-392-1161, <https://shcc.ufl.edu>)
- Multicultural & Diversity Affairs (352-392-1217, <https://multicultural.ufl.edu>)
- Hitchcock Field & Fork Pantry- Assisting members of our campus community who experience food insecurity - <https://pantry.fieldandfork.ufl.edu>
- UF Health Shands Emergency Room / Trauma Center (352-733-0111)
- Gainesville Police Department (non-emergency #: 352-955-1818, <https://gainesvillepd.org>)

University Covid-19 Protocols:

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Course Schedule

Week 1 Syllabus

January 9

- Brubaker, Rogers, and Frederick Cooper. "Beyond" identity"." *Theory and society* 29.1 (2000): 1-47.
- Fearon, James. 1999. "What is Identity (As We Now Use the Word)?" Manuscript, Department of Political Science, Stanford University. Available at <http://www.stanford.edu/~jfearon> (see "Working Papers, Comments, Commissioned Reports" section of the website).
- Wade, Peter. *Race and Ethnicity in Latin America*. Pluto press, 2010. Chapter 1 and 2

Week 2 Race and ethnicity

January 16

- Bonilla-Silva, Eduardo. "Rethinking racism: Toward a structural interpretation." *American sociological review* (1997): 465-480.
- Chandra, Kanchan. "Cumulative findings in the study of ethnic politics." *APSA-CP 12.1* (2001): 7-11.
- Chandra, Kanchan. "What is ethnic identity and does it matter?." *Annu. Rev. Polit. Sci.* 9 (2006): 397-424.
- Loveman, Mara. "Is" race" essential?." *American Sociological Review* 64.6 (1999): 891-898.
- Roth, Wendy D. "The multiple dimensions of race." *Ethnic and Racial Studies* 39.8 (2016): 1310-1338.

Week 3 Race and Nation

January 23

- De la Fuente, Alejandro. "Myths of racial democracy: Cuba, 1900-1912." *Latin American Research Review* 34.3 (1999): 39-73.
- Graham, Richard, et al. *The idea of race in Latin America, 1870-1940*. University of Texas Press, 1990. Chapters 2 and 4
- Loveman, Mara. *National colors: Racial classification and the state in Latin America*. Oxford University Press, USA, 2014. Chapters 1-3
- Wright, Winthrop R. *Café con leche: Race, class, and national image in Venezuela*. University of Texas Press, 1990. Chapters 1-2
- Recommended
 - Marx, Anthony W. *Making race and nation: A comparison of South Africa, the United States, and Brazil*. Cambridge University Press, 1998.
 - Vasconcelos, José. *The cosmic race/La raza cósmica*. JHU Press, 1997.
 - Wade, Peter. "Images of Latin American mestizaje and the politics of comparison." *Bulletin of Latin American Research* 23.3 (2004): 355-366.

Week 4 Categorization and Classification

January 30

- Canessa, Andrew. "Who is indigenous? Self-identification, indigeneity, and claims to justice in contemporary Bolivia." *Urban Anthropology and Studies of Cultural Systems and World Economic Development* (2007): 195-237.
- Geler, "African Descent and Whiteness in Buenos Aires" in *Rethinking Race in Modern Argentina*, pp. 213-236.
- Loveman, Mara. *National colors: Racial classification and the state in Latin America*. Oxford University Press, USA, 2014. Chapter 4 and Chapter 7

- Telles, Edward, and Tianna Paschel. "Who is black, white, or mixed race? How skin color, status, and nation shape racial classification in Latin America." *American Journal of Sociology* 120.3 (2014): 864-907.
- Wagley, "On the Concept of Social Race in the Americas" in *Contemporary Cultures and Societies of Latin America*, pp. 531-543
- Recommended
 - Flores, René D., and David Sulmont. "To be or not to be? Material incentives and indigenous identification in Latin America." *Ethnic and racial studies* 44.14 (2021): 2658-2678.
 - Mitchell, Gladys L. *The politics of blackness: Racial identity and political behavior in contemporary Brazil*. Cambridge University Press, 2018. Chapter 2
 - Moreno Morales, Daniel E. "The mysterious case of the disappearing Indians: changes in self-identification as indigenous in the latest inter-census period in Bolivia." *Latin American and Caribbean Ethnic Studies* 14.2 (2019): 151-170.

Week 5 Racial Consciousness

February 6

- Cleland, Danielle Pilar. 2017. *The Power of Race in Cuba: Racial Ideology and Black Consciousness During the Revolution*. New York: Oxford University Press. Introduction, and Chapters 2, 5, and 6
- De Micheli, David. "Racial reclassification and political identity formation." *World Politics* 73.1 (2021): 1-51.
- Flores, René D., María Vignau Loría, and Regina Martínez Casas. "Transitory versus Durable Boundary Crossing: What Explains the Indigenous Population Boom in Mexico?." *American Journal of Sociology* 129.1 (2023): 123-161.
- Johnson, Marcus. "Fluidity, phenotype and Afro-Latin group consciousness." *Journal of Race, Ethnicity, and Politics* 5.2 (2020): 356-383.
- Mitchell, Gladys L. *The politics of blackness: Racial identity and political behavior in contemporary Brazil*. Cambridge University Press, 2018. Skim Chapter 3
- Recommended
 - McClain, Paula D., et al. "Group membership, group identity, and group consciousness: Measures of racial identity in American politics?." *Annual Review of Political Science* 12 (2009): 471-485.

Week 6 Racial Inequality

February 13

- Bailey, Stanley R., Mara Loveman, and Jeronimo O. Muniz. "Measures of "race" and the analysis of racial inequality in Brazil." *Social Science Research* 42.1 (2013): 106-119.
- Flores, René, and Edward Telles. "Social stratification in Mexico: Disentangling color, ethnicity, and class." *American sociological review* 77.3 (2012): 486-494.

- Telles, Edward. *Pigmentocracies: Ethnicity, race, and color in Latin America*. UNC Press Books, 2014. Chapter 6
- Telles, Edward, and Stanley Bailey. "Understanding Latin American beliefs about racial inequality." *American Journal of Sociology* 118.6 (2013): 1559-1595.
- Villarreal, Andrés. "Ethnic identification and its consequences for measuring inequality in Mexico." *American Sociological Review* 79.4 (2014): 775-806.
- Recommended
 - Arceo-Gomez, Eva O., and Raymundo M. Campos-Vazquez. "Race and marriage in the labor market: A discrimination correspondence study in a developing country." *American Economic Review* 104.5 (2014): 376-380.
 - Layton, Matthew L., and Amy Erica Smith. "Is it race, class, or gender? The sources of perceived discrimination in Brazil." *Latin American politics and society* 59.1 (2017): 52-73.
 - Loveman, Mara. "New Data, New Knowledge, New Politics: Race, Color, and Class Inequality in Latin America" American Political Science Association. 2016.
 - Roitman, Karem, and Alexis Oviedo. "Mestizo racism in Ecuador." *Ethnic and racial studies* 40.15 (2017): 2768-2786.

Week 7 Social Movements

February 20

- Burdick, John. "The lost constituency of Brazil's Black movements." *Latin American Perspectives* 25.1 (1998): 136-155.
- Caldwell, Kia. *Negras in Brazil: Re-envisioning black women, citizenship, and the politics of identity*. Rutgers University Press, 2007. Chapter 6
- Vogt, Manuel. "A new dawn? Indigenous movements and ethnic inclusion in Latin America." *International Studies Quarterly* 60.4 (2016): 790-801.
- Wade, Peter. "Black and Indigenous Social Movements" Ch 6 in *Race and Ethnicity in Latin America*
- Yashar, Deborah J. *Contesting citizenship in Latin America: The rise of indigenous movements and the postliberal challenge*. Cambridge University Press, 2005. Chapters 1-4
- Recommended
 - Perry, Keisha-Khan Y. *Black women against the land grab: The fight for racial justice in Brazil*. U of Minnesota Press, 2013.

Week 8 Political Parties

February 27

- Madrid, Raúl L. *The rise of ethnic politics in Latin America*. Cambridge University Press, 2012. Chapters 1, 2, and 4
- Madrid, Raúl L. "Indigenous parties and democracy in Latin America." *Latin American Politics and Society* 47.4 (2005): 161-179.

- Pallister, Kevin. "Why no Mayan party? Indigenous movements and national politics in Guatemala." *Latin American Politics and Society* 55.3 (2013): 117-138.
- Van Cott, Donna Lee. *From movements to parties in Latin America: The evolution of ethnic politics*. Cambridge University Press, 2007. Chapters 1,2, and 4

Week 9 Descriptive Representation

March 5

- Aguilar, Rosario, et al. "Ballot structure, candidate race, and vote choice in Brazil." *Latin American Research Review* 50.3 (2015): 175-202.
- Bueno, Natália S., and Thad Dunning. "Race, resources, and representation: evidence from Brazilian politicians." *World Politics* 69.2 (2017): 327-365.
- Campos-Vazquez, Raymundo M., and Carolina Rivas-Herrera. "The Color of Electoral Success: Estimating the Effect of Skin Tone on Winning Elections in Mexico." *Social Science Quarterly* 102.2 (2021): 844-864.
- Htun, Mala. *Inclusion without representation in Latin America: Gender quotas and ethnic reservations*. Cambridge University Press, 2016. Chapter 2
- Johnson, Ollie A. "Racial representation and Brazilian politics: Black members of the National Congress, 1983–1999." *Journal of Interamerican Studies and World Affairs* 40.4 (1998): 97-118.
- Rejón Piña, René. "The colours of lawmaking: ethno-racial descriptive representation in Mexico." *Ethnic and Racial Studies* (2023): 1-24.

Week 10 Political Behavior

March 19

- Cleary, Matthew R. "Democracy and indigenous rebellion in Latin America." *Comparative Political Studies* 33.9 (2000): 1123-1153.
- Contreras, Danilo Antonio. "Exit over voice in Dominican ethnoracial politics." *Latin American Research Review* 51.3 (2016): 202-226.
- Johnson, Marcus. "Electoral discrimination: The relationship between skin color and vote buying in Latin America." *World Politics* 72.1 (2020): 80-120.
- Carlin, Ryan E., Matthew M. Singer, and Elizabeth J. Zechmeister, eds. *The Latin American voter: Pursuing representation and accountability in challenging contexts*. University of Michigan Press, 2015. Chapter 5
- Turgeon, Mathieu, and Philip Habel. "Prejudice, Political Ideology, and Interest: Understanding Attitudes Toward Affirmative Action in Brazil." *Political Psychology* 43.3 (2022): 489-510.

Week 11 Substantive Representation

March 26

- Boas, Taylor C., and Amy Erica Smith. "Looks like me, thinks like me: descriptive representation and opinion congruence in Brazil." *Latin American Research Review* 54.2 (2019): 310-328.
- Dovi, Suzanne. "Preferable descriptive representatives: Will just any woman, black, or Latino do?." *American Political Science Review* 96.4 (2002): 729-743.
- Ewig, Christina. "Ethnic parties and indigenous substantive representation in Ecuador." *Representation* 58.3 (2022): 391-409.
- Madrid, Raúl L., and Matthew Rhodes-Purdy. "Descriptive representation and regime support in Latin America." *Political Studies* 64.4 (2016): 890-909.
- Mansbridge, Jane. "Should blacks represent blacks and women represent women? A contingent "yes"." *The Journal of politics* 61.3 (1999): 628-657.

Week 12 BRASA

April 2 No class meeting. This week is free for time devoted to finishing research designs.

Week 13 Institutions

April 9

- Bailey, Stanley R., Fabrício M. Fialho, and Mara Loveman. "How states make race: New evidence from Brazil." *Sociological Science* 5 (2018): 722-751.
- Hiskey, Jonathan T., and Gary L. Goodman. "The participation paradox of indigenous autonomy in Mexico." *Latin American Politics and Society* 53.2 (2011): 61-86.
- Htun, Mala. *Inclusion without representation in Latin America: Gender quotas and ethnic reservations*. Cambridge University Press, 2016. Chapters 4 and 5
- Janusz, Andrew and Patrick Cunha Silva "Are Larger Districts More Representative? An Institutional Explanation for Representation Gaps" Unpublished Manuscript

Week 14 Citizenship and the State

April 16

- De la Peña, Guillermo. "A new Mexican nationalism? Indigenous rights, constitutional reform and the conflicting meanings of multiculturalism." *Nations and nationalism* 12.2 (2006): 279-302.
- Hooker, Juliet. "Indigenous inclusion/black exclusion: Race, ethnicity and multicultural citizenship in Latin America." *Journal of Latin American Studies* 37.2 (2005): 285-310.
- Htun, Mala: "From Racial Democracy to Affirmative Action: Changing State Policy on Race in Brazil" *Latin American Research Review*, 2004.
- Paschel, Tianna S. *Becoming black political subjects: movements and ethno-racial rights in Colombia and Brazil*. Princeton University Press, 2016. Chapters 1,4,5

- Van Cott, Donna Lee. "Building inclusive democracies: Indigenous peoples and ethnic minorities in Latin America." *Democratisation* 12.5 (2005): 820-837.

Week 15 Presentations

April 23