



AFRODESCENDANT AND AFRICAN CULTURES IN THE SOUTHERN CONE

Programs offering course	AFRODESCENDANT AND AFRICAN CULTURES IN THE SOUTHERN CONE
Course Name	Afrodescendant Cultures in the Southern Cone
Language of instruction	English
U.S. Semester Credits	3
Contact Hours	45
Term	Online Summer 2020
Course meeting times	TBD
Course meeting place	FLACSO Argentina
Professor	Eva Lamborghini, Gisele Kleidermacher and María Cecilia Martino
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Office hours	TBD

Course Description

This course aims at introducing students to several socio-cultural dynamics related to Afro-descendant and African populations in Latin America. Starting from a historically situated broad Afro-Latin American approach, the course focuses on the forms that racialized social relations in the context of the construction of nation-states acquire in Argentina. From anthropological and sociological perspectives, this course presents a chronological and thematic route of social processes, identities, cultural configurations, and ethnic-political collective actions of African and Afro-descendant people. Emphasis is placed on the invisibility of Afro-Argentines, a process that goes hand in hand with the hegemonic construction of a "white-European" country and the forms of subalternization of "internal others" in / of the nation. The course also addresses the migration of historical and present African and Afro-Latin American diasporas and the processes of contemporary re-visibility.

Students Learning Outcomes

By completing this course, students will be able to:





- Gain knowledge about the main themes of Afro-descendant studies in Latin America
- Acquire critical analytical tools about the construction of the Argentine nation, the ideal of homogeneous "whiteness" and Afro-Argentine invisibility
- Address the historical and contemporary African and Afro-Latin American migratory processes and currents in Argentina
- Contextualize and characterize the formation of an Afro cultural and political field in times of Multiculturalism, of questioning the dominant narrative of the "white-European" Argentine nation and of transnational ethnic-political movements
- Identify similarities and differences in the construction of racialized relations and constructions of "race" and "nation" between the United States and Argentina

Course Prerequisites

NONE

Course Structure

Class Dynamics

This course will be taught on a virtual modality, through the organization of 4 (four) modules (each one of weekly duration) throughout which the students will be introduced to the past and present of the Afro populations in Argentina, the development of cultural and artistic manifestations, political movements, representations, and migrations of African people and people of African descent. Each week / module will comprise a text prepared by the instructors where students will find both a general outline of the week contents and various multimedia resources and relevant audiovisual supports. In addition, specialized bibliography will be provided for reading and analysis. Likewise, the main topics of the module will be taken up in a recorded class in order to link the outgoing concepts and processes addressed, either at the beginning or at the end of the week.

The modules will also include co-curricular activities, where the students will watch some audiovisual materials (film, documentaries, interviews) or make a virtual visit to a certain place or space related to the theme addressed.

The weekly forums will be the group space to address doubts and queries and generate specific interactions between students and teachers.

Assessment and Final Grade

Participation in the forums	20%
Entries in the forums (minimum 1 per week)	40%
Bibliographic report	10%
Final Paper	30%
TOTAL	100%





Course Requirements

Participation in classes and weekly evaluations

Each week students will be required to do the assigned readings, visualization, and participate with a written entry in the corresponding group forum.

Each week, the students will be evaluated for their participation in the corresponding forum according to specific guidelines. These guidelines may comprise the answer of a question about one of the texts in the reading list or about some concept explained in class, or the review of one of the films or videos assigned in class or in the co-curricular activity.

Written Assignments

Each module will require the writing of a some text, or a reading guide, etc. to be posted in the forum with an extension of certain number of words, related to the main topics addressed.

Final Exam

The students will write an essay of 1500-2000 words based on the guidelines and instructions provided by the teachers. The essays will be graded according to the students' ability to integrate and link different theoretical concepts and discussions related to the subject and with the observations and analysis carried out in the evaluation activities throughout the course. APA citation style will be required.

Weekly Schedule

WEEK 1 CONSTRUCTIONS OF "RACE" AND "NATION" IN LATIN AMERICA. THE "WHITE" ARGENTINA AND THE INVISIBILIZATION OF AFRO-ARGENTINES

This module will present interdisciplinary perspectives on the processes of national construction and racialization in modern times and in the global era. The instructors will address the main similarities and differences between racialized categories and the logic of racism in Latin America and the United States. Following this line, a critical approach to the historically subalternized place but also to the struggles and resistance of African descent people in Latin America will be made.

After this general overview, the materials of the week will focus on the particularities of "Afro-Argentina", analyzing the history of invisibility and the current situation of the Afro-Argentines, Afro-descendant and African presence in a nation considered "white" in the wider Latin American context.

Readings:

Andrews, G and De la Fuente, Alejandro (Eds.). Afro-Latin American Studies: an introduction. 2018, Cambridge: Cambridge University Press.

Geler, Lea and Rodríguez, Mariela Eva (2016)

Geler, Lea (2016)





Co-curricular activity

Students will access the virtual site of the National Historical Museum (NHM) and to a selection of institutional videos to problematize the presence -or non-presence- of Afrodescendants in the national museum's narrative. They will analyze a selected painting that is part of the museum's collection and represents Afro presence in Argentine's history, following guidelines provided by the tutors.

Official site of the National Historical Museum:

<https://museohistoriconacional.cultura.gob.ar/>

Institutional short videos of the NHM:

<https://www.youtube.com/watch?v=EYnL72-zGVc>

<https://www.youtube.com/watch?v=s8vDwMsgKPU>

<https://www.youtube.com/watch?v=EO6jESkNcK4>

Weekly evaluation: Students will participate in the forum following a guideline in order to integrate the co-curricular activity with the contents of the class.

WEEK 2. CAPE VERDEAN MIGRATIONS TO ARGENTINA

The professor will focus on the general context of the phenomenon of mass migrations in the African archipelago of Cape Verde. It will be briefly reviewed by different perspectives (focus on diasporas, transnationalisms, and emigration / immigration) that drew the different migratory destinations chosen by the Cape Verdeans. Then, the class will focus on the Argentine case. First, a brief history of the turn of the century associationist period in the country (late XIX, early XXth century) will be outlined as well as the context of the beginnings of the twentieth century, with a special emphasis on the decades of 1940-1950 and 1970, that were especially important in the history of the Cape Verdeans and their descendants in Argentina.

The second part of the module will focus on the first political claims raised by activists of African origin in the country (1980-1990 and 2001-2010), underlining the role played by young people linked to the Cape Verdean associations.

Readings:

Drotbohm, Heinke (2009)

Co-curricular activity

The period focused in the class will be approached in relation to the documentary "Afro-Argentines" (2002, by J. Fortes and DH Ceballos - selection), observing, at first, the character of that first claim about the visibility of the Argentinian racism and, secondly, the role that the film played among the families of the Cape Verdean community. Finally, other periods of political activism around the first Population National Census (2010) will be addressed, which retrieve the category of African descent in the country.

Documentary short videos:





Video / tribute to the memory of Amílcar Cabral 40 years after his murder:
<https://www.youtube.com/watch?v=C-ek2RbRjX4>. Video made by Patricia Gomes.

Video / tribute to the memory of Amílcar Cabral "The liberation struggle from within":
<https://www.youtube.com/watch?v=hzNPcvrKryQ>. Video made by Patricia Gomes and Rogério Rocha.

"Afroargentinos"

Short Clip del Documental. Buenos Aires 2002.

Idea, Script and Direction: Jorge Fortes and Diego H. Ceballos.

Duration: 4 Min., 11 Seg.

Available in: <https://www.youtube.com/watch?v=Z1Szi3by5Fs>

Weekly evaluation: Reading guide. The students will answer a series of questions in relation to the text of the bibliography.

WEEK 3. AFRO-LATIN AMERICAN MIGRATIONS. AFRO CULTURAL EXPRESSIONS AND THE CONSTRUCTION OF AN AFRO POLITICAL FIELD IN ARGENTINA

In this module, the instructor will introduce Afro-Latin American migrations to Argentina in the last decades of the 20th century. The focus will be on the impetus given by Afro-descendant migrants from different countries of the region to the formation of an "Afro cultural field" in the city of Buenos Aires. The class will center on the insertion of Afro-descendant "workers and cultural activists" from Uruguay and Brazil. In this context, their role in the practice and / or teaching of cultural manifestations widely practiced in the city: Afro-Uruguayan (Candombe of this origin) and Afro-Brazilian (Dances of Orixás) will be examined. The most outstanding ventures will be reviewed, as well the diffusion and resignification of African-American cultural expressions in different social sectors. Likewise, these contents will be articulated with the process of "Afro" blackness re-visibility and the development of a local Afro-descendant political movement.

Readings:

Frigerio, Alejandro (2000)

Co-curricular activity

In this week, students will access audiovisual material that thematizes the development of Afro-descendant cultural expressions in Buenos Aires / Argentina. Likewise, they will be able to access a tutorial on the rhythmic structure of the candombe of Afro-Uruguayan origin, taught by a percussionist musician and instructor with extensive experience and prepared especially for this course.

"Soy Tambor". Documentary Feature Film. Buenos Aires, 2015. Direction: Mónica Simoncini-Cecilia Ruiz-Santiago Masip.

"Quilombo! en Buenos Aires", 2008. Documentary by Ramiro Sáenz, in collaboration with Dinah Schonhaut. Duration: 18'

Available in: <https://www.youtube.com/watch?v=2OxqlxuRCiM>

Tutorial about candombe, instructor Diego Cueto.





Weekly evaluation: Students will participate in the forum following a written guideline that integrates the contents of the class and the tutorial on Afro-Uruguayan candombe.

WEEK 4. CONTEMPORARY AFRICAN MIGRATIONS: THE SENEGALESE COLLECTIVE

An overview of Senegal and emigration as a complex but common phenomenon in the region will be presented as well as the main destinations of Senegalese migration in the world will be presented, and the increase in security policies in the European Union and the United States that have led to the search for new destinations such as Latin America, and especially Argentina.

Their main problems in the country, access to documentation, language learning and their labor insertion in street vending will be presented, and the importance of community and especially religious networks for migration and their integration in Argentina.

Readings:

Tonnelat, Stéphane (2007)

Zubrzycki, B. (2012)

Co-curricular activity

To work on these themes, it will be screened the documentary "Mangui Fi" (I'm Here) based on two Senegalese migrants lives in Argentina. Also, online recordings of festivities of the religious community of the Mouride brotherhood (magales) in Argentina will be viewed.

Film "Mangui Fi", 2017.

Directors: Juan Manuel Bramuglia and Esteban Tabacznik

<https://vimeo.com/223830028>

Short video (12 ')

Migrant Talks # 2 From South to South Africans in Argentina (2015)

<https://www.youtube.com/watch?v=NI970s9PNI4&t=75s>

Weekly evaluation: Students must review the Mangui Fi film by preparing a text with 600 words length.

Final Exam

Course Materials

Readings

Andrews, G and De la Fuente, Alejandro (Eds.). Afro-Latin American Studies: an introduction. 2018, Cambridge: Cambridge University Press.

Drotbohm, Heinke (2009). Horizons of long-distance intimacies. Reciprocity, contribution and disjuncture in Cape Verde , *Science Direct*, 14, pp. 132-149.





Frigerio, Alejandro (2000). "Blacks in Argentina: Contested Representations of Culture and Ethnicity", Paper presented at the Annual Meeting de la Latin American Studies Association (LASA), Miami

Geler, Lea (2016). African descent and whiteness in Buenos Aires: Impossible *mestizajes* in the white capital city. In: Alberto, P y Elena (Eds.) *Rethinking race in modern Argentina*. New York: Cambridge University Press.

Geler, Lea and Rodríguez, Mariela Eva (2016). "Argentina", In :*The Wiley Blackwell Encyclopedia of Race, Ethnicity, and Nationalism*, Edited by John Stone, Rutledge M. Dennis, Polly S. Rizova, Anthony D. Smith, and Xiaoshuo Hou, John Wiley & Sons, Ltd. Published. DOI: 10.1002/9781118663202.wberen512 (pp. 1-4).

Tonnelat, Stéphane (2007). "Keeping space public: Times Square (New York) and the Senegalese peddlers ", *Cybergeog: European Journal of Geography* [En ligne], Dossiers, document 367, mis en ligne le 09 mars 2007, consulté le 14 mars 2019. URL : <http://journals.openedition.org/cybergeog/4792> ; DOI : 10.4000/cybergeog.4792

Zubrzycki, B. (2012). Recent African Migration to South America. The Case of Senegalese in Argentina. <https://ri.conicet.gov.ar/handle/11336/76023>

Media Resources

Week 1:

"DEFENSA 1464". Documental. Buenos Aires, 2010.

Dirección: David Rubio

Duración: 1 hora

Disponible en: <https://www.youtube.com/watch?v=wtvNziPaNSE>

Video/Spot: 25 de Julio Día de la Mujer Afrodescendiente.

Ministerio de Cultura de la Nación, 2016. Disponible en: <https://www.youtube.com/watch?v=TniI5UfWDQw>

Video: Candombe argentino. María Elena Lamarid.

LaNación.com, 2009. Disponible en: <https://www.youtube.com/watch?v=JlxVh8umiis&t=47s>

Video: Candombe Porteño: Raíces de la historia argentina

Eter. Carrera de Periodismo: Realizado por: Manuel Luquet, Verónica Lamberti, Agustín Guillen, Adriana Krieg. Octubre de 2014.

Duración: 7'. Disponible en: <https://www.youtube.com/watch?v=MvLIFKjXso0>

Week 2:

Video/Spot: Censo Afrodescendiente 2010, "Soy afroargentino/a"
INADI, 2010.

Disponible en: <https://www.youtube.com/watch?v=RD6bjXALw-g>

Week 3:





"Candomberos de Dos Orillas", 2018.

Dirección: Ernesto Gut. Trailer disponible en:
<https://gpsaudiovisual.com/2019/03/26/candomberos-de-dos-orillas-estreno-28-de-marzo/>

Videos sobre candombe y expresiones culturales afro en la Marcha por la Memoria del 24 de Marzo. Buenos Aires, 2017.

Fragmentos de: "Piedra Libre. Danza contra el olvido", 2015. Dirección: Pía Sicardi y Alejandra Vasallo. <http://piedralibrepelicula.com.ar/>

Week 4

Capítulo de la serie Migrantes. "Una casa africana, Senegal". Canal Encuentro.

<https://www.youtube.com/watch?v=zjfabr18whk>

Big Dealer in the house. Videos de "magales" (festividades de la cofradía mouride).
https://www.youtube.com/channel/UC1a4rOqmGSaoFPllPN54VA/videos?disable_polymer=1

