

EI LASO

The African Diaspora in Latin America Edition

EI LASO African Diaspora in Latin America

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The African Diaspora in Latin America: A Historical Overview

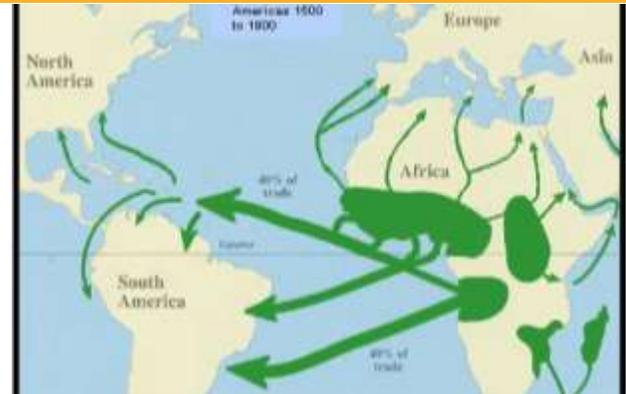
By: Catherine Butel (Latin American Studies Outreach Coordinator)

There are many interpretations of the term “**African Diaspora**”. This term can refer to the descendants of enslaved Africans shipped to the Americas by way of the Atlantic slave trade, but it can also refer to relocated communities that feel connected by a common point of origin. The African Diaspora in Latin America embodies both meanings. Millions of Africans came to Latin America through the slave trade and today many communities retain African traditions. Elements of African culture such as religion, language, and folklore endure and are still visible throughout the Americas.

The African slave trade had a profound effect on Latin America, since the European colonizers of the New World engaged in slavery. The prominent colonizers in Latin America included the Portuguese, the British, the French, the Spanish, and the Dutch. These colonial powers had outposts on the African coast where they captured and forcibly brought Africans to the Americas. Current calculations estimate that Europeans shipped 12 million Africans across the Atlantic. Below are estimates of the number of slaves that went to different regions in the Americas from 1519-1867:

- Portuguese America (Brazil) 4.62 million
- British America (West Indies and Belize) 2.208 million
- Spanish Empire (Spanish speaking Latin America) 2.1 million
- French Americas (Haiti and French Guiana) 1.632 million
- British North America (U.S. colonies and Canada) 774,000
- United States Post-Revolutionary War 390,000
- Dutch West Indies 240,000
- Danish West Indies 36,000

Colonizers who heavily engaged in sugar cane production and mining introduced the greatest numbers of African slaves into their territories. The Caribbean and Brazil had the highest numbers of slaves. However, the Spanish colonizers of Mexico and Peru also brought a large number of African slaves to cos-



Slave Trade from Africa

tal regions of Mexico and in and around Lima, Peru. In fact, more African slaves went to Mexico and Peru than the United States.

The majority of Latin American countries abolished slavery throughout the 19th century when they achieved independence. In Mexico, the leaders of the War of Independence, Priest José María Morelos and Vicente Guerrero are of African descent. After the war, Guerrero became president and he abolished slavery and eliminated racial categories from all government documents. Brazil, the region that received the largest number of slaves, abolished slavery in 1888. Brazil was the last Latin American country to abolish slavery.

African culture is still vibrant today in Latin America. Instruments like the marimba, musical genres like samba, the religion Candomblé, and foods like menudo and feijoada are just a few examples of Afro-Latino culture.

To learn more about the African Diaspora in different regions in Latin America and its impact on Latin America today check out the PBS series *Black in Latin America* at <http://www.pbs.org/wnet/black-in-latin-america/>.

References

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- Klein, Herbert S. and Jacob Klein. *The Atlantic Slave Trade*. Cambridge University Press, 1999. pp. 103–139.
- Eltis, David and Richardson, David. *The Numbers Game*. In: Northrup, David: *The Atlantic Slave Trade*, 2nd edition, Houghton Mifflin Co., 2002.
- Stephen D. Behrendt, David Richardson, and David Eltis, [W. E. B. Du Bois Institute for African and African-American Research, Harvard University](http://www.du.edu/~dubois/).

La diáspora africana en América Latina: Una perspectiva histórica general

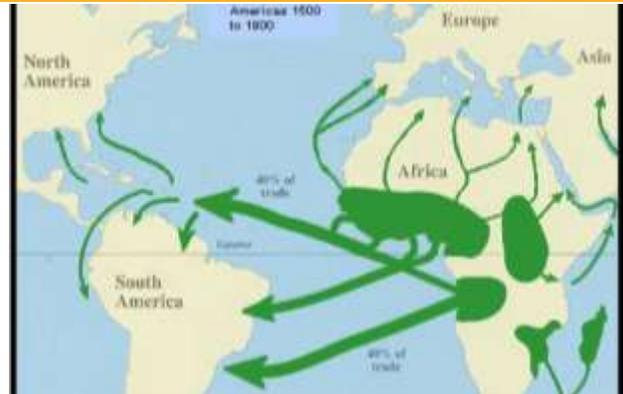
Por: Catherine Butel (coordinador de promoción de estudios de América Latina)

Hay varias interpretaciones del término “diáspora africana.” Este término se refiere a los descendientes de los africanos esclavizados enviados a las Américas por el comercio de esclavos del Atlántico, pero también a las comunidades trasladadas que sienten conexiones por con el continente africano. La diáspora africana en América Latina personifica los dos sentidos. Millones de africanos fueron a América Latina por el comercio de esclavos y hoy en día muchos comunidades mantienen tradiciones africanas. Elementos culturales africanos como religión, idioma y folclore perduran y se ven todavía en América Latina.

El comercio de esclavos africanos afectó mucho a América Latina, porque los colonizadores europeos del Nuevo Mundo participaron a esclavitud. Los colonizadores prominentes incluyeron los portugueses, los británicos, los franceses, los españoles y los holandeses. Estos poderes coloniales tuvieron puestos en la costa de África donde se capturaron y por la fuerza llevaron africanos a las Américas. Actualmente se cree que 12 millones africanos fueron enviados a través del Atlántico. Abajo está una estimación del número de esclavos que llegaron a las diversas regiones en las Américas entre 1519-1867:

- América portuguesa (Brasil) 4.62 millones
- América británica (las Antillas y Belice) 2.208 millones
- Imperio español (América Latina que habla español) 2.1 millones
- Américas francesas (Haití y la Guayana Francesa) 1.632 millones
- Norteamérica británico (Canadá y las colonias de los E.E.U.U.) 774.000
- Estados Unidos después de la Guerra Revolucionaria 390.000
- Las Antillas holandesas 240.000
- Las Antillas danesas 36.000

Colonizadores involucrados en el producción de la caña de azúcar y la explotación minera introdujeron los números más altos de esclavos africanos a sus territorios. El Caribe y Brasil tuvieron la cantidad más alta de esclavos. Sin embargo, los colonizadores españoles de México y Perú también llevaron una alta cantidad de esclavos africa-



El comercio de esclavos africanos

nos a las regiones costales de México y los alrededores de Lima, Perú. De hecho, más esclavos africanos fueron a México y Perú que los Estados Unidos.

La mayoría de los países latinoamericanos abolieron la esclavitud durante el siglo XIX, cuando alcanzan independencia. En México, los líderes de la guerra de independencia, sacerdote José María Morelos y Vicente Guerrero fueron de ascendencia africana. Después de la guerra, Guerrero se volvió presidente, abolió la esclavitud y eliminó el uso de las categorías raciales en los documentos oficiales. Brasil, el región que recibió la cantidad más grande de esclavos, abolió esclavitud en 1888. Brasil fue el último país latinoamericano abolir esclavitud.

La cultura africana todavía sigue siendo vibrante en América Latina. Los instrumentos como la marimba, géneros musicales como la samba, la religión Candomblé y las comidas como menudo y feijoada son algunos ejemplos de la cultura Afro-Latina.

Para aprender más sobre la diáspora africana en diversas regiones en América Latina y su impacto en América Latina hoy en día, consulte la serie de PBS *Negro en América Latina* en <http://www.pbs.org/wnet/black-in-latin-america/>.

Referencias

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- Stephen D. Behrendt, David Richardson, and David Eltis, *W. E. B. Du Bois Institute for African and African-American Research*. Harvard University.

Perspectives on Race: What is the debate in difference Latin American countries

KU explores these issues



Black Consciousness in Belize

Devon Lee (Masters Student, African and African American Studies)

Lee's research on the consciousness of self within the Black community lead him to Punta Gorda, Belize. In 2010, he interviewed around 30 Afro-descendant *Creoles*, and *Garifuna*, focusing on cultural identity. The project centered on how globalization, including neo-liberal economic policies, transnational migration, and media, affects Black consciousness in Belize. His interviews demonstrate that the White racial frame has been incorporated into the Belizean social fabric through neo-colonial and neo-liberal aspects of U.S. and British capital investment. Also, transnational migration and pirated television from the United States transport North American ideologies across borders. **Lee's initial conclusions are that Black consciousness** along with associated agency and awareness are impeded by the White racial frame. [To learn more about this contact Devon at devonlee@ku.edu.](mailto:devonlee@ku.edu)

Affirmative Action in Higher Education & Afro-Descendant Women in Bahia, Brazil

Maraci Aubel (2010 MA Graduate of Latin American Studies)

In 2001, the federal government of Brazil under President Fernando Henrique Cardoso (1995-2003) passed laws to remedy racial and socioeconomic inequality. Responding to pressure from civil society, especially **black social movements and black feminists**, Cardoso's affirmative action policy set quotas to expand access to

Brazil's public services and universities for blacks, women, indigenous people, and people with disabilities. **This paper examines the extent to which Cardoso's program enhances educational opportunities, closes socioeconomic gaps, and decreases racial inequalities for black women in Brazil.** Through qualitative research interviews, Aubel presents the perspectives of female, afro-Brazilian, university students regarding **Cardoso's reforms and their impact on Brazil's higher education system.** **Aubel's research illustrates central aspects of Brazil's racial dilemma—a dream of democracy versus the reality of racial inequality.** [CLICK HERE to read Aubel's thesis.](#)

KU Haiti Research Initiative

The Faces of Haiti: Resolute in Reform, Resistance, and Recovery

Maryemma Graham, Brian Rosenblum, Kiran Jayaram, C.B. Claiborne

The Faces of Haiti is report on an ongoing collaborative multi-disciplinary research project that looks at creating strategies for Haitian lead educational development. This report complies lessons learned from a summer research trip to Haiti. Different professors **and professionals look at how Haiti's past and foreign influence has shaped the country's current situation** while giving a descriptive portrait of Haiti. Another substantial portion of the report looks at the libraries and heritage institutions in Haiti and how those institutions **impact Haiti's educational development.** **Resources and links to Haiti's library initiatives are provided** in the report, as well as outlines of key research questions that the KU Haiti Research Initiative will continue to explore. [CLICK HERE to access *The Faces of Haiti*.](#)

Bring this knowledge to your classroom:

- [Black in Latin American Film Series \(page 5\)](#)
- [Free KU Latin American Studies Resources \(page 6\)](#)
- [Guides and activities to discuss race in your classroom \(page 7\)](#)

Black in Latin America by PBS

A description from the PBS website

Black in Latin America, a four-part series on the African legacy in Latin America, is in the 11th and latest production from renowned Harvard scholar Henry Louis Gates, Jr. *Black in Latin America* examines how Africa and Europe came together to create the rich cultures of Latin America and the Caribbean.

Many North Americans associate Latin America with music, monuments and sun, but each of the six countries featured in *Black in Latin America* including the Dominican Republic, Haiti, Cuba, Brazil, Mexico, and Peru, has a secret history. On his journey, Professor Gates discovers, behind a shared legacy of colonialism and slavery, vivid stories and people marked by African roots. Latin America and the Caribbean have the largest concentration of people with African ancestry outside Africa — up to 70 percent of the population in some countries. The region imported over ten times as many slaves as the United States, and in some cases kept them in bondage far longer. On this series of journeys, Professor Gates celebrates the massive influence of millions of people of African descent on the history and culture of Latin America and the Caribbean, and considers why and how their contribution is often forgotten or ignored.



The descriptions of the films are:

Haiti & the Dominican Republic: An Island Divided In the Dominican Republic, Professor Gates explores how race has been socially constructed in a society whose people reflect centuries of inter-marriage, and how the **country's troubled history with Haiti informs notions about racial classification**. In Haiti, Professor Gates tells the story of the birth of the first-ever black republic, and finds out how the slaves hard fought liberation over **Napoleon Bonaparte's French Empire became a double-edged sword**.

Cuba: The Next Revolution In Cuba Professor Gates finds out how the culture, religion, politics and music of this island are inextricably linked to the huge amount of slave labor imported to produce its enormously profitable 19th century sugar industry, and how **race and racism have fared since Fidel Castro's Communist revolution in 1959**.

Brazil: A Racial Paradise? In Brazil, Professor Gates delves behind the façade of Carnival to **discover how this 'rainbow nation' is waking up to its legacy as the world's largest slave economy**.

Mexico & Peru: The Black Grandma in the Closet In Mexico and Peru Professor Gates explores the almost unknown history of the significant numbers of black people—the two countries together received far more slaves than did the United States —brought to these countries as early as the 16th and 17th centuries, and the worlds of culture that their descendants have created in Veracruz on the Gulf of Mexico, the Costa Chica region on the Pacific, and in and around Lima, Peru.

To see these films plus get other FREE resources to integrate this information into your classroom visit: <http://www.pbs.org/wnet/black-in-latin-america/about/>

FREE Resources to Teach on the African Diaspora in Latin America



Compiled by Catherine Butel,
Outreach Coordinator for Latin American Studies

High School Social Studies Lesson Plans

The KU Center of Latin American Studies website offers three different lesson plans for high school social studies classes on the African Diaspora in Latin America. Kansas social studies teachers developed these lesson plans. These lesson plans can be accessed at:

<http://latamst.ku.edu/outreach/lesson-plans/general/index.shtml>

Interactive Website:

The University of Kansas Acceso Project is a free open source website that anyone can use. Acceso is intended as a complete, interactive curriculum for intermediate-level learners of Spanish. The *El Caribe* section of this website looks at identity and African

Teacher Reach-Out: African Diaspora in Latin America Workshop

What you will get:

- Special Lectures
- An Afro-Brazilian Lunch
- Learn how to bring this knowledge to your students

Learn more on page 9!

migration in that region. While learning about that **region's history and identity students will also practice** the subjunctive and indicative verb conjugations. This site can be accessed at:

<http://www2.ku.edu/~spanish/acceso/unidad3/>

Cultural Trunks

Our Outreach office has cultural trunks that include a collection of musical instruments, videos, books, maps, and country-specific information and artifacts for a given country, region, or topic. The *Brazil* and the *Cuba and Caribbean* trunks have cultural artifacts from those countries and regions that reflect Afro-Latin culture. These trunks can be viewed digitally and shipped to you for free! Just go to:

<http://latamst.ku.edu/resources/lending-library/suitcases.shtml>

Student Speakers

Our Outreach office has two student speakers who talk about Afro-Latin topics. One speaker does a **presentation on the sounds of Brazil and it's African roots** using a variety of Brazilian musical instruments. Our other speaker presents on the lives and culture of the Miskitu and Afro-descent peoples of Nicaragua. To learn more go to:

<http://latamst.ku.edu/outreach/speakers/index.shtml>

Remember ALL resources are FREE!

Contact lasoutreach@ku.edu if you have questions or want more resources!

The Importance of Multicultural Education and Resources To Help You Teach It

As the world seems to be getting smaller and smaller with the widespread use of technology, the importance of multicultural education in K-12 classrooms grows exponentially. Students who have access via the internet to international gaming, shopping and social media sites need an even better understanding of the similarities and differences between their own cultures and those of the world around them. Likewise, the ever-present reality of conflicts between nations reinforces the importance of multicultural education as the need for people of varying backgrounds to have a better understanding of one another has international implications for future generations.

However, teaching and talking about multicultural issues can be difficult. There are concerns about appropriately talking about diversity in the classroom or figuring out how to incorporate discussion into an already full curriculum. To help with that here are FREE Resources to teach multicultural education. There are tools that can help integrate multiculturalism into different subjects and grade levels or provide quick activities that can be done during down time in class.

[DiversityCouncil.org](http://www.diversitycouncil.org)

This website offers lesson plans and activities to teach about diversity and are divided in to grade levels. To access visit:

<http://www.diversitycouncil.org/activities.shtml>

[Edchange.org](http://www.edchange.org)

This website lists a number of quick activities that can be done everyday in your classroom to promote and teach about diversity. There are a list of icebreaker activities and quick reflective activates for students. To access visit:

<http://www.edchange.org/multicultural/activityarch.html>



Talking about diversity

[Scholastic.com](http://www.scholastic.com)

This website compiles scholarly articles and reflective pieces from teachers and their experiences on conducting diversity talks and working with multicultural students and families. To access visit:

<http://www.scholastic.com/teachers/lesson-plan/multiculturalism-and-diversity>

[Northern Arizona University](http://jan.ucc.nau.edu/~jar/Multi.html)

Dr. Jon Reyhner website compiles links and resources for multicultural educators. The links are divided in to subject themes so teacher can use them as units or supplements to existing lessons. To access visit:

<http://jan.ucc.nau.edu/~jar/Multi.html>

[KU Area Studies](#)

In addition to Latin American Studies, KU has four other area studies resource centers for teachers. Just click on each KU area studies center title below to access their teacher resource webpages.

[Russian Eastern European Eurasian Studies](#)

[East Asian Studies](#)

[African Studies](#)

[International Studies](#)

Mark Your Calendars for..

Meriendas

The Center's Meriendas are weekly brown-bag lectures that provide an opportunity for students, faculty, community members, and visiting scholars to share their experiences and research related to Latin America. The speakers represent a wide range of disciplines and backgrounds. Presentations typically last 40-45 minutes and allow for audience questions at the end. A simple lunch of rice and beans is offered.

Bailey 318, Thursdays 12-1pm Free

February 2: Jill Kuhnheim, Professor of Spanish & Portuguese & Director of The Center of Latin American Studies

February 9: Bill Woods, Professor of Geography

February 16: Stacey Burton, Masters Student in Latin American Studies

February 23: Bart Dean, Associate Professor of Anthropology

March 1: Andrew Hilburn, PhD Candidate in Geography

March 8: Arnobio Morelix, Undergraduate in Business & Economics

March 15: Michelle Johnson-Motoyama, Assistant Professor of Social Work

March 29: Emilia Barbosa, PhD Candidate in Spanish & Portuguese

April 5: Paul Sneed, Assistant Professor of Spanish & Portuguese:

April 12: Roberto Castillo, PhD Student in the School of Architecture

April 19: Peter Haney, Assistant Director & Undergraduate Advisor of the Center of Latin American Studies

April 26: Javier Valerio, PhD Candidate in the School of Music

[Click here for a full Fall schedule of Meriendas](#)

Spring Film Festival

Every semester the Center features current feature films and documentaries from Latin America in the bi-annual film festival. This semester the Center will feature one film at Liberty Hall, in downtown Lawrence and **two film on KU's campus**. The films are all introduced by a keynote speaker. Film titles and dates are yet to be determined.

Please check the [Film Festival Webpage](#) for updates.

Information on our **TEACHER WORKSHOP: AFRICAN DIASPORA IN LATIN AMERICA** is available on page 9.



The Latin American Studies Outreach Staff Invite You to Attend...

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UNIVERSITY OF KANSAS LATIN AMERICAN STUDIES OUTRECH

Teacher Reach-Out Workshop: Incorporating the African Diaspora in Latin America into your classroom and Networking Session!



FREE

With Special Lectures By:

Dr. Robert C. Schwaller, Assistant Professor, KU Department of History
Dr. Peter Ukpokodu, Professor & Chair, KU African and African-American Studies
Arnobio Morelix, Brazilian Student Association Representative (BRASA)
Dr. Paul Sneed, Assistant Professor, KU Department of Spanish & Portuguese
Dr. Laura Herlihy, Lecturer, KU Center of Latin American Studies
Integrating LAS workshop information and resources into the classroom
RAFFLE & PRIZES!!

FREE

**Saturday January 28th, 2012
10:00am-3:30pm (Lunch Provided)
University of Kansas, Bailey Hall, Room 318**

RSVP TO LASOUTREACH@KU.EDU

For more information on LAS Outreach workshops visit <http://latamst.ku.edu/outreach/>
or call (785) 864-3899 to talk with Catherine Butel, Outreach Coordinator