

**BLACK FEMINISTS IN THE UNITED STATES AND LATIN AMERICA  
CROSSLISTED COURSE: AFST 3390, HIST 3391, WS 3390, LABS 4301**

**Instructor:** Selfa A. Chew-Melendez PhD.  
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**Session:** Summer I. **June 6 – July 1.**  
**Classroom:** Online via Blackboard.  
**Virtual Office Hours:** MWF 10:00 AM – 11:00 AM, or by appointment.  
**Office:** LART 401.  
Feel free to schedule an appointment for face to face meetings.  
Available to chat through Blackboard Instant Message/Video Chat  
**Phone #:** 747-8650

**Course description and objectives.**

This course is an examination of the experiences, activism, and intellectual production of women of African descent in the United States and Latin America in the context of historical social inequality. Distinct historical regional conditions, shaped in part by colonization processes, will emerge in our analysis of women of the African Diaspora. Textbook, articles, and films will assist us to understand the political, cultural, social, and economic strategies developed by Black women to challenge racism and other relations of power in specific regions of the American Continent. Keeping in mind that this is a vast topic, such readings will illustrate diversity in experiences as well as common roots of inequality experienced by Afrodescendants in The Americas. Our course will allow for a comparison of historical experiences and intellectual production across heterogeneous populations. Students will read assigned texts to understand core concepts and view-supporting materials for daily online assignments about key topics, and online discussions, with specific deadlines.

The objectives of this course are:

- To **critically** analyze the social, cultural, and political development of women in the African Diaspora.
- To examine the thought of Black feminists and the historical contexts in which they have developed their commitment to social change.
- To read historical texts and documents in order to use them as sources for clear, accurate, and informed discussion (in online discussions and in your written reports);
- To identify the relation of history with other disciplines;
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.
- To assess their own responsibilities as global citizens.

**At the end of this course I would like my students to be able to:**

- Read critically primary sources, and properly incorporate them into their research.
- Identify interlocking relations of power
- Evaluate past events and social processes as factors that shape our present.
- Develop strategies to improve independent study skills.
- Developing learning skills valued in graduate school.
- Become familiar with social science terminology.

**Submission of assignments and participation in group discussions via Blackboard** are compulsory to pass this course. The course website is divided by week folders. Click on the first week, and then on the folder labeled “June 6” to access the class forums, assignments and readings (video material included). Remember, you need to buy two textbooks immediately to start submitting your assignments. Also, review the other folders to familiarize yourself with the materials required to complete your class projects.

**Texts required (my preference is e-book format, through Amazon because you can open it in any computer).**

Bay, Mia, Griffin, Farah J., Jones, Martha S., *Toward an Intellectual History of Black Women*, The University of South Carolina Press, 2015. [Don't buy this book, it's available through UTEP/Blackboard. You will find a link to each chapter with instructions from your person, in Blackboard, within the texts folders.](#)

Moreno Vega, Marta, Marinieves Alba, and Yvette Modestin. *Women Warriors of the Afro-Latino Diaspora* Houston: Arte Publico Press, 2012. [Buy this e-book immediately through Amazon at \\$9.99. It's in Kindle format; however, you can read it in any computer and other electronic devices.](#)

Crenshaw, Kimberlé Williams, Andrea J. Ritchie, Rachel Anspach, Rachel Gilmer, and Luke Harris. *Say Her Name: Resisting Police Brutality against Black Women*. New York: Center for Intersectionality and Social Policy Studies, 2015. [Buy this e-book immediately through Amazon at \\$9.99 . It's in Kindle format; however, you can read it in any computer and other electronic devices.](#)

All other texts are accessible through our library electronic resources section (JSTOR or EBSCO)

**Grades will be determined by students' performance in the following areas:**

**Grading Policy:**

• Journal Entries	50%
• Assessments	10%
• Blackboard forum participation	10%
• Final Paper - team	10%
• Oral history project - team	17%
• Chicago Style Format quiz	3%
Total	100%

Final grades will be based on the total number of points earned in the course.

<b>A = 90 – 100%</b>	<b>B = 80 – 89%</b>	<b>Grade Scale</b>	<b>C = 70 -79%</b>	<b>F= 69% and</b>
		<b>under</b>		

It is highly recommended to visit Blackboard on daily basis until the end of our course. You can find your grades, post messages, form discussion groups and be reminded of tests, assignments, events, etc.

**Late work policy:**

- **This is not a self-paced course. All assignments must be posted through Blackboard on or before the assigned dates.**

**Students' responsibilities**

Your instructor will provide structure, content, guidance, and assessment. Most learning, however, will occur through students' active participation in their own acquisition of knowledge.

- Students will submit journal entries and complete assessments on daily basis.
- Students will participate in daily class discussion forums.
- Students will complete all procedures required to drop the course when failing this course if they desire to obtain a "W."
- Students will be responsible for obtaining a syllabus, access to Blackboard, acquiring the reading material and following the course schedule.
- Students will reach their professor when in doubt before datelines.
- Students will be active in their own learning process.
- Students are expected to show respect for the instructor and one another regardless of opinion, cultural values and other group differences. When students show disrespect, use demeaning adjectives, make malicious comments, and "ad hominem" arguments (made personally against an opponent, instead of against the opponent's argument), points will be deducted from assignment. If behavior is repeated, students may be dropped from the course.
- Students must notify instructor of behavior they consider disrespectful immediately, meeting with instructor to address corrective measures.
- Students will correct terminology and concepts that have been learned in other contexts but is not acceptable in academia, or in respectful social forums.
- Students will consider perspectives that are originated in disfranchised social sectors, recognizing that this course intends to provide the views and knowledge of communities largely excluded from main stream narratives.
- Students will establish connections among all readings in this class, to increase their ability to examine Black feminism and the historical context producing it from non-Eurocentric perspectives.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor>. Assignment points will be deducted when your messages do not follow the conventions listed in the site referenced. Assignments sent through UTEP e-mail will not be read or graded if sent without a proper polite message, with salutation, and the reason for sending the assignment through e-mail, if scheduled as a Blackboard remittance. Because accessibility reasons, all journal entries will be submitted as in-box text, not as attachments.
- All students should be supportive of a cooperative learning environment in the classrooms.

**To get an "A" in this course:**

**Complete all assignments on time.**

**Blackboard Journal Entries (50%):**

Journal entries are the backbone of our course. They will be submitted by midnight, daily. Late submissions will carry 10% deduction per day. Journal entries consist of one summary per text (**at least** ten sentences per text or film analyzed, if that covers the main points and argument). In addition to the two or three summaries (depending on the number of texts and films), students will add one paragraph with comments about the texts.

Summaries are the "objective part of the journal entry." Comments are the "subjective" area in which you can critique, evaluate, or express other thoughts in relation to the material.

our summary will include the name of the author, the title of the text, and the author's argument within the first lines. This information will be followed (in the same paragraph) by the sources used to support the argument, and main points or concepts. Because accessibility reasons, all journal entries will be submitted as in-box text, not as attachments. Save your journal entries in a Microsoft document so you can use them when writing your final paper.

Plagiarism will not be tolerated and journal entries with patchwork (pasting sentences which are directly copied from the texts) will earn zero points. Journal entries must be coherent and demonstrate understanding of the text as a whole. Each journal entry must have footnotes and bibliography (Chicago style). Not sending your journal entries by the date line five times results automatically in an F.

**Blackboard Assessments (10%):**

Students will complete assessments (quizzes) through Blackboard by datelines determined in our schedule. Assessments submitted late carry a penalty of 10% per day, deducted at the end of the course. They will be based on the texts and films assigned for our course.

**Chicago Style Format Assessment (3%)**

It will evaluate the students' ability to use the Chicago citation format, use to write papers in the field of History and other related areas. Such practice will help you develop a skill that can be transferred to other citation formats and academic disciplines. Last day for submission is June 30 but you can submit it starting June 27. There are multiple sites where you can find guidelines, including manuals edited by professional organizations, which you may find at UTEP library. A simple guide on this citation format is here [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**Blackboard forums (10%):**

Forums are sites where the entire group meets for conversations on topics related to our readings. Read the instructions and prompt for each forum discussion before posting your reflection. In general, students will write a reflection on the relationship between the two areas studied in our course: the United States and Latin America, as described in the texts and films assigned for the class. After posting a reflection in at least 200 words, students will reply to a peer's text (preferably a post that has no previous replies so we can distribute the conversation) in at least 150 words.

"Good point" or "I agree" type answers will not earn points. All answers must integrate the knowledge acquired through our readings. Blackboard will alert you of replies to your posting. Read them so you can improve future journal entries and forum reflections. Make sure you follow the guidelines for discussions: they are basically a request to respect all opinions, use academic language, and keep in mind that ours is a scholarly forum, distant from facebook, tweeter and other media in scope and purpose. Late postings carry a 10% deduction per day, recorded at the end of the course. Failure to submit your posting on time five times will result in an F.

**Oral history – team assignment (17%):**

Your team will conduct an interview of an African American or Afro-Latina woman, preferably in your community to collect biographical information and to learn about her challenges, achievements and perspectives. You will research the history of the community of which your interviewee is a member before conducting the interview. You don't need to be physically present in El Paso in any step to

complete this project, since interviews can be conducted by phone or skype, as long as they are recorded and consent forms are submitted with the original signature.

Consult the section “Oral History Project” in Blackboard for more instructions and guidelines. Evidence of full, timely, collaboration is necessary for each student to receive the team’s grade. All parts of this project must be submitted through the section “Steps to complete Oral History Project” in the “Oral History Project” folder. Only one student will submit the project on behalf of her/his team.

**Final paper –team assignment (10 %):**

Teams will submit a critical reflection paper due on the official final exam day, with an extension of **at least** 8 pages, double space, Times Roman 12. Graduate students will submit a final paper of 15 pages, individually. Submissions must take place through Blackboard. Essays will compare the experiences of Black feminists in the United States and Latin America. Papers will be graded based on formulation of an argument, data supporting the argument, citation formatting, and grammar. Papers will integrate assigned texts and video materials, citing at least five academic works from our reading list. Citations and bibliography must be formatted using Chicago style. Your final paper is mandatory to pass this class. Final papers will be processed by SafeAssign to make sure it is free of plagiarism. Evidence of full, timely, collaboration is necessary for each student to receive the team’s grade.

**Follow these rules for an enjoyable class:**

1. Do not be afraid to **respectfully challenge one another** by asking questions but refrain from personal attacks -- focus on ideas. Labeling an idea as “silly,” “stupid,” “ridiculous,” or applying it to imaginary situations in an attempt to elicit the same derogatory labeling to other persons’ ideas, counts as a personal attack.
2. **Participate to the fullest of your ability** -- community growth depends on the inclusion of every individual voice.
3. **Remember** that this is an intensive course and work every day as fast as possible.
4. **The goal is not to agree** -- it is about considering and exploring divergent perspectives.
5. **Submit your assignments on time, participate in our forums and complete your assessments before the dateline, following all instructions.**
6. **Work with your team in each step**, know what each member is doing to complete your team projects. Ask where they are at daily, if necessary, and offer to assist them. Document your collaboration.

Plagiarism will not be tolerated and will be reported to the Dean of Students. Your journal entries and assignments must be your own. Always cite your sources (even if it is only one author) and use quotation marks if you are integrating a segment from the texts. Be conscious of patchwork plagiarism which is the process of selecting certain phrases from different parts of the text and add them to your journal entry or paper as if they were yours (that is an unacceptable practice in this class). Students must demonstrate a complete understanding of the text through original writing and extraction of the most important points. Should you need to obtain information on how to avoid plagiarism you may consult the following source <http://www.plagiarism.org/> I recommend to use as often as possible SafeAssign (in Blackboard/Course tools) to verify that your text is free of plagiarism.

This syllabus is subject to modifications.

**Office Hours:** Stay in contact with your professor using the collaboration tool in Blackboard to chat with her during virtual office hours, or visit her office at LART 401. Read your forums and journal entries feedback and respond to them for continued personal conversations on your progress and areas to improve. Make sure you have all software needed in your computer to use the chat feature. If chat doesn’t work, contact your instructor by phone, or by e-mail (if during office hours, she will respond during the next minutes, unless she has other students waiting). All software related to UTEP sites for

online courses will be provided by UTEP, contact helpdesk/IT if you have any problem using any Blackboard feature.

**UTEP Library Room 300 (Technicians can assist you during person-to-person meetings.)**

Phone: 915.747.4357 (HELP)

Email: Helpdesk@Utep.Edu

**Information on how to use Blackboard:**

<http://admin.utep.edu/Default.aspx?tabid=74327>

**Schedule:**

Date	Text or documentary assigned	Assignments	Special activities
6-Jun	<p>Sensbach, Jon. "Born on the Sea from Guinea: Women's Spiritual Middle Passages in the Early Black Atlantic." Provided through Blackboard, Texts folder.</p> <p><i>Blackness in the White Nation: A History of Afro-Uruguay</i>, presentation by professor George Reid Andrews.  <a href="https://www.youtube.com/watch?v=3UtTJ3hJe44">https://www.youtube.com/watch?v=3UtTJ3hJe44</a></p> <p>Read your syllabus</p>	<p>Blackboard forums (meeting your peers, and topic discussion), journal entry, and assessment.</p>	<p>Buy your two kindle books. Access the third through our UTEP library.</p>
7-Jun	<p>Frund, Arlette. "Phillis Wheatley: A Public Intellectual." In <i>Toward an Intellectual History of Black Women</i>.</p> <p>Introduction and chapter titled "Bodies and Memories: Afro-Latina Identities in Motion," by Ana Maurine Lara in <i>Women Warriors of the Afro-Latino Diaspora</i>.</p> <p>Truth, Sojourner (1797-1883): Ain't I A Woman? Women's Rights Convention, Akron, Ohio  <a href="http://www.nps.gov/wori/learn/historyculture/sojourner-truth.htm">http://www.nps.gov/wori/learn/historyculture/sojourner-truth.htm</a></p> <p>Videos (one paragraph for both):</p> <p>Santa Cruz, Victoria. "Black and Woman"  <a href="https://www.youtube.com/watch?v=C2vnOa9isco">https://www.youtube.com/watch?v=C2vnOa9isco</a></p> <p>Santa Cruz, Victoria. "Me Gritaron Negra"  <a href="https://www.youtube.com/watch?v=754QnDUWamk">https://www.youtube.com/watch?v=754QnDUWamk</a></p>	<p>Blackboard forum, journal entry, and assessment.</p>	<p>Teams for Oral History Project formed</p>

<p>8-Jun (Census Day)</p>	<p>Calarco, Tom. "Harriet Tubman." In <i>People of the Underground Railroad: A Biographical Dictionary</i>. Westport, CT: Greenwood Press, 2008. (pp. 305-309).</p> <p>Lightfoot, Natasha. "The Hart Sisters of Antigua. Evangelical Activism and "Respectable" Public Politics in the Era of Black Atlantic Slavery." In <i>Toward an Intellectual History of Black Women</i>.</p> <p>Bay, Mia. "The Battle for Womanhood is the Battle for Race: Black Women and Nineteenth Century Racial Thought." In <i>Toward an Intellectual History of Black Women</i>.</p>	<p>Blackboard forum, journal entry, and assessment.</p>	<p>Participation in team's forum for team project. Select a name for your team. Discussion to propose the member of the community your team will interview.</p>
<p>9-Jun</p>	<p>Giles, Mark S. "Special Focus: Dr. Anna Julia Cooper, 1858-1964: Teacher, Scholar, and Timeless Womanist." <i>The Journal of Negro Education</i> 75, no. 4 (2006): 621-34.</p> <p>Camacho Parra, Nirva Rosa. "Afro-Venezuelan Cimarronas Desde Adentro." In <i>Women Warriors of the Afro-Latino Diaspora</i>.</p> <p>Afro-Argentiniens: <a href="https://www.youtube.com/watch?v=6536IZD1f90">https://www.youtube.com/watch?v=6536IZD1f90</a></p>	<p>Blackboard forum, journal entry, and assessment.</p>	<p>Submit by e-mail (<a href="mailto:sachewsmithart@utep.edu">sachewsmithart@utep.edu</a>) your list with three names of persons your team proposes to interview. Receive approval.</p>
<p>10-Jun</p>	<p>Griffin, Farah. "Ana Petry's Harlem." In <i>Toward an Intellectual History of Black Women</i>.</p> <p>Moreira, Diva. "Memories of a Black Woman Activist" in <i>Women Warriors of the Afro-Latino Diaspora</i>.</p>	<p>Blackboard forum, journal entry, and assessment.</p>	<p>Contacting interviewee and reporting on plans (equipment, time, note takers). Complete and submit your Prospective Interview Form.</p>
<p>13-Jun</p>	<p>McGuire, Danielle L. "It Was like All of Us Had Been Raped": Sexual Violence, Community Mobilization, and the African American Freedom Struggle." <i>The Journal of American History</i> 91, no. 3 (2004): 906-31.</p> <p>Lassen Rivera, Ana Irma. "Black Girls Ride Tricycles Too." in <i>Women Warriors of the Afro-Latino Diaspora</i>.</p>	<p>Blackboard forum, journal entry, and assessment.</p>	<p>Teams for Final Paper formed.</p>
<p>14-Jun</p>	<p>Moreno Vega, Marta. "Afro-Boricua: Nuyoricana de Pura Cepa" in <i>Women Warriors of the Afro-Latino Diaspora</i>.</p> <p>Penha-Lopes, Vânia. "Where the Heart Is: Family, Work, and my Binational Life as a Black Brazilian Scholar" in <i>Women Warriors of the Afro-Latino Diaspora</i>.</p> <p>Documentary: <i>I am Somebody</i> [electronic resource] / the American Foundation on Nonviolence. Access UTEP library. <a href="http://encore.utep.edu/iii/encore/record/C_Rb2981792">http://encore.utep.edu/iii/encore/record/C_Rb2981792</a></p>	<p>Blackboard forum, journal entry, and assessment.</p>	<p>Period to conduct interview for oral history project starts. Submit your oral history consent form and summary.</p>

15-Jun	Walker, Alice. 1979. "Coming Apart."  Davis, Thadious. "The Polarities of Space: Segregation and Alice Walker's Intervention in Southern Studies." In <i>Toward an Intellectual History of Black Women</i> .	Blackboard forum, journal entry, and assessment.	Interview for Oral History is conducted.
16-Jun	Savage, Barbara. "Professor Merze Tate: Diplomatic Historian, Cosmopolitan Woman." In <i>Toward an Intellectual History of Black Women</i> .  Modestin, Yvette. "The Whispers of the Ancestors Development of a Black, Proud, Panamenian Voice" in <i>Women Warriors of the Afro-Latino Diaspora</i> .	Blackboard forum, journal entry, and assessment.	Interview conducted
17-Jun	Hurt, Byron. "Why I Am a Male Feminist?" <a href="http://www.theroot.com/articles/culture/2011/03/why_i_am_a_black_male_feminist.html">http://www.theroot.com/articles/culture/2011/03/why_i_am_a_black_male_feminist.html</a>  Harris-Perry, Melissa. <i>Sister Citizen: Shame Stereotypes and Black Women in America</i> <a href="https://www.youtube.com/watch?v=blX2YHdqUJA">https://www.youtube.com/watch?v=blX2YHdqUJA</a>  Alba, Marinieves. "La Encrucijada/ The Crossroads Where Roots Grow Again" <i>Women Warriors of the Afro-Latino Diaspora</i> .	Blackboard forum, journal entry, and assessment.	
20-Jun	Roth, Benita. "Second Wave Black Feminism in the African Diaspora: News from New Scholarship." <i>Agenda: Empowering Women for Gender Equity</i> , no. 58 (2003): 46-58.  hooks, bell. "Eating the Other: Desire and Resistance" in <i>Black Looks: Race and Representation</i> , South End Press (1992) <a href="http://genius.com/Bell-hooks-eating-the-other-desire-and-resistance-annotated">http://genius.com/Bell-hooks-eating-the-other-desire-and-resistance-annotated</a>  Axtell, Brooke. "Black Women, Sexual Assault and the Art of Resistance (2012) <a href="http://www.forbes.com/sites/shenegotiates/2012/04/25/black-women-sexual-assault-and-the-art-of-resistance/#22654a913d8e">http://www.forbes.com/sites/shenegotiates/2012/04/25/black-women-sexual-assault-and-the-art-of-resistance/#22654a913d8e</a>	Blackboard forum, journal entry, and assessment..	
21-Jun	Randolph, Sherie M. "Not to Rely Completely on the Courts. Florynce Kennedy and Black Feminist Leadership..." In <i>Toward an Intellectual History of Black Women</i> .  Collins, Patricia Hill. 1996. "What's in a Womanism, Black Feminism, and Beyond." <i>The Black Scholar</i> 26, no. 1 (1996): 9-17.  Laurent-Perrault, Evelyne. "A Life Spirals: Journeys of an Afro-Latina Activist" in <i>Women Warriors of the Afro-Latino Diaspora</i> .	Blackboard forum, journal entry, and assessment.	
22-Jun	Clayton, Joana. "Closet Ain't Nothin' but a Dark and Private Place For...?" <i>Art Journal</i> 55, no.4 (1996): 51-54.  Reinat Pumarejo, Maria I. "Fatal Conquests: Racial Imposition in Puerto Rico" in <i>Women Warriors of the Afro-Latino Diaspora</i> . Kindle Edition. 2012.	Blackboard forum, journal entry, and assessment.	



23-Jun	<p>McDuffie, Erik S., and Woodard, Komozi, “‘If You’re in a Country that’s Progressive, the Woman Is Progressive.’ Black Women Radicals and the Making of the Politics and Legacy of Malcolm X.” <i>Biography</i> 36, no. 3 (2013): 507-539.</p> <p>Rivera, M. Q. “From Trigueñita to Afro-Puerto Rican: Intersections of the Racialized, Gendered, and Sexualized Body in Puerto Rico and the U.S. Mainland.” <i>Meridians</i>, 7, no. 1 (2006): 162–182.</p>	Blackboard forum, journal entry, and assessment.	Complete Oral History Project: index and analysis. Uploading of recorded interview. Submit by 6/27, midnight
24-Jun	<p>Davis, Angela. “Black Women and the Academy.” <i>Callaloo</i> 17, no. 2 (1994): 422–31.</p> <p><i>Angela Davis: Interview from Jail</i>. Educational Video Group, 1972. Accessed May 26, 2016. (Approximately 5 minutes)  <a href="http://search.alexanderstreet.com/view/work/2787221">http://search.alexanderstreet.com/view/work/2787221</a></p> <p>Trotman Reid, Pamela. “Black and Female in Academia” in <a href="http://www.acenet.edu/the-presidency/columns-and-features/Pages/Black-and-Female-in-Academia.aspx">http://www.acenet.edu/the-presidency/columns-and-features/Pages/Black-and-Female-in-Academia.aspx</a></p>	Blackboard forum, journal entry, and assessment.	Discuss with your team topics you want your team to develop for paper.
27-Jun	<p>N’Zengou-Tayo, Marie-José. “fanm Se Poto Mitan’: Haitian Woman, the Pillar of Society,” <i>Feminist Review</i>, no. 59 (1998): 118–42.</p> <p>García-Peña, Lorgia. “Being Black Ain’t so Bad... Dominican Immigrant Women Negotiating Race in Contemporary Italy.” <i>Caribbean Studies</i> 41.2 (2013): 137–161.</p> <p>In addition: these two brief reports (no need to submit journal for these two texts), but need to be mentioned in the forum.</p> <p>Text “Haiti: Wikileaks reveals...” <a href="http://csfilm.org/2014/08/haiti-wikileaks-reveals-obama-administrations-role-in-stifling-haitian-minimum-wage/">http://csfilm.org/2014/08/haiti-wikileaks-reveals-obama-administrations-role-in-stifling-haitian-minimum-wage/</a></p> <p>The US – Haiti connection:  <a href="http://www.thirdworldtraveler.com/Caribbean/US_Haiti_Connection.html">http://www.thirdworldtraveler.com/Caribbean/US_Haiti_Connection.html</a></p>	Blackboard forum, journal entry (special instructions: summaries of the two academic articles only), and assessment.	<p>Forum on final paper. Continue posting your texts and ideas for final paper. Comment on the work of your team members.</p> <p>Make sure your team submitted your Oral History Project paper and transcript</p>
28-Jun	<p>Guy-Sheftall, Beverly. “Shifting Contexts: Lessons from Integrating Black, Gender, and African Diaspora Studies.” <i>Women's Studies Quarterly</i> 26, no. ¾ (1998): 17–24</p> <p>Jones, Martha. “Histories, Fictions, and Black Womanhood Bodies: Race and Gender in 21<sup>st</sup> Century Politics.” In <i>Toward an Intellectual History of Black Women</i>.</p>	Blackboard forum, journal entry, and assessment.	Submit final paper complete first draft. Only one member of the group will post.
29-Jun	<p>Crenshaw, Kimberlé Williams, Andrea J. Ritchie, Rachel Anspach, Rachel Gilmer, and Luke Harris. <i>Say Her Name: Resisting Police Brutality against Black Women</i>. New York: Center for Intersectionality and Social Policy Studies, 2015.</p> <p>Read the first eight sections, including “Guilt by Association.”</p>	Blackboard forum, journal entry, and assessment.	Read feedback from professor. Modify paper accordingly.

30-Jun	<i>Say Her Name: Resisting Police Brutality against Black Women.</i> Read the remaining sections.	Blackboard forum, journal entry, assessment and last day to submit Chicago Style Citation Format quiz.	Your team must make final paper corrections, if necessary.
July 1	Submit team final paper through Blackboard by midnight.	No journal entry, forum or assessment.	(Final Exam day) Submit your team final paper with corrections. Only one member will submit.

### Recommended Readings:

- Andersen, Margaret L. and Patricia Hill Collins. "Systems of Power and Inequality." In *Race, Class, and Gender*. Belmont: Wadsworth Publishing, 2006.
- Bennett, Herman L. *Colonial Blackness. A History of Afro-Mexico*. Bloomington: Indiana University Press, 2009.
- Boyer, Richard and Geoffrey Spurling, eds. *Colonial Lives: Documents on Latin American History, 1550-1850*. New York: Oxford University Press, 2000.
- Bristol, Joan Cameron. *Christians, Blasphemers, and Witches: Afro-Mexican Ritual Practice in the Seventeenth Century*. Albuquerque: University of New Mexico Press, 2007.
- Bueno, Eva Paulino. "Carolina Maria De Jesus in the Context of Testimonios: Race, Sexuality, and Exclusion." *Criticism* 41, no. 2 (1999): 257.
- Carrera, Magali M. "Imagining Identity in New Spain: Race, Lineage, and the Colonial Body." In *Portraiture and Casta Paintings*. Austin: University of Texas Press, 2003.
- Cummins, Thomas B.F. "Casta Painting: Images of Race in Eighteenth-Century Mexico." *The Art Bulletin* 88, no. 1 (2006): 185.
- Davis, Angela Y. *Women, Race and Class*. New York: Vintage, 1983.
- *Women, Culture and Politics*. New York: Vintage, 1990.
- *Blues Legacies and Black Feminism: Gertrude "Ma" Rainey, Bessie Smith, and Billie Holiday*. New York: Vintage, 1999.
- Guy Sheftall, Beverly, et. al. *Words of Fire. An Anthology of African-American Feminist Thought*. New York The New Press, 1995.
- Hill, Collins, Patricia. "Why Black Sexual Politics?" In *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge, 2004.
- Lavrin, Asunción, ed. *Sexuality and Marriage in Colonial Latin America*. Lincoln: University of Nebraska Press, 1989.
- Lewis, Marvin. *Afro-Argentine Discourse: Another Dimension of the Black Diaspora*. Columbia: University of Missouri Press, 1995.
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