

**BLACK FEMINISTS IN THE UNITED STATES AND LATIN AMERICA
SUMMER 2018
AFST 3390, AFST 2301, HIST 3391, LABS 4301, WS 3391**

Instructor: Selfa A. Chew-Melendez PhD.
E-mail: sachewsmithart@utep.edu
Session: SUMMER 2018
Virtual Office Hours: I will be reading your Blackboard messages every day and will respond within 24 hours.
Classroom: On-Line
Phone: 747-7051

Course description and objectives.

This course is an examination of the feminist thought of women of African descent in the United States and Latin America. Distinct historical conditions, shaped in part by colonization processes, and determining languages and culture, will emerge in our analysis of the intellectual history of women of the African Diaspora. Textbooks, articles, and films will assist us to understand the political, cultural, social, and economic strategies developed to challenge racism and other relations of power in diverse regions of the American Continent. Our course will allow for a comparison of social/historical experiences and intellectual production across heterogeneous populations. Students will read a sample of texts to understand core concepts, view-supporting materials for weekly online assignments about key topics, and use related web sites for weekly 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 developed their commitment to social change.
- To analyze primary and secondary sources for clear, accurate, and informed discussion (in online discussions and in your written reports);
- To identify the relation of history with other disciplines; and
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.

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

- Read critically primary and secondary 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.
- Assess the validity of theories that explain the origin of current social behaviors.
- Develop strategies to improve independent study skills.
- Developing learning skills valued in graduate school and by potential employers.
- Become familiar with social science terminology.
- Ponder the possibility of contributing to the solution of social issues affecting their communities.

This course is taught under the departments and sections listed above. Students can take this course only one time, for a total of three credits. If you are enrolled twice in this course, under two

different departments, or if you have taken this course under a different department, it is your responsibility to drop one section.

If you can't acquire your textbooks through our UTEP library, please, access an internet provider such as Amazon or Barnes and Noble. You can also buy the printed editions at our UTEP bookstore, Amazon, or other stores. Other articles and films will be available through, Kanopy, JSTOR or EBSCO sources, accessible through our on-line library. If you are not able to locate a documentary or a text included in UTEP collections, contact the reference desk at the library by e-mail or phone.

Submission of assignments and participation in group discussions via Blackboard are compulsory to pass this course.

Your textbooks are available in electronic format, accessible in any device with internet access. These required manuscripts are also available in printed format.

Bay, Mia, Griffin, Farah J., Jones, Martha S., *Toward an Intellectual History of Black Women*, The University of South Carolina Press, 2015. It may be available through our UTEP library with certain limitations.. There is a download option offered by the UTEP library that may allow you to use it for one day at a time. Consult your librarian.

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.

All other texts and resources are accessible through our library electronic resources section (JSTOR, EBSCO or Kanopy) or posted on Blackboard. When having problems accessing a documentary or e-text call or e-mail your librarian (ask@utep.libanswers.com)

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

Grading Policy:

Course requirements are:	
• Journal	50%
• Quizzes (assessments)	15%
• Participation in forums	15%
• Final Exam	15%
• Chicago/Turabian Style Format quiz	5%
Total	100%

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

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

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.

How to start: 1) Click on the tab titled “Week 1.” 2) Click on the texts tab and read your assigned chapters or articles. 3) Click on each assignment for the day to see the instructions and other helpful files, submitting your homework by midnight.

Late work policy:

- **This is not a self-paced course. Daily 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 weekly basis.
- Students will participate in weekly 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 are not acceptable in academia.
- Students will consider perspectives that originate 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 without a proper polite message, with salutation, the reason for

sending it the assignment through e-mail. All homework 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 and follow instructions.

Blackboard Journal Entries (50%):

Journal entries are the backbone of our course. They will be submitted daily. Late submissions will carry 10% deduction per day. Journal entries consist of one summary per text (**at least** 300 words per summary of text or film analyzed, if that covers the main points and argument. A maximum of 1,000 words per summary will be accepted). In addition to the two or three summaries (depending on the number of texts and films assigned), students will add one paragraph with comments about the texts (which does not count towards the 300 words required for the summaries).

Submit your journal entries using the “write submission” tab, not the comments section, as an in-box text, not as an attachment. All summaries assigned for one specific day must be submitted at once, not in separate submissions.

Your professor will provide feedback to improve your future submissions. Students are required to read such comments and to write subsequent journal entries according to the feedback submitted. The opportunity to resubmit journal entries is earned through adherence to her instructions to improve journal entries and responses to her comments.

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 analyzed.

Your summary will start by the name of the author, the title of the text, and the author’s argument or objective. This information will be followed (in the same paragraph) by the sources used to support the argument, and the main points or concepts. Summaries must be clearly separated from the paragraph containing your comments.

Plagiarism will be reported to the office of Dean of Students and journal entries with patchwork (pasting sentences which are directly copied from the texts) will earn zero points. When students substitute terms, using synonyms without processing the ideas in their own terms and words, their texts will submitted to the Dean of Students for review and possible disciplinary measures. Journal entries must be coherent and demonstrate understanding of the text as a whole. Each journal entry must have footnotes and bibliography (Chicago style). Five instances of late submission or omission will produce a failing grade. Journal entries will be submitted through the “write submission” tab, not the “comments” section. It is recommended to use SafeAssign report before submitting your homework.

Blackboard Quizzes/assessments (15%):

Students will complete quizzes through Blackboard by the datelines listed 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 and may be comprehensive, including questions from previously visited topics.

Chicago/Turabian Style Format Assessment (5%)

It will evaluate the students' ability to use the Chicago citation format, used 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. It is programmed during the last week of class. There are multiple sites where you can find the 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

Blackboard forums (15%):

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. The original posting must indicate (through footnotes) the sources of the information that supports your perspective. Write your posting in a word document before pasting it into the forum. After posting a reflection in at least 300 words, students will reply to two peers (preferably they will not answer to students who have already two responses, so we can distribute the conversation) in at least 150 words. Students must submit their original text before reading their peers' assignments. **Opening the forum before posting your first entry will result in a cancellation of your grade.**

"Good point" or "I agree" type answers will not earn points. Repeating your answer, or that of other students will reduce your score. All answers must integrate the knowledge acquired through our readings. Read the feedback received 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 participate in the forums five times, or recurrent late submissions, will result in an F in this course.

Final Exam: 15%

Students will present an on-line final exam, It will be comprehensive and a combination of multiple choice, multiple answer, fill in, fish bowl, and brief essay. Exam date: August 7th. Submit by 11 pm.

Graduate students will submit journal entries with a minimum extension of 300 words per summary, instead of 200. They will submit a mandatory final paper of 15 pages integrating five sources not included in our reading list (not counting the bibliography section) individually.

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. **The goal is not to agree** -- it is about considering and exploring divergent perspectives.
4. **Submit your assignments on time, participate in our forums and complete your assessments before the dateline, following all instructions.**

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 and use quotation marks if you are integrating a segment from any other text (even your own if written for a different assignment). 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). Another plagiarism practice consists of looking for synonyms and replace the main words with similar terms in a copied sentence. Do not copy text from the assigned texts or other source. Students must demonstrate a complete understanding of the text through original writing and extraction of the most important points in their own words. Should you need 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 complying with our academic standards; however, results in SafeAssign are not always an accurate reflection of the level of plagiarism.

This syllabus is subject to modifications. Each session contains a “Supplementary Material” folder that provides students with the opportunity to expand their knowledge on the subjects examined in this course. There is no limit to our learning and researching. Since knowledge is constantly created, modified, our task and enjoyment in this educational adventure is endless.

Office Hours: Stay in contact with your professor via e-mail or Blackboard. 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 e-mail. All software related to UTEP sites for online courses will be provided by UTEP, contact the helpdesk/IT office if you have any problem using any Blackboard feature.

UTEP Library Room 300 (Helpdesk/IT 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>

Resources:

*The Writing Center is an excellent resource to help you improve your writing skills. You can schedule a meeting with a tutor or arrange an on-line consultation. <http://uwc.utep.edu/>

*LACIT is a computer lab available located at LART, 4th floor. <https://www.utep.edu/liberalarts/lacit/>
(Other computer labs are available at the library)

*CASS: The Center for Accommodations and Support Services (CASS) aspires to provide students with disabilities, accommodations and support services to help them pursue their academic, graduation, and career goals. E-mail address: cass@utep.edu 915 747 5148 <https://www.utep.edu/student-affairs/cass/>

Schedule:

Date	Text or documentary assigned	Assignments
Session 1 July 10 Tuesday	<p>Read your syllabus</p> <p>Hine, Darlene Clark. "An Angle of Vision: Black Women and the United States Constitution, 1787-1987." <i>OAH Magazine of History</i> 3, no. 1 (1988): 7-13. http://0-www.jstor.org.lib.utep.edu/stable/25162573.</p> <p>Documentary: Gates, Louis, Jr. <i>Mexico and Peru: The Black Grandma in the Closet</i>. Black in Latin America Series. PBS, 2011 https://utep.kanopy.com/video/mexico-peru</p> <p>Santana, Bianca. "On Black Women and Feminism in Brazil." HuffPost, April 6, 2015. https://www.huffingtonpost.com/bianca-santana/black-women-and-feminism-_b_6987938.html</p>	Blackboard forums (meeting your peers, and topic discussions). Assessments
Session 2 July 11 Wednesday	<p>Sensbach, Jon. "Born on the Sea from Guinea: Women's Spiritual Middle Passages in the Early Black Atlantic." In <i>Toward an Intellectual History of Black Women</i>, edited by Mia Bay, Farah J Griffin, and Martha S. Jones. The University of South Carolina Press, 2015. Provided through our UTEP library, e-book, free (limited) access.</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>	Blackboard forum, journal entry, and assessments.
Session 3 July 12 Thursday	<p>Hanger, Kimberly S. "'Desiring Total Tranquility" and Not Getting It: Conflict Involving Free Black Women in Spanish New Orleans." <i>The Americas</i> 54, no. 4 (1998): 541-56.</p> <p>Black feminism(s). Equality archive http://equalityarchive.com/history/black-feminism/</p> <p>Georgia Gilmore http://equalityarchive.com/history/georgia-gilmore/</p> <p>Caldwell, Kia, et. al. "On the Imperative of Transnational Solidarity: A U.S. Black Feminist Statement on the Assassination of Marielle Franco." <i>The Black Scholar</i>, March 23, 2018. http://www.theblackscholar.org/on-the-imperative-of-transnational-solidarity-a-u-s-black-feminist-statement-on-the-assassination-of-marielle-franco/</p>	Blackboard forum, journal entry, and assessment.

<p>Session 4 July 13 Friday</p>	<p>"Ar'n't I a Woman?" <i>Two different versions of Sojourner Truth's speech</i>. https://www.thesojournertruthproject.com/compare-the-speeches/</p> <p>Mandziuk, Roseann M. "Grotesque and Ludicrous, but Yet Inspiring": Depictions of Sojourner Truth and Depictions of Domination." <i>Quarterly Journal Of Speech</i> 100, no. 4: 467-487.</p> <p>Chaves, María Eugenia. "Slave Women's Strategies for Freedom and the Late Spanish Colonial State." In <i>Hidden Histories of Gender and the State in Latin America</i>, edited by Elizabeth Dore and Maxine Molyneaux. Durham: Duke University Press, 2000, 108–26.</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 5 July 16 Monday</p>	<p>Gibson, Chantal N., and Monique Silverman. "Sur/Rendering Her Image: The Unknowable Harriet Tubman." <i>RACAR: Revue D'art Canadienne / Canadian Art Review</i> 30, no. 1/2 (2005): 25-38. http://0-www.jstor.org.lib.utep.edu/stable/42630711.</p> <p><u>Nina Simone & Me with Laura Mvula BBC Documentary 2016</u> https://www.youtube.com/watch?v=sL1m7SvoICw&feature=youtu.be</p> <p>Gilliam, Angela. "Black and White in Latin America." <i>Présence Africaine</i>, Nouvelle Série, no. 92 (1974): 161-73. http://0-www.jstor.org.lib.utep.edu/stable/24349872.</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 6 July 17 Tuesday</p>	<p>Ida B. Wells: https://socialwelfare.library.vcu.edu/eras/civil-war-reconstruction/wells-barnett-ida-b/</p> <p><i>Ida B. Wells: Crusader for Human Rights</i>, documentary. TWM Media. Search Kanoty at the UTEP virtual library. https://utep.kanopy.com/video/ida-b-wells-crusader-human-rights</p> <p><i>The New Jim Crow: A Sample of Interviews and Presentations with Michelle Alexander</i>. http://newjimcrow.com/media</p> <p>"Understanding W.E.B. Du Bois' Concept of Double Consciousness" <i>Kirstin Does Theory</i>. http://kristindoestheory.umwblogs.org/understanding-w-e-b-du-bois-concept-of-double-consciousness/</p>	<p>Blackboard forum, journal entry, and assessment.</p>

<p>Session 7 July 18 Wednesday</p>	<p>Moreira, Diva. "Memories of a Black Woman Activist." In <i>Women Warriors of the Afro-Latino Diaspora</i>, edited by Marta Moreno Vega, Marinieves Alba and Yvette Modestin. Houston: Arte Publico, 2012.</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>Smith, Sharon. "Black Feminism and Intersectionality." <i>ISR</i> 91 (Winter 2013-2014), https://isreview.org/issue/91/black-feminism-and-intersectionality</p> <p>Video: <i>Two Camps: Washington v. Du Bois</i>. (2 minutes) https://www.youtube.com/watch?v=NnVt9RvN548</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 8 July 19 Thursday</p>	<p>Lynn, Denise. "Socialist Feminism and Triple Oppression: Claudia Jones and African American Women in American Communism." <i>Journal for the Study of Radicalism</i> 8, no. 2 (2014): 1-20. doi:10.14321/jstudradi.8.2.0001.</p> <p>Griffin, Farah. "Ana Petry's Harlem." In <i>Toward an Intellectual History of Black Women</i>.</p> <p>Documentary: <i>Union Maids. Women Activists Share Their Experience</i>. https://utep.kanopy.com/video/union-maids</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 9 July 20 Friday</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>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>, edited by Marta Moreno Vega, Marinieves Alba and Yvette Modestin. Houston: Arte Publico, 2012.</p> <p>Documentary: Anderson, Marian (director). <i>I am Somebody</i> [electronic resource] / the American Foundation on Nonviolence. (1970). Access UTEP library. http://encore.utep.edu/iii/encore/record/C__Rb2981792</p>	<p>Blackboard forum, journal entry, and assessment.</p>

<p>Session 10 July 23 Monday</p>	<p>Walker, Alice. 1979. "Coming Apart."</p> <p>Bobo, Jacqueline. "The Color Purple: Black Women as Cultural Readers." Chap. 13 In <i>The Black Studies Reader</i>, edited by Jacqueline Bobo, Cynthia Hudley and Claudine Michel. New York: Routledge, 2004.</p> <p>Documentary: <i>What Manner of Woman</i>. Link https://www.youtube.com/watch?v=sUlc6L1Z9-k</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 11 July 24 Tuesday</p>	<p>Falcón, Sylvanna M. "Mestiza Double Consciousness: The Voices of Afro-Peruvian Women on Gendered Racism." <i>Gender and Society</i> 22, no. 5 (2008): 660-80. http://0-www.jstor.org.lib.utep.edu/stable/27821682.</p> <p>hooks, bell. "Eating the Other: Desire and Resistance" in <i>Black Looks: Race and Representation</i>, South End Press (1992).</p> <p>Article (one page): http://genius.com/Bell-hooks-eating-the-other-desire-and-resistance-annotated</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 12 July 25 Wednesday</p>	<p>The Operation (La operacion) https://www.youtube.com/watch?v=e3RPScdod6E</p> <p>Moreno Vega, Marta. "Afro-Boricua: Nuyoricana de Pura Cepa." In <i>Women Warriors of the Afro-Latino Diaspora</i>, edited by Marta Moreno Vega, Marinieves Alba and Yvette Modestin. Houston: Arte Publico, 2012.</p> <p>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>.</p> <p>Chicago/Turabian quiz due</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 13 July 26 Thursday</p>	<p>Bell, Beverly. "A History of Haitian Women's Involvement." The Blog: May 2011 https://www.huffingtonpost.com/beverly-bell/a-history-of-haitian-wome_b_493305.html</p> <p>Documentary: <i>Poto Mitan: Haitian Women</i> https://utep.kanopy.com/video/poto-mitan-haitian-women</p> <p>Davis, Angela Y. "Rape, Racism And The Capitalist Setting." <i>The Black Scholar</i> 12, no. 6 (1981): 39-45.</p>	<p>Blackboard forum, journal entry, and assessment.</p>

<p>Session 14 July 27 Friday</p>	<p>Mueller, Carol. "Ella Baker and the Origins of 'Participatory Democracy'." Chap. 7 In <i>The Black Studies Reader</i>, edited by Jacqueline Bobo, Cynthia Hudley and Claudine Michel, 79-90. New York: Routledge, 2004.</p> <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>Documentary: <i>Shirley Chisholm: First African American Congresswoman</i> https://utep.kanopy.com/video/shirley-chisholm-first-african-american-congresswoman</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 15 July 30 Monday</p>	<p>Collins, Patricia Hill. "What's In a Name? Womanism, Black Feminism, and Beyond." <i>The Black Scholar</i> 26, no. 1 (1996): 9-17. http://0-www.jstor.org.lib.utep.edu/stable/41068619.</p> <p>Laurent-Perrault, Evelyne. "A Life Spirals: Journeys of an Afro-Latina Activist." In <i>Women Warriors of the Afro-Latino Diaspora</i>, edited by Marta Moreno Vega, Marinieves Alba and Yvette Modestin. Houston: Arte Publico, 2012.</p> <p><i>The Combahee River Collective Statement.</i> http://circuitous.org/scraps/combahee.html</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 16 July 31 Tuesday</p>	<p>Lassen Rivera, Ana Irma. "Black Girls Ride Tricycles Too." In <i>Women Warriors of the Afro-Latino Diaspora</i>, edited by Marta Moreno Vega, Marinieves Alba and Yvette Modestin. Houston: Arte Publico, 2012.</p> <p>Documentary: <i>Audre Lorde - To be Young, Lesbian and Black in the '50s.</i> https://www.youtube.com/watch?v=nS8_5Dm-sg Lorde, Audre. The Master's Tools...</p> <p>Audre Lorde biography and selection of poems https://www.poetryfoundation.org/poets/audre-lorde</p>	<p>Blackboard forum, journal entry, and assessment.</p>
<p>Session 17 August 1 Wednesday</p>	<p>Harvey, Adia M. "Becoming Entrepreneurs: Intersections of Race, Class, and Gender at the Black Beauty Salon." <i>Gender and Society</i> 19, no. 6 (2005): 789-808. http://0-www.jstor.org.lib.utep.edu/stable/27640851.</p> <p>Caldwell, Kia Lilly. 2003. "Look At Her Hair": The Body Politics Of Black Womanhood In Brazil." <i>Transforming Anthropology</i> 11, no. 2: 18-29.</p> <p>Documentary: <i>Souls of Black Girls:</i> https://utep.kanopy.com/video/souls-black-girls</p>	

<p>Session 18 August 2 Thursday</p>	<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. Pages 1 -18.</p> <p>Summary: 1000 words, minimum. Comments: additional 300 words, minimum.</p> <p>Davis, Angela Y. "Black Women and the Academy ." Chap. 8 in <i>The Black Studies Reader</i>, edited by Jacqueline Bobo, Cynthia Hudley and Claudine Michel, 92-99. New York: Routledge, 2004.</p> <p>Summary: 300 words, minimum. Comments: 200 words, minimum.</p>	
<p>Session 19 August 3 Friday</p>	<p><i>Say Her Name: Resisting Police Brutality against Black Women</i>. Pages 1 -35</p> <p>Summary: A minimum of 1000 words. Comments: additional 300 words.</p> <p>Brief Texts on Afro-Colombian Women Feminism</p> <p>Why Did 22 Afro-Colombian Women Occupy the Colombian Interior Ministry for Five Days? The Blog: 3/12/2014 https://www.huffingtonpost.co.uk/patrick-kane/colombia-women_b_6255064.html?guccounter=1</p> <p>Meet Charo Mina Rojas: https://nobelwomensinitiative.org/meet-charo-mina-rojas/</p> <p>Statement by Ms. Charo http://www.womenpeacesecurity.org/resource/statement-unsc-wps-open-debate-october-2017/</p>	
<p>Final Exam day</p>	<p>August 7. Submit on-line exam.</p>	

Recommended Texts:

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.

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