

BLACK FEMINISTS IN THE UNITED STATES AND LATIN AMERICA
Spring 2018
AFST 3390, AFST 2301, HIST 3390, WS 3390

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Session: Spring 2018
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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 in the context of social inequality. Distinct historical conditions, shaped in part by colonization processes, in turn determining languages and culture, 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 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 assigned 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.
- 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. Other articles and films will be available through JSTOR or EBSCO sources, accessible through our on-line library.

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

Texts required (my preference is e-book format due to accessibility in any device with internet access).

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. There is a download option 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. [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:

Course requirements are:	
• Journal	55%
• Quizzes (assessments)	10%
• Participation in forums	15%
• Final Paper	15%
• Chicago Style Format quiz	5%
Total	100%

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

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 tab titled “Day 1.” 3) Click on the texts tab and read your assigned chapters or articles. 4) Click on each assignment for the day to see the instructions and submit your homework.

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 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 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.

Blackboard Journal Entries (55%):

Journal entries are the backbone of our course. They will be submitted by midnight, each Saturday. Late submissions will carry 10% deduction per day. Journal entries consist of one summary per text (**at least** 200 words per summary of text or film analyzed, if that covers the main points and argument. A maximum of 800 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 200 words required for the summaries). In general, students are expected to submit from two to three summaries every week (plus one paragraph with comments). If a journal entry does not include all summaries, a partial grade will be assigned and deductions for late points will be applied if the missing part is submitted past the due date.

Submit your journal entries using the “write submission” tab, not the comments section, as an in-box text, not as attachment. Your 2-3 summaries 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.

Your summary will start by the name of the author, the title of the text, and the author’s argument. 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 using lines to build paragraphs. Comments should also be separated from summaries.

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). 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 (10%):

Students will complete 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 (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. 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. This original posting must indicate (through footnotes) the sources of the information that supports your perspective. After

posting a reflection in at least 200 words, students will reply to two peer's text (preferably they will not previous replies 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. 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.

Final paper (15%):

A paper with an extension of **at least** 10 pages, double space, Times Roman 12 is due by our final exam date. Graduate students will submit a final paper of 15 pages, individually. Submissions must take place through Blackboard. Essays will compare the **theories** generated by Black feminists in the United States and Latin America in a balanced manner (your analysis of Latin American experiences must be as detailed and present as many sources as your analysis of United States feminist thought). Keep in mind that you can include theories developed by the same African American scholars who wrote the texts assigned, or the theories crafted by the women who are the subjects of those same texts. Your final paper is not a list of biographies, but a compare/contrast exercise in each line of your essay. 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. Mandatory to pass this class; however, students who submit on time all journal entries, discussion interventions, and quizzes, earning a score of 90% or higher, will be granted a waiver for the final paper. Final paper will be verified by SafeAssign to make sure it is free of plagiarism.

Graduate students:

Graduate students will submit a final paper of 15 pages, individually. Summaries will have an extension of 300 words. No waiver for final paper will be granted.

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 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 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 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 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
Week 1	<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 Bay, Mia, Griffin, Farah J., Jones, Martha S. The University of South Carolina Press, 2015. Provided through our UTEP library, e-book, free (limited) access.</p> <p>Frund, Arlette. "Phillis Wheatley: A Public Intellectual." In <i>Toward an Intellectual History of Black Women</i>.</p> <p>Read your syllabus</p>	Blackboard forums (meeting your peers, and topic discussion), journal entry, and assessment.
Week 2	<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>	Blackboard forum, journal entry, and assessment.

Week 3	<p>"Ar'n't I a Woman?" <i>The Journal of Blacks in Higher Education</i>, no. 13 (1996): 129. http://0-www.jstor.org.lib.utep.edu/stable/2963185.</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. <i>Communication & Mass Media Complete</i>,</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>	Blackboard forum, journal entry, and assessment.
Week 4	<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>Griffin, Farah. "Ana Petry's Harlem." In <i>Toward an Intellectual History of Black Women</i>.</p>	Blackboard forum, journal entry, and assessment.
Week 5	<p>Moreira, Diva. "Memories of a Black Woman Activist." In <i>Women Warriors of the Afro-Latino Diaspora</i>.</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>	Blackboard forum, journal entry, and assessment.
Week 6	<p>Lassen Rivera, Ana Irma. "Black Girls Ride Tricycles Too." in <i>Women Warriors of the Afro-Latino Diaspora</i>.</p> <p>Lindsey, Treva B. "Post-Ferguson: A "Herstorical" Approach to Black Violability." <i>Feminist Studies</i> 41, no. 1 (2015): 232-37. doi:10.15767/feministstudies.41.1.232.</p> <p>Women of the Young Lords (by Erika Gonzalez) https://www.colorlines.com/articles/mujeres-young-lords</p>	Blackboard forum, journal entry, and assessment.
Week 7	<p>Moreno Vega, Marta. "Afro-Boricua: Nuyorican 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. http://encore.utep.edu/iii/encore/record/C_Rb2981792</p>	Blackboard forum, journal entry, and assessment.

Week 8	<p>Walker, Alice. 1979. "Coming Apart."</p> <p>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>.</p> <p>"The House We Live In": https://www.youtube.com/watch?v=mW764dXEI_8</p> <p>(Read instructions to write reflections on this video)</p>	Blackboard forum, journal entry, and assessment.
Week 9	<p>Savage, Barbara. "Professor Merze Tate: Diplomatic Historian, Cosmopolitan Woman." In <i>Toward an Intellectual History of Black Women</i>.</p> <p>Hurt, Byron. "Why I Am a Male Feminist?" http://www.theroot.com/articles/culture/2011/03/why_i_am_a_black_male_feminist.html</p>	Blackboard forum, journal entry, and assessment.
Week 10	<p><i>Sister Citizen: Shame Stereotypes and Black Women in America</i> https://www.youtube.com/watch?v=blX2YHdqUJA</p> <p>Alba, Marinieves. "La Encrucijada/ The Crossroads Where Roots Grow Again" <i>Women Warriors of the Afro-Latino Diaspora</i>.</p> <p>hooks, bell. "Eating the Other: Desire and Resistance" in <i>Black Looks: Race and Representation</i>, South End Press (1992) http://genius.com/Bell-hooks-eating-the-other-desire-and-resistance-annotated</p>	Blackboard forum, journal entry, and assessment.
Week 11	<p>Davis, Angela Y. "Rape, Racism and the Capitalist Setting." <i>The Black Scholar</i> 12, no. 6 (1981): 39-45. http://0-www.jstor.org.lib.utep.edu/stable/41066856.</p> <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>Chicago/Turabian quiz due</p>	Blackboard forum, journal entry, and assessment.
Week 12	<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>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>.</p>	Blackboard forum, journal entry, and assessment.

Week 13	<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>Melissa Harris Perry: How Black Hair Matters (six minutes) https://www.youtube.com/watch?v=cBAObetZed8</p> <p>Videos (one paragraph for both):</p> <p>Santa Cruz, Victoria. "Black and Woman" https://www.youtube.com/watch?v=C2vnOa9isco</p> <p>They Called Me Black (by Victoria Santa Cruz) https://www.youtube.com/watch?v=H1h8glbFUp0</p>	Blackboard forum, journal entry, and assessment.
Week 14	<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>Trotman Reid, Pamela. "Black and Female in Academia" in http://www.acenet.edu/the-presidency/columns-and-features/Pages/Black-and-Female-in-Academia.aspx</p> <p>Jones, Martha. "Histories, Fictions, and Black Womanhood Bodies: Race and Gender in 21st Century Politics." In <i>Toward an Intellectual History of Black Women</i>.</p>	Blackboard forum, journal entry, and assessment.
Week 15	<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>All sections Summary: 600 words, comments: 200 words. Value: 50 points.</p>	Blackboard forum, journal entry, and assessment.
Final Exam day	Submit final paper through Blackboard by midnight.	

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.
- 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.
- Love, Edgar F., "Marriage Patterns of Persons of African Descent in a Colonial Mexico City Parish," *Hispanic American Historical Review* 51 (February 1971): 79-91.
- Mulroy, Kelvin. *Freedom on the Border: The Seminole Maroons in Florida, the Indian Territory, Coahuila and Texas*. Lubbock: Texas Tech University Press, 1993.
- Palmer, Colin. "Afro-Mexican Culture and Consciousness During the Sixteenth and Seventeenth Centuries." In *Global Dimensions of the African Diaspora*, ed. Joseph E. Harris (Washington, DC, 1993), 125-35.
- *The First Passage. Blacks in the Americas, 1502-1617*. Oxford: Oxford University Press, 1995.
- Perkins, Maureen. "Thoroughly Modern Mulatta: Rethinking "Old World" Stereotypes in a "New World" Setting." *Biography* 28, no. 1 (2005): 104.
- Phillips, Layli, et. al. *The Womanist Reader*. New York: Routledge, 2006.
- Reid Andrews, George. *Afro Latin-America (1800-2000)*. Oxford: Oxford University Press, 2004.
- Richardson Matt. "Our Stories Have Never Been Told: Preliminary Thoughts on Black Lesbian Cultural Production as Historiography in The Watermelon Woman." *Black Camera: An International Film Journal. The New Series*, no. 2 (2011): 100.
- Rodriguez, Ileana. *House/Garden/Nation: Space, Gender, and Ethnicity in Post-Colonial Latin American Literatures by Women*. Translated by Rodriguez, Ileana and Robert Carr. Durham: Duke University Press, 1994.
- Vinson, Ben. "Free Colored Voices: Issues of Representation and Racial Identity in the Colonial Mexican Militia." *The Journal of Negro History* 80, no. 4 (1995): 170.
- *Black Mexico: Race and Society from Colonial to Modern Times*. Albuquerque: University of New Mexico, 2009.

Recommended Films

- Anderson, Adisa, Barbara-O, Cheryl Lynn Bruce, Julie Dash, Cora Lee Day, Geraldine Dunston, Tommy Hicks, Kaycee Moore, and Alva Rogers. 1991. *Daughters of the dust*. n.p.: Georgia : Kino International, 1991.
- Philipson, Robert, et al. *T'ain't nobody's Bizness: Queer Blues Divas of the 1920's*. n.p.: [San Francisco, Calif.] : Shoga Films Foundation, 2013., 2013.