

BLACK FEMINISTS IN THE UNITED STATES AND LATIN AMERICA
Wintermester 2019
AFST 3390, AFST 2301, HIST 3391, LABS 4301, WS 3391

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Session: Wintermester
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Class Hours: 8:00 – 13:00 M-F
Office Hours: 1:30 – 14:45 M- F
Classroom: LART 303
Lab: To be announced.

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.

Important: “Black Feminists in the US and Latin America” can only be taken one time, under any section. Note that it is offered under different course codes and departments. If you have completed the Black Feminist course under any other course code or department, you must drop it to avoid future accreditation problems. If you need to take AFST 2301 and have already taken this course under AFST 3390, AFST 3391, HIST 3390, HIST 3301 or any other course code, let me know to assist you. Codes can be repeated if the topics are different.

This is an intensive course that requires discipline and dedication, hours of reading and writing outside our classroom, as well as perfect attendance, to succeed. Reading the assigned texts before our course starts is highly advised. Students are required to read each text before the scheduled assigned day. Our class will have a mandatory writing period within our class time in the Liberal Arts Computer Center (LACIT), fourth floor, Liberal Arts Building. Consultation with your professor will take place at this time.

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.

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 and participation in group discussions via Blackboard are compulsory to pass this course. Assignments include **journal entries, quizzes, and participation in group discussions.**

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.

A group of texts are posted in Library Course Reserve section under my last name. Among them, selections from *Toward an Intellectual History...* and *Women Warriors...* These are two links that may work if you are within the UTEP system. You will have to navigate the library system if they don't work from your browser.

<http://lib.utep.edu/search/?pChew/pchew/1,2,13,B/frameset~3692023&FF=pchew&10,,12>
<http://lib.utep.edu/search/?pChew/pchew/1,2,13,B/frameset~3947621&FF=pchew&12,,12>

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%
- Collective bibliography 5%
- Quizzes(assessments) and forums 8%
- Text presentation 10%
- Participation 10%
- Biography presentation 7%
- In class assignments 5%
- Chicago/Turabian 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 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 attend all sessions punctually. Laboratory, lecture, time, group activities are all mandatory.
- Students who consistently miss assignments (journal entries mainly) will be dropped from this course.
- 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 not use their cell phones unless without their professor explicit authorization.
- 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 having questions about assignments, 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 will be asked to leave the classroom and they may be dropped from the course. Students may clarify their conduct at a later time, if an explanation is needed, but they will not prolong the disruption by questioning the disciplinary action during class.
- 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, salutation, and the reason for sending 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.
- Students using their cell phones or computers without authorization, or showing a disrespectful and anti-social behavior will be asked to leave the classroom losing attendance and participation points. Continuous disruptive behavior will result in a complete withdrawal from the class.

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** 400 words per

summary of text or film analyzed, if that covers the main points and argument; and, additional 200 words in a paragraph with comments). 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. Plagiarism includes sending the same file for two different assignments (forum and journal, for example). When students substitute terms, using synonyms without processing the ideas in their own terms and words, their texts will be 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 result in 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.

Collective bibliography (5%)

Students will search our UTEP virtual library or other academic sources to collect five titles that address the work, life, and theories of Black feminists. Summaries of these texts will not be necessary. The texts must be published by academic institutions (universities or journals). All titles must be different from those posted previously and our course bibliography. Any text used in our course is not eligible to appear in our collective bibliography. Read what is already posted before submitting your titles, to avoid repetition. The titles will be added to the following link:

https://docs.google.com/spreadsheets/d/1ErSKmezcuJ8nayzrFICzsrHoTrh5_kMui_GGExD0iCQ/edit?usp=sharing

Quizzes/assessments and forums (8%):

Students will complete quizzes through Blackboard by the datelines listed in our schedule and, occasionally, in class. 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.

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. This original posting must indicate (through footnotes) the sources of the information that supports your perspective. After posting a reflection in at least 300 words, students will reply to two peer's text (preferably they will not answer to previous replies so we can distribute the conversation) in at least 200 words. Students must submit their original text before reading their peers’ assignments. Opening the forum before posting your first entry will result in the cancellation of your grade. Do not duplicate texts you submitted to fulfill your journal entry requirement.

“Good point” or “I agree” type answers will not earn points. 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 submit your posting on time five times will result in an F.

Presentation (10%):

Students will select with their team one article or chapter from the list provided at the end of this syllabus to present an analysis of the argument and main points to the class. Ideally, each team will have three members. The lecture section of your team presentation will last a total of **7-10 minutes**, a maximum of three slides with 3-5 summarized ideas in each slide, in a bulleted list. Every member of the team must present one slide or part of a slide. Your presentation must include a brief introduction of the author. Remember, the scholars who wrote the texts are also producers of Black feminist theories. You can integrate one citation per slide, maximum three lines. The text must be readable from a distance of 30 feet when projected onto the screen. Reading a text during presentation is not acceptable. The second section of your presentation consists of an activity designed to review the main concepts of the chapter or article. The activity must include lesson materials, and encourage students to learn as a team, as well as use their senses, beyond memorization or discussing a question. Each activity must be different from previous activities. Your professor must approve the lesson plan and the ppt before your presentation. Your power point slides and your lesson plan will be uploaded through Blackboard. Submit your material at least three days before your presentation date. When necessary, corrections must be done before presenting and your materials resubmitted to be graded. Make sure your presentation is completely approved at least two days before your presentation.

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

Biography presentation (7%)

Your team will present the biography of a feminist to our class. Instructions: select a person from the list provided, prepare for a five-minute session, using three power point slides only, and a fourth slide with the name of the students and the sources. The biography will include: dates, historical context, main achievements, motto or a quotation, and feminist/political, intersectional agenda. The slides must use images with minimal text. Every student in the team is responsible for the entire content. A Q & A session will follow the presentation and the team will answer the questions submitted. The last part will consist of an activity prepared by the team.

Participation (10%):

Your professor as well as the other members of your team will grade your participation. Evaluation will be based on punctuality, attendance, preparedness, number and quality of interventions, willingness to take notes for yourself and for your team, and collaboration with your team and the rest of the class to attain our learning goals. When you are absent you are missing information and making it more difficult for you to do well in the class; therefore, your participation points decrease. I believe that all of us need to contribute to the educational growth of the whole group. These are some of the basic points regarding participation.

1. **Listen actively** -- respect others when they are talking.
2. Avoid pin-pong conversations or verbal duels: wait for another round to start to intervene again.
3. Other students will be waiting for their **turn** to speak and we will respect the order.
4. Once you have intervened, allow the next student to express her/his opinion, even if that opinion is not directly related to your intervention.
5. Practice timely attendance.
6. Do not be afraid to **challenge respectfully one another** by asking questions, but refrain from personal attacks -- focus on ideas. Offensive language, aggressive body behavior, and any disruptive intervention will not be tolerated. Any student exhibiting disrespect while in the class will be asked to leave the classroom, losing participation points. Recurrent anti-social behavior will result in withdrawal from the class with a failing final grade.
7. **Participate to the fullest of your ability** -- community growth depends on the inclusion of every individual voice.
8. **Do not address the person**, discuss ideas and avoid attacking your peers on personal basis.
9. **Research** the appropriate terms to refer to persons or communities. When in doubt, ask your professor.
10. **The goal is not to agree** -- it is about hearing and exploring divergent perspectives.
11. **Take charge of your education.** Read carefully, use your dictionary as needed, look for more information if topics are difficult to grasp.

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. Failure to submit more than five assignments (including forums and quizzes) will result in a failing grade.

Attendance:

Regular attendance is crucial in a discussion-centered course such as this. Each student is allowed 1 absence without penalty; each subsequent absence will lower the final grade by 10%. More than TWO absences will automatically result in a failing grade. Being late two times amounts to one absence. If you leave the classroom for a period longer than five minutes, your attendance points will decrease. Unauthorized use of cell phones or computers will result in deductions from your attendance and participation points. You must consult your Blackboard records to make sure I have accurate attendance records. You have only 36 hours to inform me of any mistake in your attendance record. Quizzes and team work cannot be made up when you are absent.

Office appointments: Please, e-mail me or call me to cancel your appointment if you are not able to meet with me. If you miss an appointment participation points will be deducted from your final grade.

Class discussions. They are designed to encourage the class to express opinions, observations, share experiences, and ask questions. We should use this time to clarify understanding of concepts encountered in course materials.

Disabled student resources. A variety of services are available to students who need special accommodation for students to succeed and enjoy this class. Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for this course.

Group activities will be arranged periodically to allow students to become acquainted with other class members and their ideas. They also provide opportunities for students to see the application of the principles introduced in course materials. The frequency and quality of the group activities largely depends on the cooperation of group members.

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	Blackboard assignments
Session 1 January 7	<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>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 January 8	<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>	Journal entry, and assessments.

<p>Session 3 January 9</p>	<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>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> <p>Comments on these two brief web texts. Summaries are not needed.</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>Journal entry, and assessment.</p>
<p>Session 4 January 10</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>Comments on this text. A summary is not needed. "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>Journal entry, and assessment.</p>

<p>Session 5 January 11</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>Gilliam, Angela. "Black and White in Latin America." <i>Présence Africaine, Nouvelle Série</i>, no. 92 (1974): 161-73. http://0-www.jstor.org.lib.utep.edu/stable/24349872.</p>	<p>Journal entry, and assessment.</p>
<p>Session 6 January 14</p>	<p>"Understanding W.E.B. Du Bois' Concept of Double Consciousness" <i>Kristin Does Theory</i>. http://kristindoestheory.umwblogs.org/understanding-w-e-b-du-bois-concept-of-double-consciousness/</p> <p>Chew, Selfa. "Representations of Black Womanhood in Mexico," <i>Studies in Latin American Popular Culture</i> 36, (2018): 108-127.</p> <p><i>Ida B. Wells: Crusader for Human Rights</i>, documentary. TWM Media. Search Kanopy at the UTEP virtual library. https://utep.kanopy.com/video/ida-b-wells-crusader-human-rights</p> <p>Comments on this text. Summary not needed. https://www.nps.gov/prsf/learn/historyculture/the-philippine-insurrectiothe-philippine-war-a-conflict-of-consciencen-a-war-of-controversy.htm</p>	<p>Journal entry, and assessment.</p>
<p>Session 7 January 15</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>Journal entry, and assessment.</p>

<p>Session 8 January 16</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>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>Journal entry, and assessment.</p>
<p>Session 9 January 17</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>Crenshaw, Kimberlé Williams, Andrea J. Ritchie, Rachel Anspach, Rachel Gilmer, and Luke Harris. <i>Say Her Name: Resisting Police Brutality against Black Women</i>. Pages 19 -35</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>Journal entry, and assessment.</p>
<p>Session 10 January 18</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>hooks, bell. "Eating the Other: Desire and Resistance" in <i>Black Looks: Race and Representation</i>, South End Press (1992).</p> <p>Comments on this text. A summary is not needed. Read it before reading hooks text. Article (one page): http://genius.com/Bell-hooks-eating-the-other-desire-and-resistance-annotated</p>	<p>Journal entry, and assessment.</p>

List of texts assigned for presentations.

Teams will present one of the following texts:

Documentary: *Audre Lorde - To be Young, Lesbian and Black in the '50s*.

https://www.youtube.com/watch?v=nS8_5Dm-sg

Lorde, Audre. *The Master's Tools...*

Davis, Angela Y. "Rape, Racism And The Capitalist Setting." *The Black Scholar* 12, no. 6 (1981): 39-45.

Mueller, Carol. "Ella Baker and the Origins of 'Participatory Democracy'." Chap. 7 In *The Black Studies Reader*, edited by Jacqueline Bobo, Cynthia Hudley and Claudine Michel, 79-90. New York: Routledge, 2004.

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." *Biography* 36, no. 3 (2013):507-539.

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