

Syllabus African Diasporas in Latin America

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Session: Summer I (June 12th – July 4th)
Zoom office hours link: [Office Hours Link](#)
Virtual Office Hours: By appointment.

Course description and objectives.

This course centers on the diverse experiences of the African Diasporas in Latin America and the Caribbean. While acknowledging the heterogeneity of the Afro-Latino and Caribbean populations, we will address their contributions to the economy, politics, and culture of the region studied as well as the global impact of their participation in transcontinental systems of production and trade. Prominent topics are: the Atlantic Slave Trade, the establishment of colonial social systems, resistance to slavery, Black liberation theories, independence movements, and the creation of national identities in post-colonial societies. We will incorporate different disciplines to understand historical social processes, among them Sociology and Anthropology.

All materials required for this course are available on-line, through UTEP's library or Blackboard.

Our main textbook title is:

Andrews, George Reid, *Afro-Latin America: Black Lives. 1600-2000*. Oxford: Oxford University Press, 2016.

Anthropology Capstone Course (ANTH 4380) will read this textbook:

Moberg, Mark. *Engaging Anthropological Theory : A Social and Political History*. Second edition. Boca Raton, FL: Routledge, 2018.

Other textbooks are cited at the end of this syllabus. We will read selected chapters from them.

Documentaries and selected chapters and articles will be listed in our schedule and available through our library and Blackboard.

The objectives of this course are:

- To **assess** the cultural, economic and political impact of the African Diasporas in Latin American and the Caribbean.
- To **analyze** the various arenas in which members of the African Diaspora articulated liberation ideologies to modify oppressive political, legal, and cultural systems.
- To develop a reading knowledge of the historical contexts in which members of the African Diaspora influenced world systems of production and trade.
- To analyze primary and secondary sources for clear, accurate, and informed discussion (in online discussions and in your written reports).
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.

Capstone course students will additionally develop skills to conduct historical research, practicing historical writing competences.

The objectives of this course for capstone Anthropology students are:

- To understand and be able to describe major theoretical ideas in anthropology
- To know the social and political contexts in which anthropological theories were developed
- To apply critical thinking to theories, including identifying strengths and weaknesses, and be able to extend theoretical points beyond those directly presented by the author
- To exhibit skill in theoretical thinking as a whole, beyond reciting features of specific theories
- To apply appropriate specific theories and features of theoretical thinking as a whole to critical discussion of specific anthropological evidence and issues

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.
- Think critically about race, gender, and sexuality as intersectional relations affecting the quality of life of individuals.
- 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.

Grade distribution

Journal	40%
Map assignment	20%
Quizzes	15%*
Participation	10%**
Final Paper	15%***

*Anthropology students substituting ANTH 4380 have special texts for journals and the final paper. They will not submit quizzes. Their final paper will count 30% of the final grade.

**Non-traveling students will not have a participation score. Their final paper will count 25% of the final grade, instead.

*** Capstone course students, substituting HIST 4325, will not do the map assignment, or have a participation score. Their final research paper will count 40% of the final grade, instead.

90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D 59% and below = F

Our study of the African Diaspora in Latin America necessitates an interdisciplinary approach, drawing on paradigms and critical theories, and understanding the humanizing nature of learning about oppressive social systems. As new material is emerging, our list of resources may change.

Assignments are designed to support your learning process in this class. When you do not submit your homework, your level of informed participation in our forums is not the optimal. Missing more than five assignments, including quizzes, will result in a failing grade or a withdrawal from the class. Every assignment must be proofread and processed through Microsoft Word Spelling and Grammar review system to ensure a college-level participation.

I will manage our course through Blackboard. You can find your grades, post messages, form discussion groups and be reminded of assignments and events through our Blackboard platform. Your intellectual growth is in your hands, take full advantage of my willingness to assist your educational objectives: reply to my comments, improve your homework according to my feedback, and meet with me if you need more detailed instructions.

You will maintain your participation status by submitting your work on time and contributing to maintaining a collegial environment. Participation in discussions must generate respectful and meaningful conversations. Virtual conversations will always be unfinished since our aim is to generate permanent reflection on the topics at hand and to reflect on the readings, lectures, and documentaries provided as a point of departure. Applying the most current academic terminology to describe communities, except when outdated terms are properly quoted, allows us to observe how our language has evolved to reflect new perspectives in terms of race, ethnicity, and gender relations. When in doubt about the propriety of a term, consult with your professor.

Journal

Traveling students will write a journal describing the most important information learned through the day, and how the material examined relates to their own experiences and a summary of the assigned texts. Your instructor will review your journal entries on a daily basis.

Non-travelling students will upload their journal entry through Blackboard. It must be completed by the end of the day in which it was scheduled. Minimum length: 300 words per day of entry. You may group assignments by topic, period, methodology, or perspective when reporting on them, demonstrating a deep engagement with the content of the module, and the relevance of the readings.

Capstone students for HIST 4325 will have a research paper based on primary sources, instead of a reflection paper. They must report in every journal entry their progress in their research, as posted in the schedule at the end of this syllabus, in addition to the items described for non-traveling students. Your final paper will cover any topic related to the content of this course: The African Diasporas in Latin America. This paper should include both primary and secondary sources and contribute to the understanding of Afro-Latin@ history. Primary sources are available on the internet. Keep in mind that we will consider the US-Mexico borderlands as Latin America; thus, you may also research historical processes that took place in this region. The length of the research paper will be a minimum of 15 pages, excluding title page and bibliography. Papers without footnotes/endnotes or bibliography will not be

accepted. Please note that the paper constitutes only part of your final grade. The final paper must be uploaded on Blackboard.

Anthropology 4380 students have special readings for journaling and their final paper. If you are in this category, you do not have to submit quizzes. Your final report will consist of the reflection part; however, it will also include chapter reports for each chapter of the textbook, with 300 words per text report.

Late work policy:

- All assignments are due on or before the assigned dates.
- Late assignments will receive a 10% penalty per day.

It is important that you understand the reasons why you receive the grade you do. Assignments are assessed according to rubrics. You can find the rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment. I encourage students to discuss graded papers, quizzes or exams with me, but such conversation can only take place 24-hours after students receive their scores.

Course evaluations:

Our university administration will send you a message to request your course evaluation. Submit it using the link provided in the message. Once completed, you will receive another message stating that you have completed the evaluation. Copy that statement and upload it through Blackboard to receive the points assigned to this activity. Please, ponder carefully the meaning of each question in the evaluation since it is seriously considered by our administration.

The African American Studies Program will also send you a request to complete an additional course evaluation. Please, follow the instructions and post proof of submission.

Mapping your journey through history

Travelling students will use the software assigned to identify places visited in Ecuador that are relevant to the content of this course. They will add primary sources, information, and personal comments to the map. Demonstration and instruction provided through Blackboard.

Non-travelling students will use the same software to identify places in Latin America that are relevant to the content of this course. They will add primary sources, information, and personal comments to the map. Demonstration and instruction provided through Blackboard.

Capstone course students will not submit this project. Instead, the 15% value will be added to their research paper grade.

Final paper

Traveling students will submit a paper describing what aspects of this program are directly related to UTEP Edge: <https://www.utep.edu/edge/> Students will provide specific information learned through lectures, visits and experiences, demonstrating a deep engagement with every learning experience in our program. Minimum length: Three pages, double space, 12 Times, with 1-inch margins.

Non-traveling students: Same instructions applying knowledge acquired through specific texts and activities. Cite at least 10 texts in our syllabus. You can group them if you are referring to a topic, period or approach. Cite each text included in your final paper.

Capstone course students will submit a research paper based on primary sources, instead of a reflection paper. They must report in every journal entry their progress in their research, as posted in our schedule.. Your final paper will cover any topic related to the content of this course: The African Diasporas in Latin America. This paper should include both primary and secondary sources and contribute to the understanding of Afro-Latin@ history. Primary sources are available in internet. Keep in mind that we will consider the US-Mexico borderlands as Latin America; thus, you may also research historical processes that took place in this region. The length of the research paper will be a minimum of 15 pages, excluding title page and bibliography. Students must use the Chicago-Turabian citation system for endnotes, and include a bibliography. Papers without properly formatted footnotes/endnotes or bibliography will not be accepted. Please note that the paper constitutes only part of your final grade. The final paper must be uploaded on Blackboard.

Students' responsibilities

- Students will complete all procedures required to drop the course if they desire to obtain a "W."
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.
- Students will show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor>. Participation points will be deducted when your messages do not follow the conventions listed in the site referenced.
- When requested to meet with your professor, you must schedule a meeting or meet her during virtual office hours during the next 36 hours.
- Students should give one another equal opportunity to express opinions, experiences and ideas. Students will respond according to their turn, not in a ping-pong mode, or in a two-person discussion. The goal is not to win a discussion but to reflect on the information and perspectives presented during our group conversations.
- All students should be supportive of a cooperative learning environment in the classrooms.

Technology requirements

A large part of our course content is delivered via the Internet through the Blackboard learning management system.. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to access, download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions. The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The [Help Desk](#) can provide answers to questions about using technology and services as well as technical support. Please visit the [technical support](#) page for more information.

How are we going to communicate with our professor?

- Remember, most students in this course will be in Ecuador with your professor, moving around the country. If a non-travelling student, we will meet through Zoom by appointment.
- **Blackboard course messages:** We will use our Blackboard message system to communicate. I will make every attempt to respond to your e-mail within 24-48 hours of receipt.
- **E-mail.** If I do not respond during the next 48 hours, e-mail me through our UTEP system at sachewsmithart@utep.edu When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other students' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Attendance and participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by your contributions to maintain a collegial environment in our course and by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussion with your peers in class and discussion boards.
- Other activities as indicated in each module's folder.

Excused absences and/or course drop policy

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." In a short-term course, sustained participation through submission of assignments is critical. I may not drop you from the course; however, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Make-up work

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed or will miss a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Alternative means of submitting work in case of technical issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort but you will upload it once your access to Blackboard are restored.

Incomplete grade policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Accommodations policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Scholastic integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#). **Assignments already graded are subjected to revision until the end of the course and will be reported to the OSCCR if academic dishonesty is suspected.**

Artificial Intelligence apps:

The use of or consultation with generative AI shall be treated analogously to assistance from another person. In particular, using generative AI tools to substantially complete an assignment or exam (e.g. by entering exam or assignment questions) is not permitted. Students should acknowledge the use of generative AI (other than incidental use) and default to disclosing such assistance when in doubt.

If you are in doubt about whether a generative AI source (or any source) is permitted aid in the context of a particular assignment, talk with the instructor.

Class recordings

Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. **You may not share recordings outside of this course, unless it is authorized by your instructors and consent is obtained from the persons appearing in your recordings.** Doing so may result in disciplinary action.

Test proctoring software

Quizzes may require the use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

Plagiarism detection software

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright statement for course materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Supplemental reading

Articles:

Gayles, Prisca. "De Dónde Sos?: (Black) Argentina and the Mechanisms of Maintaining Racial Myths." *Ethnic and racial studies* 44, no. 11 (2021): 2093–2112.

Mahler, Anne Garland. "The Red and the Black in Latin America: Sandalio Junco and the 'Negro Question' from an Afro-Latin American Perspective." *American communist history* 17, no. 1 (2018): 16–32.

Mosquera, Gerardo. "Africa in the Art of Latin America." *Art Journal* 51, no. 4 (1992): 30–38.
<https://doi.org/10.2307/777282>.

Restall, Matthew. "Black Conquistadors: Armed Africans in Early Spanish America." *The Americas (Washington. 1944)* 57, no. 2 (2000): 171–205.

Sanchez, Roberto. "The Black Virgin: Santa Efigenia, Popular Religion, and the African Diaspora in Peru." *Church history* 81, no. 3 (2012): 631–655.

Silva, Pablo Miguel Sierra. "From Chains to Chiles: An Elite Afro-Indigenous Couple in Colonial Mexico, 1641–1688." *Ethnohistory* 62, no. 2 (2015): 361–384.

Selected sections from these works will be discussed:

Bennett, Herman L. *Africans in Colonial Mexico: Absolutism, Christianity, and Afro-Creole Consciousness, 1570-1640*. Bloomington: Indiana University Press, 2003.

Bush, Barbara. *Slave Women in Caribbean Society, 1650-1838*. Indiana University Press, 1990.

Chivallon, Christine, and Antoinette Tidjani Alou. *The Black Diaspora of the Americas : Experiences and Theories Out of the Caribbean*. Kingston [Jamaica]: Ian Randle Publishers, 2011

Dunkley, D. A, and Stephanie Shonekan. *Black Resistance in the Americas*. 1st ed. Milton: Routledge, 2019.

Fick, Carolyn. *The Black Jacobins Reader*. Durham: Duke University Press, 2017.

Gates Jr., Henry Louis. *Black in Latin America*. New York: NYU Press, 2011.

Murphy, Joseph M. 1994. *Working the Spirit : Ceremonies of the African Diaspora*. Boston: Beacon Press

This syllabus may be subject to modifications.

Schedule

Week 1

June 12 (Monday)

Appiah, Kwame Anthony and Henry Louis Gates Jr, editors "Black History in Latin America, a Story." *The Encyclopedia of the African and African American Experience* [Black History in Latin America, a story - African American Registry](#)

Approximate reading time: 12 minutes.

Andrews, George Reid. "On Seeing and Not Seeing." In *Afro-Latin America: Black Lives, 1600-2000*. Cambridge, MA and London, England: Harvard University Press, 2016. 1-17.

<https://doi-org.utep.idm.oclc.org/10.4159/9780674545847>

Approximate reading time: 30 minutes. (Only Chapter 1).

Davis, Darién J. 2007. "Introduction." In *Beyond Slavery : The Multilayered Legacy of Africans in Latin America and the Caribbean*, 1 - 3. Jaguar Books on Latin America. Lanham: Rowman & Littlefield Publishers.

<https://search.ebscohost.com/login.aspx?direct=true&db=e089mna&AN=630690&site=ehost-live&scope=site>.

Approximate reading Time: 6 minutes.

History 4325 - Capstore course students: All materials specifically assigned for your group are in addition to the assignments. Unless otherwise stated, the content of each day folder must be reported in your journal entry. Remember, you can group material when referring to a specific topic, approach, or period. Read Marius, "A Short Guide in Writing about History."

Anthropology 4380 - Capstore course students: Write your journal entry based on all items in this module. Additional reading to include in your journal: "On the Evolution of Social Stratification and the State."

June 13 (Tuesday)

Restall, Matthew. "Black Conquistadors: Armed Africans in Early Spanish America." *The Americas* 57, no. 2 (2000): 171–205. <http://www.jstor.org/stable/1008202>.

Approximate reading time: 35 minutes.

Elnajem, Mohammed. "Black Conquistadors and Black Maroons." *JSTOR Daily*. April (2021).

<https://daily.jstor.org/black-conquistadors-and-black-maroons/>

Approximate reading time: 7 minutes.

Landers, Jane. *The Missing Century of Black History in the Americas*. TEDx Talks, Nashville, Tennessee, 2014. <https://youtu.be/EmLI6tuq22Y> 21 minutes.

History 4325 - Capstone course students: In addition to assigned readings, review Lad-Taylor, "How to Analyze a Primary Source."

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 1 to write your journal entry. Additional reading to include in your journal: Binford "Archaeology as Anthropology."

June 14 (Wednesday)

Garofalo, Leo. "The Shape of a Diaspora: The Movement of Afro-Iberians to Colonial Spanish America" In *Africans to Spanish America : Expanding the Diaspora*, Sherwin K. Bryant, et al., editors, 27 - 49. New Black Studies Series. Urbana: University of Illinois Press, 2012.

<https://search-ebscohost-com.utep.idm.oclc.org/login.aspx?direct=true&db=e089mna&AN=569568&site=ehost-live&scope=site>.

Read only pages 27 - 43. Approximate reading time: 28 minutes.

Gregorious, Arlene. "The Black People 'Erased From History.'" BBC News, April 10, 2016.

<https://www.bbc.com/news/magazine-35981727>

Approximate reading time: 10 minutes.

Proctor, Frank Trey, III. "African Diasporic Ethnicity in Mexico City to 1650" In *Africans to Spanish America: Expanding the Diaspora*, Sherwin K. Bryant, et al., editors, 50- 71. New Black Studies Series. Urbana: University of Illinois Press, 2012.

<https://search-ebscohost-com.utep.idm.oclc.org/login.aspx?direct=true&db=e089mna&AN=569568&site=ehost-live&scope=site>.

Read only pages 50 - 69. Approximate reading time: 20 minutes.

History 4325 - Capstone: In addition to our assigned texts, read Chicago-Turabian citation guidelines. Submit three possible topics for your research paper.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 2 to write your journal entry. Additional reading to include in your journal: Wardlow, "Anger, Economy, and Female Agency."

June 15 (Thursday)

Film:

Gates, Louis H., Jr. "Mexico and Peru: The Black Grandma in the Closet." In *Black In Latin America*. Directed by Ricardo Pollack, PBS (2011), 60 minutes.

Peters, Troy. "Understanding Memin Pinguin." Jim Crow Museum/Ferris State University, 2010. Accessed on June 1, 2022.

<https://www.ferris.edu/HTMLS/news/jimcrow/question/2010/february.htm>

Approximate reading time: 15 minutes.

Sue, Christina A., and Tanya Golash-Boza. "More Than 'A Hidden Race': The Complexities of Blackness in Mexico and Peru." *Latin American and Caribbean ethnic studies* 8, no. 1 (2013): 76–82.

Approximate reading time: 15 minutes.

History 4325 - Submit journal entry on all items in this module.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 3 to write your journal entry. Additional reading to include in your journal: "Farmer "An Anthropology of Structural Violence."

June 16 (Friday)

Devonish, Hubert. "Tu Di Worl: Creole Goes Global." *Linguistic Heritage. D + C Development and Cooperation*, October 27, 2017.

<https://www.dandc.eu/en/article/creole-languages-caribbean-reflect-and-express-peoples-identities#:~:text=In%20the%20Caribbean%2C%20the%20languages,representing%20the%20region's%20hybrid%20cultures.>

Reading time: 5 minutes.

Edwards, Erika Denise. Introduction and Chapter 1. *Hiding in Plain Sight : Black Women, the Law, and the Making of a White Argentine Republic*, 1 - 30. Tuscaloosa, Alabama: The University of Alabama Press, 2020.

Approximate reading time: 40 minutes.

Film: Alford, Natalia S., dir. *Afro-Latinx Revolution: Puerto Rico*. The Grio, 2020, 35 minutes.

<https://youtu.be/8uM83LNZmWs>

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, submit a list of your primary sources.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 4 to write your journal entry. Additional reading to include in your journal: Mohanty, "Under Western Eyes."

Week 2

June 19 (Monday)

Martinez, Janel and Ashley Veliz. "Global Blackness and the Legacy of Arturo Schomburg." The Root, 2018. 2 min. <https://youtu.be/I9rH5SCeYPE>

The National Archives. Introduction, Movement of People, Caribbean Identities, and Slavery and Negotiating Freedom. In *Caribbean Histories Revealed*.

<https://www.nationalarchives.gov.uk/caribbeanhistory/slavery-negotiating-freedom.htm>

Only the four sections indicated. Approximate reading time: 20 minutes.

Lambert, James. "An Introduction to the Caribbean, Empire and Slavery." *British Library*, 2017.

<https://www.bl.uk/west-india-regiment/articles/an-introduction-to-the-caribbean-empire-and-slavery>

Approximate reading time: 10 minutes.

Handler, Jerome S. "Slave Revolts and Conspiracies In Seventeenth-Century Barbados." *Nieuwe West-Indische Gids / New West Indian Guide* 56, no. 1/2 (1982): 5–42.

<http://www.jstor.org/stable/41849060>.

Approximate reading time: 35 minutes.

Koval, Margaret, Patricia Asté, W. Noland Walker, Edwidge Danticat, Michael Chin, Michael W. Andrews, and Eric Andahl. 2009. *Égalité for all: Toussaint L'Ouverture and the Haitian Revolution*. *The Haitian Revolution*, 58 min. <https://youtu.be/Sn32cWUT83E>

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, report progress of research in at least 100 words.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 5; Fanon from *Wretched of the Earth* (pages 33-43) to include in your journal.

June 20 (Tuesday)

Romero, Mario Diego and Kris Lane. "Miners and Maroons: Freedom on the Pacific Coast of Colombia and Ecuador." *Cultural Survival Quarterly* 25 (4):32-37, 2022.

<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/miners-maroons-freedom-pacific-coast-colombia-and-ecuador>

Approximate reading time: 12 minutes.

Carrillo, Karen Juanita. "Mexico's First Liberated City Commemorates Its Founding." *JSTOR Daily*, October, 2021. <https://daily.jstor.org/mexicos-yanga-commemorates-founding/>

Approximate reading time: 6 minutes.

Jane Landers. "Founding Mothers: Female Rebels in Colonial New Granada and Spanish Florida." *The Journal of African American History* 98, no. 1 (2013): 7–23.
<https://doi.org/10.5323/jafriamerhist.98.1.0007>.
Approximate reading time: 18 minutes.

García, Beatriz. "Cachita, the unknown history of slavery in Spain." *Al Dia*, October 26, 2020.
<https://aldianews.com/culture/heritage-and-history/hidden-history-spain>
Approximate reading time, 10 minutes.

Hanger, Kimberly S. "Avenues to Freedom Open to New Orleans' Black Population, 1769-1779." *Louisiana History: The Journal of the Louisiana Historical Association* 31, no. 3 (1990): 237–64.
<http://www.jstor.org/stable/4232805>.
Approximate reading time: 28 minutes.

Hanger, Kimberly S. "'Desiring Total Tranquility' and Not Getting It: Conflict Involving Free Black Women in Spanish New Orleans." *The Americas* 54, no. 4 (1998): 541–56.
<https://doi.org/10.2307/1007774>.
Approximate reading time: 30 minutes.

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, report progress of research in at least 100 words.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 6 to write your journal entry.

June 21 (Wednesday)

Schwegler, Armin. "African Roots in Latin America: Palenque (Colombia)." TEDx Talks, April 6, 2017. 17 min. <https://www.youtube.com/watch?v=HY4RTVaD9Sg>

Morelli, Federica. "Seeking Spaces for Mobility." In *Free People of Color in the Spanish Atlantic : Race and Citizenship, 1780-1850*, 15- 59 New York, NY: Routledge, 2020.
Read only pages 15 – 59.

Approximate reading time: 40 minutes.

Conde, Arturo. "Dominican Republic's Enduring History of Racism Against Haitians Explored in 'Stateless'." June 11, 2021. Culture Matters/NBC News.
<https://www.nbcnews.com/news/latino/dominican-republic-s-enduring-history-racism-against-haitians-explored-stateless-n1270499>

Approximate reading time: 10 minutes.

Andrews, George Reid. "On Counting and Not Counting" In *Afro-Latin America: Black Lives, 1600-2000*, 18-44. Cambridge, MA and London, England: Harvard University Press, 2016.
<https://doi-org.utep.idm.oclc.org/10.4159/9780674545847-002>

Approximate reading time: 25 minutes.

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, report progress of research in at least 100 words.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 7 to write your journal entry.

June 22 (Thursday)

BBC. *The Myth of Race*. BBC Ideas, 2021. <https://youtu.be/926PqQUOVOg>
Length: 7 minutes.

Katzew, Ilona. *New World Orders; Inventing Race: Casta Painting and Eighteenth-Century Mexico*. Yale University, 2019.
<https://whc.yale.edu/videos/invention-casta-painting-race-and-science-age-enlightenment>
Start at minute 4 and watch until minute 28.

National African American Reparations Commission. "Bank of England Owned 599 Slaves in 1770s, New Exhibition Reveals." *NAARC*, April 18, 2022.
<https://reparationscomm.org/reparations-news/bank-of-england-owned-599-slaves-in-1770s-new-exhibition-reveals/>
Approximate reading time: 5 minutes.

Trevelyan, Laura. "Grenada: Confronting My Family's Slave-Owning Past." *BBC News/Grenada*, May 11, 2022. <https://www.bbc.com/news/world-latin-america-61315877>
Approximate reading time: 25 minutes.

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, report progress of research in at least 100 words.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 8 to write your journal entry.

June 23 (Friday)

Komisaruk, Catherine. "Rape Narratives, Rape Silences: Sexual Violence And Judicial Testimony In Colonial Guatemala." *Biography* 31, no. 3 (2008): 369–96.
<http://www.jstor.org/stable/23541064>.

Approximate reading time: 30 minutes.

Chew, Selfa A. "The Memory of Black Womanhood in Mexico: La Mulata de Córdoba" in *Sites of Memory in Spain and Latin America*. Marina Llorentes, Díaz de León, A. and Salvi, eds. M. Lexington Books, November, 2015.

Approximate reading time: 30 minutes.

Custodio, Jonathan. "An Afro-Mexican Woman's Fight Against Racism And Hyper-Sexualization." *Latino USA*, August 20, 2019. <https://www.latinousa.org/2019/08/20/afromexicanracism/>

Approximate reading time: 25 minutes.

Panama Today. "Meet the Panamanian Barbadian Deputy Mayor." *Panama Today*, June 1, 2017. <https://youtu.be/BFDBKyBBmgs> 3 min.

Santanna, Cleyton. "Decade-Old Affirmative Action Law May be Reviewed in Brazil." *Rio On Watch*, March 11, 2022. <https://rioonwatch.org/?p=69689>

Approximate reading time: 15 minutes.

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, report progress of research in at least 100 words.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 9 to write your journal entry.

Week 3

June 26 (Monday)

Material on Merengue.

Bristol, Joan C. "Chapter Four. 'I Renounce God and His Saints.' Renouncing Authority at Inquisition." In *Christians, Blasphemers and Witches. Afro-Mexican Ritual Practice in the Seventeenth Century*, 113—148. Albuquerque, University of New Mexico Press, 2007.

Approximate reading time: 30 minutes.

Mosquera, Gerardo. "Africa in the Art of Latin America." *Art Journal* 51, no. 4 (1992): 30–38. <https://doi.org/10.2307/777282>.

Approximate reading time: 15 minutes.

Helg, Aline. "Simón Bolívar's Republic: A Bulwark Against the "Tyranny" Of The Majority." *Revista de Sociologia e Política* 20(42):21-37.

Approximate reading time: 20 minutes.

Conde, Arturo. "Dominican Republic's Enduring History of Racism Against Haitians Explored in 'Stateless'." June 11, 2021. Culture Matters/NBC News. <https://www.nbcnews.com/news/latino/dominican-republic-s-enduring-history-racism-against-haitians-explored-stateless-n1270499>

Approximate reading time: 10 minutes.

History 4325 -Capstone course students: Select two items to report in your journal entry. Additionally, submit the titles of at least three academic books, articles, or chapters you will use in your research.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 10 to write your journal entry.

June 27 (Tuesday)

The King Does Not Lie. Directed by Gleason, Judith. Filmmakers Library, 1993.

<https://video.alexanderstreet.com/watch/the-king-does-not-lie>.

Length: 43 minutes.

Garcia Navarro, Lulu. "Brazilian Believers Of Hidden Religion Step Out Of Shadows" *All Things Considered*. September, 2013.

<https://www.npr.org/sections/parallels/2013/09/16/216890587/brazilian-believers-of-hidden-religion-step-out-of-shadows>

Approximate listening time: 8 minutes. Approximate reading time: 10 minutes.

Bristol, Joan C. "Chapter Five. 'To Have Health There Was Nothing That He Wouldn't Take.' Magic and the Mediation of Authority." In *Christians, Blasphemers and Witches. Afro-Mexican Ritual Practice in the Seventeenth Century*, 149-190. Albuquerque, University of New Mexico Press, 2007.

Approximate reading time: 30 minutes.

Campstone course students: Select two items to report in your journal entry. Additionally, submit the titles of at least three academic books, articles, or chapters you will use in your research, other than the previously cited.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 11 to write your journal entry.

June 28 (Wednesday)

Burnett, John. "A Chapter In U.S. History Often Ignored: The Flight Of Runaway Slaves To Mexico." *All Things Considered*. February 28, 2021

<https://www.npr.org/2021/02/28/971325620/a-chapter-in-u-s-history-often-ignored-the-flight-of-runaway-slaves-to-mexico#:~:text=The%20flight%20of%20runaway%20slaves%20to%20Mexico%20is%20a%20chapter,paid%20to%20this%20southbound%20route>.

Listening time: 13 minutes. Approximate reading time: 10 minutes.

The Origins of Danzon: See materials in folder. Optional:

Malcomson, Hettie. "The 'routes' and 'Roots' of 'Danzón': A Critique of the History of a Genre."

Popular Music 30, no. 2 (2011): 263–78. <http://www.jstor.org/stable/23360190>.

Wills, Matthew. "Black Mexico and the War of Independence." *JSTOR Daily*, February 17, 2020.

<https://daily.jstor.org/black-mexico-and-the-war-of-independence/>

Approximate reading time: 10 minutes.

Hernández Cuevas, Marco P. "The Revolution and Invisibility and the ideology of *Mestizaje* in *La Raza Cósmica*." *African Mexicans and the Discourse on Modern Nation*, 1-30. University Press of America, 2004.

Approximate reading time: 30 minutes.

Bento, Maria et al. "Afrodescendent Women in Latin America and the Caribbean: Debts of Equality." United Nations, Project Documents, (LC/TS.2018/33), Santiago, Economic Commission for Latin America and the Caribbean (ECLAC), 2018.

Histor 4325 Capstone course students: Select two items to report in your journal entry. Additionally, submit the titles of at least three academic books, articles, or chapters you will use in your research, other than previously cited.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 12 to write your journal entry.

June 29 (Thursday)

"Capoeira and the Facilitation of Collective Resistance in Brazil," *YouTube*, Roosevelt Shelton, <https://youtu.be/ZOvIKxlfBNY> 6 minutes.

Juan Goncalves-Borrega, "How Brazilian Capoeira Evolved From a Martial Art to an International Dance Craze." *Smithsonian Center for Folklife and Cultural Heritage*, September 21, 2017. <https://www.smithsonianmag.com/smithsonian-institution/capoeira-occult-martial-art-international-dance-180964924/>

Approximate reading time: 10 minutes.

Wilson Center. "Slavery in Brazil." Brazil Institute/*Think Brazil*, May 13, 2020. <https://www.wilsoncenter.org/blog-post/slavery-brazil>

Approximate reading time: 7 minutes.

Monsma, Karl. "Resistance and the Evaporation of Master's Authority. Two Brazilian Cases," 9 - 18. In *Black Resistance in the Americas*. Edited by Daive A. Dunkley and Stephanie Shonekan. Routledge, 2018.

Approximate reading time: 30 minutes.

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, report progress of research in at least 100 words.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 13 to write your journal entry.

June 30 (Friday)

New York Latin Culture Magazine. "Totó la Momposina." July 8, 2018. <https://www.newyorklatinculture.com/toto-la-momposina/>

Approximate reading time: 10 minutes.

Maria del Mar. "What is Cumbia?" Colombia's National Dance Explained. July 2, 2010. 2 min. <https://youtu.be/-l5yTrmo4eU>

Chew, Selfa A. "Representations of Black Womanhood in Mexico," *Studies in Latin American Popular Culture*, 36, 2018. (108-127).

Approximate reading time: 35 minutes.

Colón-Pizzini, Bethzabeth. "On the Wings. Muralism as Feminist Political Praxis by Afro-Puerto Rican Women." In *Black Resistance in the Americas*. Edited by Daive A. Dunkley and Stephanie Shonekan. Routledge, 2018.

Approximate reading time: 25 minutes.

Cruz-Janzen, Marta I. "Latinegras: Desired Women: Undesirable Mothers, Daughters, Sisters, and Wives." *Frontiers: A Journal of Women Studies* 22, no. 3 (2001): 168–83.

<https://doi.org/10.2307/3347247>.

Approximate reading time: 20 minutes.

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, report progress of research in at least 100 words.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 14 to write your journal entry.

Week 4

July 3 (Monday)

Foster, Roman. "'Diggers' the Documentary: The Men Who Built the Panama Canal." *Barbados Government Information Service*, Uploaded on January 19, 2015. 5 min.

<https://youtu.be/40wVNYbO3A4>

Voices from Our America. "Panamenians of West Indian Descent. Historical Background." Accessed on June 2, 2022.

<https://voicesamerica.org/project-areas/panamanians-of-west-indian-descent/>

Approximate reading time: 5 minutes.

Lieffers, Caroline. "The Panama Canal's Forgotten Casualties." *The Conversation*, April 16, 2018. 8 min. <https://theconversation.com/the-panama-canals-forgotten-casualties-93536>

Approximate reading time: 12 minutes.

Tom, Kamilah. "Racial Discrimination: Afro-Panamanians in their Own Words." Kamilah Tom, August 26, 2018. 8 min. YouTube. <https://youtu.be/Fo2sa2TYAWs>

Dunkley, D. A. "Rastafari. Race and Spirituality." In *Black Resistance in the Americas*. Edited by Daive A. Dunkley and Stephanie Shonekan. Routledge, 2018.

Approximate reading time: 25 minutes.

Pound, Cath. "How the Dutch are Facing up to Their Colonial Past." *BBC Culture*, June 2, 2021. <https://www.bbc.com/culture/article/20210601-how-the-dutch-are-facing-up-to-their-colonial-past>
Approximate reading time: 12 minutes.

Ramcharitar, Raymond. "Birth and Death of a Creole Nation." In *Black Resistance in the Americas*. Edited by Daive A. Dunkley and Stephanie Shonekan. Routledge, 2018.

Approximate reading time: 25 minutes.

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, report progress of research in at least 100 words.

Anthropology 4380 - Capstone course students: Select two items in this module, plus Moberg, Chapter 15 to write your journal entry.

July 4 (Tuesday)

CGTN America. "Salvador de Bahia is Brazil's Most African City and their Culture is Thriving." May 5, 2019. 17 minutes. <https://youtu.be/Y7DGH9t6fCo>

Reason, Joshua. "A Geração Tombamento. Black Empowerment through Aesthetics in Salvador da Bahia." In *Black Resistance in the Americas*. Edited by Daive A. Dunkley and Stephanie Shonekan. Routledge, 2018.
Approximate reading time: 25 minutes.

Gómez García, Carmen. "Nicolás Guillén: The Struggle against Two Racisms." *Civil Rights Teaching*. <http://oldsite.civilrightsteaching.org/resource/nicolas-guillen-the-struggle-against-two-racisms/>
Accessed on May 25, 2022.

Colby, Jason M. "'Banana Growing and Negro Management': Race, Labor, and Jim Crow Colonialism in Guatemala, 1884–1930." *Diplomatic History* 30, no. 4 (2006): 595–621. <http://www.jstor.org/stable/24915077>.

Shonekan, Stephanie. "Black Man's Cry in The Babylon System." In *Black Resistance in the Americas*. Edited by Daive A. Dunkley and Stephanie Shonekan. Routledge, 2018.
Approximate reading time: 25 minutes.

History 4325 - Capstone course students: Select two items to report in your journal entry; additionally, report progress of research in at least 100 words.

July 6 (Wednesday)

Lodge, Wilton. "English Language Hegemony and Stem Education In The Caribbean." In *Black Resistance in the Americas*. Edited by Daive A. Dunkley and Stephanie Shonekan. Routledge, 2018.
Approximate reading time: 25 minutes.

Hernández Cuevas, Marco P. "The Erased Africaness of Mexican Icons." *African Mexicans and the Discourse on Modern Nation*, 32-54. University Press of America, 2004.

Approximate reading time: 30 minutes.

Zaka, Toto. "When Martinique Cannibalized Colonialism." *Public Books*, February 12, 2021.

<https://www.publicbooks.org/when-martinique-cannibalized-colonialism/?fbclid=IwAR0-KKYrmEZKuxBhBaQMWI9KyNmZyaf9jJws1TrN-7CyBcbuJOKEsyFBRT8>

Approximate reading time: 15 min.

July 7 (Thursday).

Andrews, George Reid. "4. Transnational Voices." *In Afro-Latin America: Black Lives, 1600-2000*, 67-87. Cambridge, MA and London, England: Harvard University Press, 2016.

<https://doi-org.utep.idm.oclc.org/10.4159/9780674545847-004>

Approximate reading time: 25 minutes.

Andrews, George Reid. "5. On Acting and Not Acting." *In Afro-Latin America: Black Lives, 1600-2000*, 67-87. Cambridge, MA and London, England: Harvard University Press, 2016.

<https://doi-org.utep.idm.oclc.org/10.4159/9780674545847-004>

Approximate reading time: 12 minutes.

Horne, Gerald, Westenley Alcenat and Amy Goodman. "Debt, Coups & Colonialism in Haiti: France & U.S. Urged to Pay Reparations for Destroying Nation." <https://youtu.be/X2q98odZz2U> May 24, 2022.

Choi, Hyeyoon. "How Colonial-era Debt Helped Shape Haiti's Poverty and Political Unrest." ABC News, June 24, 2021.

<https://abcnews.go.com/US/colonial-era-debt-helped-shape-haitis-poverty-political/story?id=78851735>

Rosalky, Greg. "The Greatest Heist In History": How Haiti Was Forced To Pay Reparations For Freedom." October 5, 2021.

<https://www.npr.org/sections/money/2021/10/05/1042518732/-the-greatest-heist-in-history-how-haiti-was-forced-to-pay-reparations-for-freed>

HIST 4325 - Capstone course students: Include all items in your journal entry.

Submit your final paper and map project by July 9th.