

ETHN 189: BLACK-LATINX CROSSINGS: RELATIONS, DIVERGENCES & SOLIDARITIES

Instructor Information

- ✦ Email: jfuste@ucsd.edu
- ✦ Office Hours: **Tues. 2-3pm**, or by appt. @ Soda and Swine (Old Student Center, formerly Porter's Pub).

Required Texts

- ✦ All assigned readings, videos, websites, and podcasts will be provided to you through our designated Canvas website. Please log into Canvas regularly to stay on top of what you will have to read, watch, listen to, and view for this class.

Course Requirements

- ✦ Discussion posts (x4).....20%
- ✦ Critical Essay #1.....18%
- ✦ Critical Essay #2 (or project + process essay).....18%
- ✦ Take Home Final Exam.....20%
- ✦ Attendance.....12%
- ✦ Contribution.....12%



Jean-Michel Basquiat (Andrades)- *Untitled* (1981)

This course explores the intersections of what we commonly think of as blackness and *latinidad(es)* and *chicanidad(es)*, with an eye to how these identity projects are partly influenced by (and in some cases, byproducts of) modern-colonial assemblages of power in the Americas, and more specifically in the US. We will consider these concepts to be both socially constructed but powerfully consequential in peoples' lives. We will also analyze them as linguistically atomized "strategic essentialisms," but also as experiences and identities that intersect and blur into each other, and with other related vectors of identity. We will begin by attempting to grasp the complex genealogy of these terms, their interrelationship, and their

connection to other keywords such as nation, diaspora, pan-ethnicity, citizenship, and culture. We will then delve into the history of blacknesses and *latinidad(es)* or *chicanidades* as rallying banners for various political projects—in different parts of the US—that intersect with other identities. We will explore instances of relation, divergence, and solidarities between these projects, with an eye to what they can teach us about reinventing the way racial/ethnic identities work so they can activate effective and lasting social justice movements. Lastly, we will also delve deeply into the subject of *Afro-Latinidad(es)*, how they relate to blackness and generic *latinidad* (i.e., non-plural), *chicanidad*, and whether the contemporary "New Afro-Latinx Movement" can help bridge black-brown divides in the Americas.

DISCUSSION POSTS (two-pronged requirement)

1) Each student will produce **FOUR** discussion posts (*with an option to do a fifth makeup post, see table below for deadlines*) that reflects upon and responds to the readings and ties them into your research project. Discussion posts should: connect and discuss the article and how it pertains to your research project. What issues does it raise for you? How does it complement or complicate your work?

2) Each student will also post a “reply” to another student’s discussion post (which no other student has commented on for that week) offering thoughtful feedback, facilitative critique and encouraging suggestions for moving forward. Responses should engage with the classmate’s ideas critically and function as facilitative of their ideas.

CRITICAL ESSAYS

You will have two deadlines for turning in two critical essays, each of which will be 5.75-6.25 pages in length. We will provide you with a prompt question for each of these that will encourage you to compare and analyze the films we will consider in relation to the assigned readings and the topics we will discuss in class. *For critical essay deadlines, please see course calendar below.*

Basic Ethnic Studies Learning Objectives

There are at least six core Ethnic Studies learning objectives in this class (almost all other ETHN classes at UCSD share similar if not the same learning objectives): 1) critical and creative thinking, 2) constructive and self-reflective dialogue and collaboration, 3) analytical and emotional intelligence about diversity and equity, 4) an appreciation for interdisciplinary research and inquiry, and 5) the development of incisive, organized, and clear written and oral communication about your critical and creative thinking.

Content-Specific Learning Outcomes

In addition to fulfilling these objectives, this critical interrogation of race, space, and segregation will focus on developing the following skills and outcomes. Students will:

- #1-** Employ contrasting scholarly approaches to study the structures of power and the racializing discourses that shape how Americans think about each other and the social structures that determine our lives
- #2-** Develop a preliminary historical understanding of the evolving ways in which black and latinx identities intersect with other constructs such as gender, sexuality, class, and citizenship, and indigeneity or other colonial/imperial subalternities
- #3-** Understand the divide and rule nature of historical white supremacy
- #4-** Examine the factors and mechanisms that lead to the reproduction racial/ethnic nationalisms or other forms of group-specific politics
- #6-** Analyze how identities and social hierarchies are (re)produced not only in the realms of economics and politics (i.e., thinking of politics as much more than voting or elected representatives) but also through cultural coding/decoding

PROJECT OPTION

Instead of submitting critical essay #2, you have the option of doing a creative project that critically engages the course topics. In addition, you will have to turn in a 3pp. “process essay” in which you discuss the process of creating your

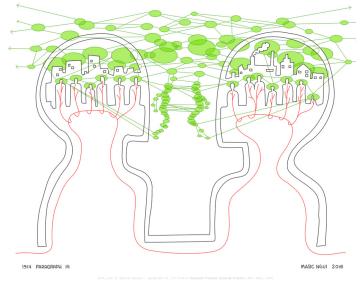
project and how it relates to the course topic. A more complete prompt explaining to you what the options are for this and what I expect you to reflect on in the process essay will be posted in the “Assignments” link on Canvas.

TAKE HOME FINAL EXAM

Instead of having an in-class bluebook final exam, you will have to complete a "take home" final exam. This will be submitted through our Canvas site. The exam will consist of various short and long answer questions and you will have four hours to complete them. It will be live on Canvas on Friday 12/13 by 11:59pm.

LATE WORK

No late submissions will be accepted. However, each student will get a **five-day** "time bank" for the quarter, which you may use at your discretion to extend a response paper due date without penalty. For example, say you get all your assignments done and handed in on time. That means you wouldn't use any of the **five days**...OR...say you need two extra days for the 1st paper, and three extra days for the second paper. When the quarter ends, you will have used up all five of your time bank days. There are no penalties or bonuses for using or not using these days. You do not have to inform your instructor or TA when you use your time bank days. If you get sick, have an accident or family crisis, please use these time bank days (but you should still let me know if anything serious is going on that you think we should know about).



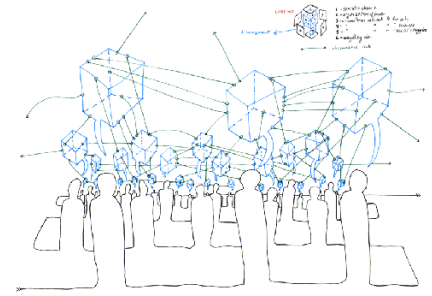
LAPTOPS POLICY

There is a growing body of research showing that college students learn much less during class sessions when they have access to laptops or tablets with wi-fi. This comports with my personal observations as an experienced instructor, and also with feedback that I have gotten from student who complain about distractions in class caused by others using these devices inappropriately.

Because of this, We will ask that you not use your electronic devices during class and that instead take notes by hand. If you absolutely require to use this kind of device (e.g., because of a disability), you may do so if: a) you clear it with me, and b) you sit in the first two rows of our classroom.

EMAIL

Please email me with questions and/or concerns about the course. I will respond within the next 24 hours (except on weekends). If you have an important personal question such as inquiring about a grade



or class discussion, please visit me during office hours or contact me to schedule an appointment.

RESPECT

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. At UC San Diego (and especially in Ethnic Studies courses such as this one) students are expected to: (1) Respect individual differences which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status; (2) Engage respectfully in discussion of diverse world-views and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

COURSE CALENDAR

WEEK	THEMATIC UNITS	DEADLINES FOR DISCUSSION POSTS (MUST SUBMIT 3 TOTAL)	MAIN ASSIGNMENTS DUE
0	0- Syllabus Discussion		
1	I. Crossing Keywords		Essay #1 due on Sunday, 11/3/19 by 11:59pm
2	II. The Uses and Abuses of Racial/Ethnic "Unity"		
3		Last Friday of Unit II: 10/18/19 at or before 11:59pm	
4	III. Black and Latinx Crossings in Civil and Labor Rights Struggles		
5			
6	IV. Introduction to Afro-Latinidades	Last Friday of Unit IV: 11/8/19 at or before 11:59pm	Essay #2 due on Sunday, 11/24/19 by 11:59pm
7	V. Black, Latinx, and Afro-Latinx Intersectionalities	Last Friday of Unit V: 11/15/19 at or before 11:59pm	
8	VI. Afro-Latinidades in Popular Culture		
9	VII. Contemporary Afro-Latinx Struggles	Optional Discussion post on Unit VII (to make up for lost points in other posts or replies): Friday of Thanksgiving Week: 11/29/19	
10	VIII. Black/Latinx Futures	Last Friday of Unit VIII: 12/6/19 at or before 11:59pm	
Finals	No class meetings on finals week.		Take home final on 12/13/19 (on Canvas) by 11:59pm

INTEGRITY

PLAGIARISM = when you borrow from someone else's work in your own assignments without giving that person credit in your references. This includes not just copying text from someone else word for word, but also borrowing ideas that are not obvious to anyone but that instead required a bit of research and extended thinking to come up with. You will all exchange a number of ideas and perspectives throughout the course in class discussions and in your groups. Nonetheless, when it comes to writing, you have to sit down and write and argue by yourself without relying on other classmates to articulate your written thoughts for you (unless you give those you borrow from due credit in your references).

As a student at UC San Diego, you are responsible for knowing what constitutes cheating. See <https://academicintegrity.ucsd.edu/process/consequences/index.html> for crucial information regarding academic integrity. If I discover plagiarism in your assignments (which is very easy to do thanks to the fact that we will be

using an advanced plagiarism detection software), we will report this instance of academic misconduct to the University.

ACCESS AND ACCOMMODATIONS

Your experience in this class is important to us, and it is the policy and practice of the University of California San Diego to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Office for Students with Disabilities (OSD) to discuss and address them. If you have already established accommodations with OSD, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

The Office for Students with Disabilities (OSD) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and OSD. If you have not yet established services through OSD, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact OSD at 858.534.4382 or email osd@ucsd.edu. For more information, visit: <http://disabilities.ucsd.edu>.

STUDENT SUPPORT SERVICES

Library: <http://library.ucsd.edu>, 858.534.0133

OASIS (Office of Academic Support and Instructional Services): <http://oasis.ucsd.edu>, 858.534.2230

The Writing + Critical Expression Hub: <https://commons.ucsd.edu/academic-support/writing/>, 858.246.2177

Student Promoted Access Center for Education and Service (SPACES): <http://spaces.ucsd.edu>, 858.534.7330

Cross Cultural Center (CCC): <http://ccc.ucsd.edu>, 858.534.2230

UCSD LGBT Resource Center: <https://lgbt.ucsd.edu/>, 858.534.2230

TRITON FOOD PANTRY (@ the Old Student Center)

Most people don't know that food insecurity is a huge issue across all college campuses. Surveys suggest that an estimated 20% to 33% of students at four year colleges experience food insecurity. The mission of the Triton Food Pantry is to provide a discreet service to UCSD students in need of food. Our goals are to ensure that every student has enough energy to get through the day and that no student should give up a single meal for any reason. We aim to build a network of food resources and awareness about food insecurity so that every UCSD student has nutritious fuel to achieve academic success. The Triton Food Pantry is in partnership with the San Diego Food Bank and Garden of Eden. At the food pantry, a variety of dried goods, canned goods, and fresh produce are available to students. Items are assigned a point value and any registered student is able to pick up 10 points worth of food per week. For more information, visit <https://tritoneats.com/>

DACA AND UNDOCUMENTED STUDENT RESOURCES

If you are an undocumented student, please know that I am your ally. Anything that you reveal to your instructor or your TAs about your immigration status will remain strictly confidential.

Also, please know that UCSD has an office that assists undocumented students called the **Undocumented Student Services Center**. For more information, go to: <https://students.ucsd.edu/sponsor/undoc/>, or call 858.822.6916.

THE SEXUAL ASSAULT RESOURCE CENTER (SARC)

If you are a survivor of sexual violence, relationship violence and/or stalking, CARE at the Sexual Assault Resource Center can offer confidential support, and a safe place to talk with you. SARC staff are available to talk to you about your reporting rights, options and available resources. Visit <http://care.ucsd.edu/get-help/>, or contact 858.534.5793 during business hours Monday-Friday. 8:30 a.m. – 4:30 p.m. or visit SARC's location at the Student Services Center, Suite 500 for immediate support.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

CAPS provides FREE, confidential, psychological counseling and crisis services for registered UCSD students. CAPS also provides a variety of groups, workshops, and drop-in forums. For more information, please visit <https://wellness.ucsd.edu/CAPS/>, or contact 858.534.3755 (includes 24 hours crisis counseling).

GENDER NEUTRAL BATHROOMS

Several single-occupancy restrooms are located throughout the UC San Diego campus. Specific locations of single occupancy restrooms on main campus, SIO and Hillcrest are shown on an interactive map available here: <https://blink.ucsd.edu/facilities/services/general/personal/restrooms.html>.

LACTATION AND BABY CHANGING LOCATIONS

Lactation rooms can be found across campus. To use the facilities, you first have to become a registered user online. Locations can be found here: <https://blink.ucsd.edu/HR/services/support/family/expectant/lactation/facilities.html#Campus-locations>

PARENTING RESOURCES

As a parent and student you have many responsibilities. UC San Diego supports your academic achievement amidst the unique challenges and additional responsibilities you face as a student-parent. For more information on services and resources that are available to you as a student-parent, please visit: <https://students.ucsd.edu/well-being/wellness-resources/student-parents/index.html>.

READING SCHEDULE

This schedule is subject to changes. The official schedule will be in the "modules" section of our Canvas website (the page you see as a home page). There, you will see links to all assigned readings, videos, podcasts, etc.

Session- 0B Thursday 9/26: CLASS INTRODUCTION (no readings assigned)

I. Crossing Keywords

Session 1A- Tuesday 10/1: Keywords Group Exercise #1 (52pp. of reading)-

READ: "Black," "Chicana, Chicano, Chican@, Chicanx," "Latinidad/es," and "Indigeneity." Excerpts from *Keywords for American Cultural Studies*, and *Keywords for Latina/o Studies* (18pp.)

ALSO READ: "Diaspora," and "Diaspora." Excerpts from *Keywords for African American Studies*, and *Keywords for Latina/o Studies* (9pp.)

ALSO READ: "Mestizaje," "Mixed Race, and Brown." Excerpts from *Keywords for African American Studies*, and *Keywords for Latina/o Studies* (10pp.)

AND: "Nation," "Nationalism," and "Nationalism." Excerpts from *Keywords for American Cultural Studies*, *Keywords for African American Studies*, and *Keywords for Latina/o Studies* (15pp).

Session 1B- Thursday 10/3: Keywords Group Exercise #2 (40pp. of reading)-

READ: "Racialization," "Race," and "Race." Excerpts from *Keywords for American Cultural Studies*, *Keywords for African American Studies*, and *Keywords for Latina/o Studies* (14pp).

ALSO READ: "Linked Fate," and "Raza." Excerpts from *Keywords for African American Studies*, and *Keywords for Latina/o Studies* (8pp.)

ALSO READ: "Pan-Africanism," and "Territoriality." Excerpts from *Keywords for African American Studies*, and *Keywords for Latina/o Studies* (9pp.)

AND: "White," and "White." Excerpts from *Keywords for American Cultural Studies*, and *Keywords for Latina/o Studies* (8pp.)

II. The Uses and Abuses of Racial/Ethnic "Unity"

Session 2A- Tuesday 10/8 (51pp. of reading):

READ: Cristina Beltrán (2010). "Introduction: Sleeping giants and demographic floods: Latinos and the politics of emergence" *The Trouble with Unity: Latino Politics and the Creation of Identity*, 3-20 (17 pp.).

ALSO READ: "Chapter 1: El Pueblo Unido: Visions of Unity in the Chicano and Puerto Rican Movements." *The Trouble with Unity: Latino Politics and the Creation of Identity*, 21-55 (34pp.).

Session 2B- Thursday 10/10 (10pp. of reading + 2 web articles):

READ: Cristina Beltrán (2004). "Patrolling Borders: Hybrids, Hierarchies and the Challenge of Mestizaje," *Political Research Quarterly* 57:4, 597-607 (10pp.).

ALSO READ: Bustamante, Luis Noe. "Key facts about U.S. Hispanics and their diverse heritage." Pew Research Center, <https://www.pewresearch.org/fact-tank/2019/09/16/key-facts-about-u-s-hispanics/>

AND: González-Barrera, Ana (2019). "Hispanics with darker skin are more likely to experience discrimination than those with lighter skin," <https://www.pewresearch.org/fact-tank/2019/07/02/hispanics-with-darker-skin-are-more-likely-to-experience-discrimination-than-those-with-lighter-skin/>

Session 3A- Tuesday 10/15 (56pp. of reading + 2 web articles):

READ: Dei, G. J. S. (2017). "Chapter 1: [Re]framing Blackness and Black Solidarities Through Anti-Colonial and Decolonial Prisms: An Introduction." (28pp.)

ALSO READ: Dei, G. J. S. (2017). "Chapter 2: Towards a [Re]Theorization of Blackness, Anti-Blackness, and Black Solidarities." *Reframing Blackness and Black Solidarities through Anti-Colonial and Decolonial Prisms*. New York: Springer, 1-28 (28pp.).

ALSO READ: Anderson, Monica (2019). "For black Americans, experiences of racial discrimination vary by education level, gender," <https://www.pewresearch.org/fact-tank/2019/05/02/for-black-americans-experiences-of-racial-discrimination-vary-by-education-level-gender/>

AND: Anderson, Monica. Gustavo López(2019). "Key facts about black immigrants in the U.S." <https://www.pewresearch.org/fact-tank/2018/01/24/key-facts-about-black-immigrants-in-the-u-s/>

Session 3B- Thursday 10/17 (28pp. of reading + 3 web articles):

READ: Aja, Alan A. (2012). Anyone But Blacks: Latin@s, El Nuevo Blanqueamiento (Neo-Whitening), and Implications for Black-Brown Alliances. *Souls*, 14(1-2), 88-116 (28pp.).

ALSO READ (the following articles about Fat Joe):

<https://remezcla.com/music/fat-joes-comments-latinos-black-room-interpretation/>
<https://thesource.com/2019/09/23/puerto-rican-and-cuban-rapper-fat-joe-says-all-latinos-are-black/>
<https://www.bet.com/music/2019/09/23/fat-joe-black-latinos-ebro-morning-show-op-ed.html>

III. Black and Latinx Crossings in Civil and Labor Rights Struggles**Session 4A- Tuesday 10/22 (35pp. of reading):**

READ: Rochmes, D. A. (2007). Blinded by the white: Latino school desegregation and the insidious allure of whiteness. *Tex. Hisp. JL & Pol'y*, 13:7, 8-22 (14pp.).

ALSO READ: McCormick, J., & Ayala, C. J. (2007). Felicita" La Prieta" Mendez (1916-1998) and the end of Latino school segregation in California. *Centro Journal*, 19(2), 13-35 (20pp.).

AND: Alvarez, R. R. (2016). Jim and José crow: Conversations on the Black/Brown dialogue. *Journal of Asian and African Studies*, 51(3), 346-357 (11pp.).

Session 4B- Thursday 10/24 (29pp. of reading):

READ: Ramos, L. Y. (2011). Not Similar Enough: Mexican American and African American Civil Rights Struggles in the 1940s. *The Struggle in Black and Brown*, 19-48 (29pp.).

Session 5A- Tuesday 10/29 (61pp. of reading):

READ: Mariscal, J. (2011). Cesar and Martin, March'68. *The Struggle in Black and Brown: African American and Mexican American Relations During the Civil Rights Era*, 148-178 (30pp.).

ALSO READ: Mantler, G. K. (n.d.). Black, Brown, and Poor: Civil Rights and the Making of the Chicano Movement. *The Struggle in Black and Brown: African American and Mexican American Relations during the Civil Rights Era*, 179-210 (31).

Session 5B- Thursday 10/31 (19pp. of reading):

READ: Rosas, A. (2012). Raising a Neighborhood: Informal Networks between African American and Mexican American Women in South Central Los Angeles. *The Struggle in Black and Brown: African American and Mexican American Relations During the Civil Rights Era*, 237-256 (19pp.).

IV. Introduction to Afro-Latinidades**Session 6A- Tuesday 11/5 (39pp. of reading + 55 mins of video viewing):**

READ: Jiménez Román, M., & Flores, J. (2010). "Introduction." *The Afro-Latin@ Reader: History and Culture in the United States* [From here on: this will be referred to as **TALR**]. Durham: Duke University Press, 1-18 (18pp.).

ALSO READ: Thomas, Piri (2010) [orig. pub. 1967]. Excerpt from "Down these Mean Streets." **TALR**, 219-231(18pp.).

ALSO READ: López, Gustavo. Ana González Barrera (2016). "Afro-Latino: A deeply rooted identity among U.S. Hispanics." Pew Research Center, <https://www.pewresearch.org/fact-tank/2016/03/01/afro-latino-a-deeply-rooted-identity-among-u-s-hispanics/> (3pp.)

WATCH: (2003). *Every Child is Born a Poet*. Dir. by Jonathan Robinson, 55 mins.

Session 6B- Thursday 11/7 (30pp. of reading): *OUT OF TOWN FOR A CONFERENCE THIS DAY - I WILL TRY TO GET A SUBSTITUTE*

READ THE FOLLOWING FROM **TALR** (2010) ↘

- Torres-Saillant, Silvio. "Divisible Blackness: Reflections on Heterogeneity and Racial Identity," 453-466 (13pp.).
- Grillo, Evelio. Excerpt from "Black Cuban, Black American," 99-112 (13pp.).
- Jiménez Román, Miriam. "Notes on Eusebia Cosme and Juano Hernández," 319-322 (4pp.).

V. Black, Latinx, and Afro-Latinx Intersectionalities

Session 7A- Tuesday 11/12 (36pp. of reading + 55 mins. of video viewing):

READ THE FOLLOWING FROM **TALR** (2010) ↘

- Redd, Spring. "Something Latino Was Up with Us," 276-279 (3pp.).
- Mariposa. "Excerpt from Poem for My Grifa-Rican Sistah, or Broken Ends Broken Promises," 280-281 (2pp.).
- Sun, Nilaja. "Letter to a Friend," 296-298 (2pp.).
- Lara, Ana. "Uncovering Mirrors: Afro-Latina Lesbian Subjects," 298-313 (15pp.).
- Rivero, Yeidy. "Bringing the Soul: Afros, Black Empowerment, and Lucecita Benítez," 343-357 (14pp.).

WATCH: (2019). *The Grapevine | the Relationship Between the Black and Latin X Community* | 54e13, 58 mins. <https://youtu.be/k3brbDaquTQ>

Session 7B- Thursday 11/14 (19pp. of reading + 5 web articles):

READ: Ramírez, D. (2018). "Chapter 4: Dominican Women's Refracted Diasporas." *Colonial Phantoms: Belonging and Refusal in the Dominican Americas, from the 19th Century to the Present*. NYU Press, 153-180 (17pp.).

ALSO READ: Medrano, Marianela (2010). "The Black Bellybutton of a Bongo." *The Afro-Latin@ Reader: History and Culture in the United States*. Durham: Duke University Press, 314-318 (2pp.).

ALSO READ (the following web articles about Amara La Negra):

- <https://thegrapevine.theroot.com/can-we-talk-about-amara-le-negras-appearance-on-the-bre-1822318099>
- <https://www.miamiherald.com/miami-com/miami-com-news/article225785420.html>
- <http://www.latina.com/entertainment/buzz/amara-la-negra-hennessy-debate-colorism>
- <https://www.npr.org/2018/03/14/592870320/se-que-soy-amara-la-negra-embraces-her-afro-latinidad>
- https://www.huffpost.com/entry/amara-la-negra-colorism-latinx-love-hip-hop_n_5d796125e4b0a938a42d887c

VI. Afro-Latinidades in Popular Culture

Session 8A- Tuesday 11/19-Afro-Latin@ culture (43pp. of reading):

READ THE FOLLOWING FROM **TALR** (2010) ↘

- Glasser, Ruth. From "Indianola" to "Ño Colá": The Strange Career of the Afro-Puerto Rican Musician," 157-175 (18pp.).
- Moreno, Jairo. "Bauzá-Gillespie-Latin/Jazz: Difference, Modernity, and the Black Caribbean," 177-186 (9pp.).
- Flores, Juan. "Boogaloo and Latin Soul," 199-206 (7pp.).
- Graciela. "¡Eso era tremendo! An Afro-Cuban Musician Remembers," 150-156 (6pp.).
- Laviera, Tato. "Excerpt from the salsa of Bethesda fountain," 207-210 (3pp.).

Session 8B- Thursday 11/21 (31pp. of reading):

READ THE FOLLOWING FROM **TALR** (2010) ↘

- Rivera, Raquel. "Ghettocentricity, Blackness, and Pan-Latinidad," 373-386 (13pp.)
- McFarland, Pancho. "Chicano Rap Roots: Afro-Mexico and Black-Brown Cultural Exchange," 387-395 (8pp.)
- Marshall, Wayne. "The Rise and Fall of Reggaeton: From Daddy Yankee to Tego Calderón and Beyond," 396-406 (10pp.)

ALSO READ: Alexander, Amber (2019). "People Want To Know If Cardi B Is Black, But For Afro-Caribbeans, Things Aren't Black And White." <https://blavity.com/people-want-to-know-if-cardi-b-is-black-but-for-afro-caribbeans-things-arent-black-and-white?category1=community-submitted>

VII. Contemporary Afro-Latinx Struggles

Session 9A- Tuesday 11/26- Contemp Afro-Latinx Struggles (42pp. of reading):

READ: López Oro, Paul Joseph. "'Ni de aquí, ni de allá': Garífuna Subjectivities and the Politics of Diasporic Belonging," 61-84 (23pp.)

ALSO READ THE FOLLOWING FROM **TALR** (2010) ↘

- Modestin, Yvette. "An Afro-Latina's Quest for Inclusion," 417-421 (4pp.)
- Hoy, Vielka Cecilia. "Negotiating among Invisibilities: Tales of Afro-Latinidades in the United States," 426-430 (4pp.).
- Jackson, María Rosario. "Profile of an Afro-Latina: Black, Mexican, Both," 434-438 (4pp.).
- Hoppenjans, Lisa. Ted Richardson. "Mexican Ways, African Roots," 512-519 (7pp.).

AND WATCH: "Invisible Roots: Afro-Mexicans in Southern California (TRAILER). https://youtu.be/OWdGsh_nWlk.

Session 9B- Thursday 11/28 (35pp. of reading): NO CLASS - THANKSGIVING HOLIDAY

READ: Sawyer, Mark (2010). "Racial Politics in Multiethnic America: Black and Latin@ Identities and Coalitions," **TALR**, 527-539 (12pp.)

ALSO READ: Newby, C. Alison. Julie A. Dowling (2007). "Black and Hispanic: The Racial Identifications of Afro-Cuban Immigrants in the Southwest." *Sociological Perspectives*, Vol. 50, Issue 3, pp. 343-366 (23pp.).

VIII. Black/Latinx Futures

Session 10A- Tuesday 12/3 (39pp. of reading):

READ: Bonilla-Silva, Eduardo, & Glover, K. S. (2004). "We are all Americans": The Latin Americanization of race relations in the United States. *The Changing Terrain of Race and Ethnicity*, 149-183 (34pp.).

ALSO READ: Bonilla-Silva, Eduardo (2010). "Reflections about Race by a *Negrito Acomplejao*." **TALR**, 445-450 (5pp.).

Session 10B- Thursday 12/5 (xxpp. of reading):

READ THE FOLLOWING WEB POSTS/ARTICLES:

- <https://twitter.com/MigrantScribble/status/1060580972138123264>
- https://twitter.com/sheismela_/status/1154936205722570752
- <https://remezcla.com/features/culture/negra-vs-afro-latina/>
- <https://remezcla.com/features/culture/when-it-comes-to-latinidad-who-is-included-and-who-isnt/>
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