

# ETHN 138: BLACK/LATINX CROSSINGS: RELATIONS, DIVERGENCES & SOLIDARITIES

Prof. José I. Fusté | T/Th. 3:30-4:50 | ZOOM & CANVAS

## Instructor Information

- ✦ Email: [jfuste@ucsd.edu](mailto:jfuste@ucsd.edu)
- ✦ Office Hours: **Tues. 11:00AM-12:00pm**, or by appt. @ The Art of Espresso (next to Mandeville Center).

## Required Texts

- ✦ The following two required books are available for purchase at the UCSD bookstore:
  - ✦ ***The Sum of Us* by Heather McGhee (2021)**
  - ✦ ***Inventing Latinos* by Laura E. Gómez (2020)**
- ✦ All other assigned readings and other media 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 (x5).....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(es), Latinidad(es) and/or 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 how these imaginaries are socially constructed but powerfully consequential. We will delve into how they serve as both expedient and problematic “strategic essentialisms.” We will also trace how they overlap and blur into each other and other related vectors of identity. We will begin by attempting to grasp the complex genealogy of these terms, their interrelationship, and their connection to various keywords of Ethnic Studies such as nation, diaspora, pan-ethnicity, citizenship, and culture. We will then delve into case studies of how ideas of Black diasporicity, Mexican or Chicanx ethnicity, or Latinx pan-ethnicity function as rallying banners for various historically contingent and contextual struggles. We will explore instances of relation, divergence, and joined purpose between these projects, with an eye to what they

## ATTENDANCE & CONTRIBUTIONS

Instruction for ETHN 138 will be held via biweekly synchronous zoom sessions (unless otherwise noted) during our scheduled T/Th, 3:30-4:50pm class time. Recordings of these will be posted in the Media Gallery section of Canvas after class. Attendance or viewing of class videos is required (Canvas & Zoom provide auto-generated spreadsheets of who attended class synchronously or who viewed classes asynchronously). We will document your contributions to our class in various ways. Emails to your professor, participation in our synchronous sessions, office hour visits, etc. will count towards your class contribution.

## DISCUSSION POSTS (two-pronged requirement)

**PART A)** Each student will produce **FIVE** discussion posts consisting of a 275-300 word reflection on the readings and other course media for that unit  
**PART B)** 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.

can teach us about reinventing the way racial/ ethnic identities function, so they can help us activate effective and lasting liberatory movements. Lastly, we will also delve deeply into the subject of Afro-Latinidad(es), how they relate to these aforementioned imaginaries, and whether the contemporary "New Afro-Latinx Movement" can both reshape how we think about identities while also energizing old and new Black-Brown solidarities.

### 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 of racial/ethnic nationalisms or other forms of group-specific politics
- #5-** 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

## 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.*

## 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

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 the day of our scheduled Final exam, Monday, 12/6 (by 11:59pm).

## LATE WORK

No late submissions will be accepted. However, each student will get an **eight-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 **eight 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 eight time bank days. There are no penalties or bonuses for using or not using these days. You do not have to inform your instructor 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).

## 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.

## GENDER PRONOUNS

If you feel comfortable doing so, please let us know what your preferred pronouns are. Prof. Fusté's pronouns are he/him/his.

## 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.

## COURSE CALENDAR

WEEK	THEMATIC UNITS	DEADLINES FOR DISCUSSION POSTS (MUST SUBMIT 3 TOTAL)	MAIN ASSIGNMENTS DUE
0	<b>0- Syllabus Discussion</b>		
1	I. Black Relationalities: Or why		
2	We're all Bound to Anti-		
3	Blackness, Colonial White	Last Friday of Unit I: <b>10/15</b> at or before 11:59pm	
	Supremacy, and Black Liberation		
4	II. Inventing and Empowering		
5	Latinidad(es) vis-a-vis	Last Friday of Unit II: <b>10/29</b> at or before 11:59pm	
	Blackness(es)		
6	III. Mapping and Bridging	Last Friday of Unit III: <b>11/5/19</b> at or before 11:59pm	
	Black/Latinx Topographies of Common Identification and Resistance		<b>Essay #1 due on Wednesday 11/3 by 11:59pm</b>
7	IV. Afro-Latinidad(es) as the Catalysts towards New Blackness(es) and Latinidad(es)	Last Friday of Unit V: <b>11/12/19</b> at or before 11:59pm	
8A	V. Black/Latinx Roots, Routes, and Interconnections		
8B	VI. Afro-Latinx Testimonios (Witnessings)	Last Friday of Unit V or VI: <b>11/19/19</b> at or before 11:59pm	
9	VII. Contemporary Afro-Latinx		
10	Culture, Struggles & Black/Latinx Futures	Last Friday of Unit VII: <b>12/3/19</b> at or before 11:59pm	<b>Essay #2 (or creative project) due on Wed. 12/1 by 11:59pm</b>
Finals	<b>No class meetings on finals week.</b>		<b>Take home final on Monday 12/6 (on Canvas) by 11:59pm</b>

## 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.

## CONTENT WARNING

While this class emphasizes the tremendous resilience, immense creativity and healing practices of differently racialized and colonized people of color, it may include depictions of individuals and communities dealing with difficult and traumatic experiences. Please exercise self-care as you see fit.

## 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. 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](mailto: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, aka Student Center A)

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://basicneeds.ucsd.edu/food-security/pantry/index.html>



## 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).

## 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>.

## LAND ACKNOWLEDGEMENT

It bears repeating and thus reminding ourselves that UC San Diego sits on unceded colonized lands. Today, the Kumeyaay, Payómkawichum, Cahuilla, and Cupeño peoples of the San Diego-Tijuana border region continue to assert their political and cultural sovereignty in the face of unabating colonization and erasure. We honor their presence and struggles while also acknowledging indigenous peoples displaced from other homelands who now reside here. UC San Diego's Department of Ethnic Studies pledges to continue working on decolonizing our university in tangible ways that include and serve these and all other first nations. We also remind ourselves that decolonization is not a metaphor and land acknowledgments don't absolve settlers of the responsibility of decolonization, reparations and land repatriation. (For more information, go to <https://sctca.net> and <https://itrc.ucsd.edu>).

## 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 9/23: CLASS INTRODUCTION (no readings assigned)

#### I. Black Relationalities: Or why We're all Bound to Anti-Blackness, Colonial White Supremacy, and Black Liberation

##### Session 1A- Tuesday 9/28 (50pp. of reading):

READ: "Introduction," "Chapter 1" and "Chapter 2" of McGee, Heather (2021). *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. One World: New York, xi-40 (50pp.).

##### Session 1B- Thursday 9/30 (25 pp. of reading):

READ: "Chapter 3" of McGee, Heather (2021). *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. One World: New York, 41-66 (25pp.).

##### Session 2A- Tuesday 10/5 (71pp. of reading):

READ: "Chapter 4" and BEGIN TO READ "Chapter 5" of McGee, Heather (2021). *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. One World: New York, 67-138 (71pp.).

##### Session 2B- Thursday 10/7 (27pp. of reading):

READ: "Chapter 6" of McGee, Heather (2021). *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. One World: New York, 139-166 (27-50pp.).

##### Session 3A- Tuesday 10/12 (53pp. of reading):

READ: "Chapter 7" and "Chapter 8" of McGee, Heather (2021). *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. One World: New York, 167-220 (53pp.).

##### Session 3B- Thursday 10/14 (69pp. of reading):

READ: "Chapter 9" and "Chapter 10" of McGee, Heather (2021). *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*. One World: New York, 221-290 (69pp.).

#### II. Inventing and Empowering Latinidad(es) vis-a-vis Blackness(es)

##### Session 4A- Tuesday 10/19 (60pp. of reading):

READ: "Introduction," "Chapter 1." Gómez, Laura E. *Inventing Latinos: A New Story of American Racism*. The New Press: New York, 1-60 (60pp.).

##### Session 4B- Thursday 10/21 (35pp. of reading):

READ: "Chapter 2." Gómez, Laura E. *Inventing Latinos: A New Story of American Racism*. The New Press: New York, 62-97 (35pp.).

##### Session 5A- Tuesday 10/26 (34pp. of reading):

READ: "Chapter 3." Gómez, Laura E. *Inventing Latinos: A New Story of American Racism*. The New Press: New York, 98-132 (34pp.).

**Session 5B- Thursday 10/28 (33pp. of reading):**

READ: "Chapter 4." Gómez, Laura E. *Inventing Latinos: A New Story of American Racism*. The New Press: New York, 133-166 (33pp.).

**III. Mapping and Bridging Black/Latinx Topographies of Common Identification and Resistance**

**Session 6A- Tuesday 11/2 (27pp. of reading):**

READ: Márquez, John (2016). "Juan Crow: Progressive Mutations of the Black-White Binary." *Critical Ethnic Studies: A Reader*. Critical Ethnic Studies Editorial Collective. Durham: Duke UP, 43-60 (17pp.).

ALSO READ: Jones, Jennifer A. Blackness, Latinidad, and Minority Linked Fate." *In Critical Dialogues in Latinx Studies: A Reader*. New York: NYU Press, 425-435 (10pp.).

**Session 6B- Thursday 11/4 (25pp. of reading):**

READ: Kun, Josh, and Laura Pulido (2013). "Introduction." *Black and Brown in Los Angeles: Beyond Conflict and Coalition*. Berkeley: UC Press, 1-25 (25pp.).

**IV. Afro-Latinidad(es) as the Catalysts towards New Blackness(es) and Latinidad(es)**

**Session 7A- Tuesday 11/9 (37pp. of reading):**

READ: Jones, Jennifer A. "Afro-Latinos: Speaking through Silences and Rethinking the Geographies of Blackness." *Afro-Latin American Studies: An Introduction*. Alejandro de la Fuente and George Reid Andrews, eds. Cambridge University Press, 569-605 (36pp.).

**Session 7B- Thursday 11/11 (30pp. of reading):**

READ: Jiménez Román, Miriam. Juan Flores (2009). "Triple-Consciousness? Approaches to Afro-Latino Culture in the United States." *Latin American and Caribbean Ethnic Studies*. *Latin American and Caribbean Ethnic Studies*, 4:3, 319-327 (8pp.).

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.).

**V. Black/Latinx Roots, Routes, and Interconnections**

**Session 8A- Tuesday 11/16 (40pp. of reading):**

READ: Helton, Laura E., and Rafia Zafar (2021). "Arturo Alfonso Schomburg in the Twenty-first Century: An Introduction." *African American Review*, 54: 1-2, 1-15 (15pp.).

ALSO READ: Fusté, José I. (2019). "Schomburg's Blackness of a Different Matter: A Historiography of Refusal." *Small Axe* 61, 120-131 (11pp.).



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

-Rivero, Yeidly. "Bringing the Soul: Afros, Black Empowerment, and Lucecita Benítez," 343-357 (14pp.)

## VI. Afro-Latinx Testimonios (Witnessings)

### Session 8B- Thursday 11/18 (17pp. of reading):

ALSO 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.).

ALSO READ: Lara, Ana-Maurine (2017). "I Wanted to Be More of a Person: Conjuring [Afro] [Latinx] [Queer] Futures." *The Bilingual Review* XXXIII:4, 1-13 (13pp.).

## VII. Contemporary Afro-Latinx Culture, Struggles & Black/Latinx Futures

### Session 9A- Tuesday 11/23 (28pp. of reading):

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

-Candelario, Ginetta E.G. "Displaying Identity : Dominicans in the Black Mosaic of Washington, D.C." 326-341 (15pp.).

-Torres-Saillant, Silvio. "Divisible Blackness: Reflections on Heterogeneity and Racial Identity," 453-466 (13pp.).

ALSO READ: López Oro, Pablo Joseph. "Refashioning Afro-Latinidad: Garifuna New Yorkers in Diaspora." In *Critical Dialogues in Latinx Studies: A Reader*. New York: NYU Press, 223-236 (13pp.)

### Session 9B- Thursday 11/25 (40pp. 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 (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](https://www.huffpost.com/entry/amara-la-negra-colorism-latinx-love-hip-hop_n_5d796125e4b0a938a42d887c)

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>

### Session 10A- Tuesday 11/30 (24pp. of reading):

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.).

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

-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](https://youtu.be/OWdGsh_nWlk).

**Session 10B- Thursday 12/2 (?pp. of reading):**

*Readings for our last class have not chosen yet. To be announced during the quarter (check Canvas).*