



HIST 395-002/AFST 397-001/INTS 499-002/WMST 379-001
Black Lives Matter: Global Perspectives
Spring 2021
Remote Arranged: TBA
Location: Zoom (*I will email you the link)

Instructor: Dr. Tiffany N. Florvil (tflorvil@unm.edu)
(Pronouns: she/her/hers)

Student Drop-In Hours on Zoom: M: 2:00-3:00pm, F: 1:00-3:00pm, and by appointment

*These Student Drop-In Hours will give you the opportunity to ask questions, get academic assistance, explore some of our course themes further, and chat about other developments and historical themes; please use this [link](#) to book an appointment with me.

Grader: Mrs. Gina Benavidez (gbenavidez@unm.edu)

UNM Land Acknowledgment:

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history. Refer to [UNM's official land acknowledgement](#).

Living in a Pandemic:

Over the past year, the United States has experienced the emergence of the global COVID-19 pandemic as well as the consequences of systemic and everyday racism that Black, Jewish, Asian, Latinx, and Indigenous communities have long-endured. For some, this has resulted in a fuller public awareness and response to the painful history of violence against Black, Jewish, Asian, Latinx, and Indigenous communities in the United States and across the world. The January 6th insurrection on the Capitol are also jarring and upsetting along with the mobilization of the far right in the United States and across the globe. Indeed, these events have caused fear, stress, trauma, and pain for many members of our community, and will continue to impact each of us in various ways throughout this semester. Under these circumstances, it is completely normal to feel sad, overwhelmed, or anxious, and to have difficulty concentrating. I have designed this course with these challenges in mind, and am committed to continuing to work with all of you to create a positive, accessible, and supportive learning environment throughout the semester. If your health, well-being, or school work are being impacted by recent events, I encourage you reach out to me and/or to make use of the resources the University of New Mexico provides, which I have also included in this syllabus.

Course Description:

From France to Belgium and from Britain to the Netherlands, Black Lives Matter movements have sprung up across the globe. In fact, three African American women created the 2013 hashtag in the United States. Addressing systematic and everyday racism, the carceral state, economic migration, and the afterlives of colonialism, these international movements have sought concrete changes that confront white supremacy, ethno-nationalism, and right-wing populism. Given the recent protests against police violence and the impact of COVID-19 on communities of color in Britain and the United States, it is important to trace the historical precedents of these movements and their members' politics especially in Europe. Black diasporic communities have incessantly pushed for recognition, rights, and liberation in European metropolises and in the colonies. In doing so, they made political claims and expanded definitions of European identity, citizenship, and belonging. This class will trace the how Black lives mattered in the twentieth and twenty-first centuries in Europe, and it will also focus on earlier historical periods (ancient, early modern, etc.). The course will not be restricted to the Europe alone, as it will explore experiences in the Caribbean, Africa, Asia, and the United States. In the class, students will also have an opportunity to participate in transatlantic exchanges with international students at the University of Cologne in Germany; students there are taking a similar BLM course. Ultimately, the course will introduce students to the dynamic experiences of Black European communities and other Black diasporic communities.

Required Reading:

Theodor Michael, trans. Eve Rosenhaft, *Black German: An Afro-German Life in the Twentieth Century* (Liverpool: Liverpool University Press, 2017)

Robin Mitchell, *Vénus Noire: Black Women and Colonial Fantasies in Nineteenth-Century France* (Athens: University Georgia Press, 2020)

Olivette Otele, *African Europeans: An Untold History* (London: Hurst, 2020)

Rob Waters, *Thinking Black: Britain, 1964-1985* (Berkeley: University of California Press, 2019)

*You can purchase hardcover, paperback, or e-book versions of our course books. If you cannot afford these books, please contact me as soon as possible. I will try to connect you with resources that may be available to you so that these challenges do not affect your performance in the class.

**Additional required readings will be available through the course's UNM Learn page.

Suggested Reading: (These suggested books are optional)

James Cantres, *Blackening Britain: Caribbean Radicalism From Windrush to Decolonization* (London: Rowman & Littlefield, 2020)

Nicholas Jones, *Staging Habla De Negros: Radical Performances of the African Diaspora in Early Modern Spain* (College Station: Penn State University Press, 2019)

Heike Raphael-Hernandez, ed. *Blackening Europe: The African American Presence* (New York: Routledge, 2003)

Darlene Clark Hine, Trica Danielle Keaton, and Stephen Small, eds. *Black Europe and the African Diaspora* (Chicago: University of Illinois Press, 2009)

Student Learning Outcomes:

1. Students will identify and familiarize themselves with important developments in Black Lives Matter from the ancient period to the twenty-first centuries.
2. Students will demonstrate the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.
3. Students will demonstrate the ability to compare and contrast different processes, modes of thought, and modes of expression from different historical time periods and in different geographic areas.
4. Students will demonstrate in resulting papers and projects the ability to recognize and articulate the diversity of human experiences, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.
5. Students will demonstrate ethical use of sources and provide accurate and properly formatted citations in all formal papers for this capstone course.

6. Students will demonstrate in their papers and project(s) the abilities to distinguish between primary and secondary sources and to identify and evaluate evidence.

Pandemic Objectives:

1. To be patient and kind with ourselves and with each other.
2. To embrace the opportunity to learn in new ways and grow as students, scholars, and global citizens.
3. To do our best, knowing that this will probably look different to us than for previous semesters.
4. To communicate openly, frequently, and clearly about our expectations, concerns, and goals. Tell me what you need, I will tell you how I can help. I promise.
5. Do not suffer in silence! If you need extra help, or if you need more time with something, or if you feel like you are behind or not understanding everything, please talk to me, and I will work with you. I am committed to making sure you learn everything you were hoping to learn from this class!
6. To be flexible. This is a strange and really difficult time. We are all a little more anxious. Circumstances will likely change over the course of the term. Let's work together to make the this the best class possible, knowing that this may be a moving target.
7. Breathe!

Course Objectives and Requirements:

This is a reading intensive course that will focus on aspects of Black Lives Matter internationally and nationally. The readings for this course form the backbone of our seminar activity, and therefore, careful reading and active participation are essential. Participation & Engagement, in their many forms, will be crucial to this seminar, and I will evaluate your participation grade based on three main criteria: 1) active, regular participation; 2) direct and specific engagement with the readings by offering insightful reflections, posing questions, assessing problems, and so forth; and 3) collegial interaction with your peers that builds on their comments, asks further questions, and puts forth a different view with respect and courtesy.

To ensure success in the course, students must complete all of the following:

- 1) **Preparation & Engagement (15% of the total grade):** P & E includes engaging in various in-class discussions (whenever we are scheduled to meet this semester) and activities by being alert, attentive, respectful, and courteous; asking questions in Zoom's chat function or using the raise your hand function in Zoom; and/or live-tweeting when guest speakers join our class. It also includes completing short assignments posted on UNM Learn, including Discussion Board, that will push you to contextualize the readings and process the lectures. I will accept discussion threads in written, video, or voice formats. Students can also find news articles related to the course themes and send them to me to post to the class; write a blog post about the course themes; and/or create a video clip about our course themes. I also welcome you to visit me during my Student Drop-In Hours on Zoom on **Mondays from 2:00-3:00pm, Fridays from 1:00-3:00pm, and by appointment** to discuss course materials or ask any questions. Students should remain awake during our Zoom class sessions when we do meet throughout the semester. During class sessions, laptops should be used for taking notes and should not be used to check Facebook, Tinder, Twitter, or Instagram. Try not to play games on your laptop during our class time. If I see anyone asleep or distracted, students will be given a warning privately for the first instance, and after subsequent incidences, your participation grade will be lowered. The default participation grade is **80%**, which students raise by asking questions and offering their own thoughts about the readings and lower through limited engagement, unexcused absences, and disrespectful classroom behavior. In the unlikely event that a student behaves in a manner disruptive to teaching and learning, they will be required to leave class and have their cumulative grade for the course lowered by **FOUR PERCENTAGE (4%) POINTS**.

***Students must stop by my Student Drop-in Hours at least once within the first five weeks of class. You are more than welcome to come more than once during and after the first five weeks. But this first instance allows me to get to know you.**

- 2) **Attendance (5% of the total grade):** Attendance is mandatory, especially when I schedule meetings throughout the semester. An excused absence is one that can be documented by an outside source or in conversation with Dr. Florvil. Given the pandemic, I am fully aware that new dynamics will emerge and so I will be flexible and attend to each student's experiences on a case by case basis. This means I will make accommodations. I will do my best to work with you even more so during this extra difficult time. Students can have **no more than FOUR (4) unexcused absences total** from this class. If you miss class, you are responsible for getting the notes and assignments. You must communicate with me and schedule an appointment with me to discuss the theme of the missed lecture. Subsequent unexcused absences from class will lower your overall course grade by at least a **FULL LETTER GRADE**. Excessive absences from class will result in an overall failing grade.

Multiple absences, even though excused, might result in your receiving an "Incomplete" for a final course grade. Should this happen, you will need to meet with me in person before the end of the semester to establish an appropriate timetable in which you must complete all the missing work. Unsuccessfully fulfilling those assigned tasks within the prescribed timetable will result in an overall failing grade.

- 3) **Two Analytical Essays (Combined 20% of the total grade):** Students must write **TWO (2)** analytical essays that should be between **THREE (3) full to FIVE (5) full double-spaced pages** in length. These essays should be thesis-driven and consist of an analysis of the assigned readings that engage with the themes of the Black Lives Matter. Each paper must be numbered with 12-point font, and standard one-inch margins and include the appropriate citation of Chicago Manual Style in either footnotes or endnotes. These Analytical Essays should be submitted on UNM Learn by their due date in doc, docx, or Pages format. Not following the proper formatting will result in your grade lowering by **THREE PERCENTAGE (3%) POINTS**. Late papers will be penalized by **HALF A LETTER GRADE** for each 24-hr period they are late. The Analytical Essays will be due on **Saturday, February 13th** and **Friday, March 12th** (note this deadline is before spring break).
- 4) **Group Project (25% of the total grade):** Students must collaborate with students at the University of Cologne (Germany) on a group project pertaining to themes related to Black Lives Matter. I will post the themes on UNM Learn in the coming weeks of which you should choose one to conduct research on. You will submit your work to me and Dr. Silke Hackenesch (University of Cologne) and then a Graduate Assistant will upload your findings to our Black Lives Matter website, which will be a separate site from our UNM Learn course page. The University of Cologne will host our site. This assignment requires collaborate and coordination with a student and/or students at the University of Cologne who have also chosen a similar theme. This project will also require you to negotiate a time zone difference and work with someone else in Germany. Being flexible and clear will help you. I will also offer direction and assistance along the way. Since their semester starts later than our semester at UNM, we will coordinate with them to determine a final deadline for this assignment. The Group Project is due **Friday, April 30th** by **11:59pm**. You should email the projects to both me (tflorvil@unm.edu) and Dr. Hackenesch (shacken1@uni-koeln.de).
- 5) **Final Project (35% of the total grade):** Students will have a choice to either produce a Final Essay of **SIX full to EIGHT full (6 full to 8 full)** double-spaced pages in length based on the course readings from this semester or to produce an Unessay option based on the themes from the course with an accompanying written reflection between **two full to four full (2 full to 4 full)** double-spaced pages in length.

For the Final Essay, students must choose **two additional sources** (articles, book, film, or blog) in addition to the sources from the course that they rely on. Students must use a minimum of **four class sources** in addition to the two new sources. This essay must be thesis-driven, but not necessarily a primary source-driven paper. For the Unessay option, you could produce a short graphic novel, a website, a zine, a film, a podcast, a 3-D map, or anything else that will rely on your creativity related to the course's theme of Black Lives Matter. The written reflection should include what you learned about Black Lives Matter, why the format worked for you, and how the class and project has changed your ideas about identity,

belonging, citizenship, or politics. Both the Final Essay and the reflection should be in 12-point font with standard one-inch margins in doc, docx, or Pages format. Your pages must be numbered and include the appropriate citation of Chicago Manual Style in either footnotes and endnotes. Not following the proper formatting will result in your grade lowering by **THREE PERCENTAGE (3%) POINTS**. The Final Essay and the reflection should also include a bibliography of the sources you used, though these pages will not count toward the paper's overall page length (i.e. 6-8 pages for the Final Essay or the 2-4 pages for the Unessay reflection). The Final Project is due on **Thursday, May 13th by midnight** on UNM Learn. Late final projects will be penalized by **HALF A LETTER GRADE** for each 24-hr period they are late.

Students must email me and Mrs. Benavidez their preference for their Final Project by February 25.

I want all students to succeed in this course so please communicate with me and I will work with you. But failure to communicate and complete all the aforementioned requirements will result in an overall failing grade.

***“Stuff happens” clause:** Students are allowed to invoke the clause on any of the course assignments throughout the semester, except for the Final Project. Once students invoke the clause, then they will receive a three-day extension. When you invoke this clause, no explanation is required. But you must email me, and then I will approve it.

If you have any conflicts, concerns, or questions, please see me during my Student Drop-in Hours on Mondays from 2:00-3:00pm and Fridays from 1:00-3:00pm on Zoom or make an appointment with me if you cannot make those hours. Students should avoid questions whose answers are contained in the course syllabus or course handouts.

Contact me by email: Your emails should be written in formal, professional language, and with attention to the propriety accorded to the position of the writer and the addressee. Proper etiquette includes (“Dear Dr. Florvil,” “Dear Professor Florvil,” “Hi Prof. Florvil”) and sends a positive and respectful message to me. So please be courteous as I will be courteous and considerate to you! Sometimes my inbox gets full, but I really do want to hear from you. If you do not hear back from me within two business days, please send a follow up email. I will greatly appreciate a gentle reminder. I will respond to emails between M-F 9am-5pm. I will answer weekend emails only if there is an emergency.

If students should need assistance with their writing assignments for the class, please consider scheduling an appointment with [Center for Academic Program Support \(CAPS\)](#).

Withdrawal/dropping the course: It is the student's responsibility to keep track of whether or not s/he/they is/are officially enrolled in the course. If a student intends to withdraw from the course, it is that student's responsibility to follow the correct procedures through the registrar's office to do so. Students who drop the class will obtain a grade of WP, but students who simply quit fulfilling the requirements for the course can expect to earn a grade of an F (not a W) if s/he/they do not officially withdraw. The last day to drop this course with the Dean's permission is **May 7, 2020**, and here is the [form](#) to do so. I will not grant any withdrawals after this date unless there are extreme circumstances. Please do not contact me the day before or the day when a paper assignment is due to request a withdrawal from the course.

Grade Breakdown:

Participation and Engagement:	15%
Attendance:	5%
Analytical Essays (10% each):	20%
Group Project:	25%

Final Project:	35%
Total:	100%

Grading Scale:

A+: (97-100%)	A: (94-96%)	A-: (90-93%)	B+: (87-89%)
B: (84-86%)	B-: (80-83%)	C+: (77-79%)	C: (74-76%)
C-: (70-73%)	D+: (67-69%)	D: (64-66%)	D-: (60-63%)
F: (0-59%)			

Accommodation, Integrity, Conduct, and University Policies:**Need for Accommodation and Disability:**

If there is anything that could affect your class performance and you may need accommodation due to a religious holiday, etc., please communicate with me by the **SECOND** week of classes so that appropriate arrangements can be made. Qualified students with disabilities who may need academic adjustments should contact me as soon as possible so that the proper arrangements can be made in a timely manner. Handouts are also available in alternative accessible formats upon request. Students must also contact the [Accessibility Resource Center](#).

Basic Needs Security Statement:

It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, I urge you to contact the [Dean of Students](#), [Lobo Food Pantry](#), and/or me. We are certainly here to help.

Undocumented Students Statement:

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a judicial warrant, and I will work with students who require immigration-related accommodations for themselves or their relatives.

Equality Statement:

The [Office for Equity and Inclusion](#), as well as the [Office of Equal Opportunity](#), works with the University of New Mexico community in implementing and upholding policies and practices that are consistent with federal and state mandates as well as existing University policies regarding equal access, equal employment and educational opportunity for all persons, without regard to race, religion, color, sex, gender, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or veteran status. Neither the University of New Mexico nor your instructor will condone and/or tolerate discrimination against any individual on the basis of race, religion, color, sex, gender identity, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran.

Title IX Statement:

Title IX prohibitions on sex discrimination include various forms of sexual misconduct, such as sexual assault, rape, sexual harassment, domestic and dating violence, and stalking. Current UNM policy designates instructors as required reporters, which means that if instructors are notified (outside of classroom activities) about any Title IX violations, they must report this information to the Title IX coordinator. However, the American Association of University Professors' (AAUP) "Statement on Professional Ethics" requires that Professors protect students' academic freedom and "respect[s] the confidential nature of the relationship between professor and student." Therefore, as a Professor I have pledged to honor student confidentiality and will strive to respect your wishes regarding reporting. Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. If you or someone you know should ever need assistance or have concerns about incidents that violate Title IX, there resources and confidential routes available to you on campus. For example, you can contact the [Women's Resource Center](#), [African American Student Services](#), the [LGBTQ Resource Center](#), [Student Health and Counseling \(SHAC\)](#), or additional [resources](#) at UNM. [LoboRESPECT](#) can also be contacted on their 24-hour crisis line, (505) 277-2911 and online at

loborespect@unm.edu. You can receive non-confidential support and learn more about Title IX through the Title IX Coordinator at (505) 277-5251 and [the website](#). Reports to law enforcement can be made to UNM Police Department at (505) 277-2241. Please also consult the [campus policy](#) regarding sexual misconduct.

Academic Misconduct and Plagiarism:

The University of New Mexico prohibits academic dishonesty. Students must document any idea that you derive from another person or source, including websites or blogs, in your paper assignments in the form of a citation, whether a footnote or endnote. To take ideas from other people or sources without attribution constitutes plagiarism. I have a *zero* tolerance policy on plagiarism. If caught, students involved in the incident will receive an automatic F in the course, and I will immediately report the incidences to the Office of the Dean of Students. I believe you are capable of meeting my expectations for this course. If you are concerned about how well you are doing in this course or committing plagiarism unknowingly, please come and speak with me instead of considering academic misconduct. In addition, do consult the [History Department's policy on Academic Dishonesty](#).

Course Language: In this class, we might see historical terms such as the “colored,” the N Word, and any other words in different languages (English, German, French, and so forth). Today these terms are considered offensive and violent. Refrain from using this language in your papers, Discussion Board responses, or in-class discussions. I will not tolerate it. Be respectful and courteous to your peers and professor who find these terms disrespectful and upsetting.

Course Schedule:

**** The schedule will be subject to change. If you have trouble accessing or obtaining the readings, please communicate with me in a timely fashion, and I will help. ****

Week 1: Thinking about Black Lives Matter in Global Context

Tuesday, January 19: *Course Introduction*

Readings: HIST 395/AFST 397/INTS 499/WMST 379 Syllabus and the PDFs on style, writing, and reading historical sources on UNM Learn

[Kennetta Hammond Perry and Kira Thurman, “Black Europe: A useful Category of Historical Analysis,” *Black Perspectives*, December 20, 2016](#)

[Caroline Bressey, “Between Europe and the Black Atlantic,” *Black Perspectives*, July 27, 2018](#)

[Fatima El-Tayeb, “Beyond the Black Paradigm?: Queer Afro-diasporic Strategies,” *Black Perspectives*, October 22, 2018](#)

[Noemi Michel, “The Relationship between Blackness and Europeanness,” *Black Perspectives*, November 20, 2018](#)

[Nicholas R. Jones, “The Legacy and Representation of Blacks in Spain,” *Black Perspectives*, June 1, 2018](#)

[Elisa Joy White, “Racism, Borders, and Black Europe,” *Black Perspectives*, October 1, 2018](#)

****[You should choose two out of the six blogs to read]**

Thursday, January 21: *Theorizing about Race and Racism in Europe*

Readings: David Theo Goldberg, “Racial Europeanization: Ethnic and Racial,” *Ethnic and Racial Studies* 29, no. 2 (2006): 331-64

Week 2: Race in the Ancient, Medieval, and Early Modern Periods

Tuesday, January 26: *The Invention of Race*

Readings: Geraldine Heng, “Color,” in Heng, *The Invention of Race in the European Middle Ages* (New York: Cambridge University Press, 2018), 181-256

Thursday, January 28: *Constructing Differences and Shaping Spaces*

Readings: Begin reading Olivette Otele, *African Europeans*, 1-38 (Introduction and Chapter 1)

Primary Sources: [Jeff Bowersox and Astrid Khoo, “Blackening the Queen of Sheba \(Ca. 1402-1405\),” *Black Central Europe*](#)

Week 3: Who are African Europeans?

Tuesday, February 2: *The Black Presence in Europe*

Readings: Otele, *African Europeans*, 39-94 (Chapters 2 and 3)

Primary Sources: [“St. Maurice in Magdeburg,” *Black Central Europe*](#)

Thursday, February 4: *The Boundaries of Europe*

Readings: Otele, *African Europeans*, 95-126 (Chapter 4)

Jessica Marie Johnson, “Black Femme: Acts, Archives, and Archipelagos of Freedom,” in Johnson, *Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World* (Philadelphia: University of Pennsylvania Press, 2020), 153-86

Week 4: Who are African Europeans? Cont’d

Tuesday, February 9: *Complicating the Past*

Readings: Otele, *African Europeans*, 127-84 (Chapters 5 and 6)

Primary Sources: [Battling Siki Arrives in Cork, 1923](#)

OR

[Black Londoners, 1800-1900 \(interactive map\)](#)

**[You choose either the Battling Siki or the Black London interactive map to watch or view]
[Sources are courtesy of Dr. Otele]

Thursday, February 11: *From There to Here: Black Folks are Everywhere*

Readings: Otele, *African Europeans*, 185-224 (Chapter 7 and Epilogue)

Primary Sources: [Krept and Konan, “Ban Drill” \(2019\)](#)

*[Dr. Otele will visit our class]

*** First Analytical Essay due on Saturday, February 13th by 11:59pm on UNM Learn ***

Week 5: Colonial Fantasies

Tuesday, February 16: *Gender, Race, and Space*

Readings: Begin reading Robin Mitchell, *Vénus Noire*, 1-50 (Introduction and Chapter 1)

Thursday, February 18: *Colonial Anxiety and Gendered Bodies*

Readings: Mitchell, *Vénus Noire*, 51-80 (Chapter 2)

Primary Sources: Bill of The Hottentot Venus (1801) and Image of Baartman (circa 1801)
[Sources are courtesy of Dr. Mitchell]

Week 6: Colonial Fantasies Cont'd

Tuesday, February 23: *Memory, Cultural Consumption, and Sovereignty*

Readings: Mitchell, *Vénus Noire*, 81-104 (Chapter 3)

Julia Gaffield, “The Racialization of International Law after the Haitian Revolution: The Holy See and National Sovereignty,” *American Historical Review* 125, no. 3 (2020): 841-68

OR

Samantha Pinto, “Civic Desire: Mary Seacole’s Adventure in Black Citizenship,” in Pinto, *Infamous Bodies: Early Black Women’s Celebrity and the Afterlives of Rights* (Durham: Duke University Press, 2020), 139-72

****[You choose either the Gaffield article or the Pinto chapter to read]**

Thursday, February 25: *Understanding Vénus Noire*

Readings: Finish Mitchell, *Vénus Noire*, 105-40 (Chapter 4 and Conclusion)

Listen to Interview with Dr. Mitchell: [Robin Mitchell, *Vénus Noire: Black Women and Colonial Fantasies in Nineteenth-Century France* \(Athens: University of Georgia Press, 2020\)](#)

***[Dr. Mitchell will visit our class]**

Week 7: European Colonialism

Tuesday, March 2: *Dutch Slavery and German Colonial Resistance*

Readings: Kwame Nimako, Amy Abdou, and Glenn Willemsen, “Chattel Slavery and Racism: A Reflection on the Dutch Experience,” in *Dutch Racism*, eds. Philomena Essed and Isabel Hoving (Amsterdam: Rodopi, 2014), 31-51

Adam Blackler, “From Boondoggle to Settlement Colony: Hendrik Witbooi and the Evolution of Germany’s Imperial Project in Southwest Africa, 1884-1894,” *Central European History* 50, no. 4 (2017): 449-70

Primary Sources: [Robbie Aitken, “A Cameroonian Apprentice in Langenau \(Ca. 1888\),” *Black Central Europe*](#)

OR

[Jeff Bowersox, “Bernhard Epassi, “Cameroon in Berlin and German Letters from Cameroon \(1897\),” *Black Central Europe*](#)

****[You choose either the Aitken collection photo or the Epassi letter to read]**

Thursday, March 4: *Reproduction, Slavery, and Rebellion*

Readings: Sasha Turner, “Home-grown Slaves: Women, Reproduction, and the Abolition of the Slave Trade, Jamaica 1788-1807,” *Journal of Women’s History* 23, no. 3 (2011): 39-62

OR

Matt D. Childs, "Burn the Plantations: The Cuban Aponte Rebellions of 1812," in Childs, *The 1812 Aponte Rebellion in Cuba and the Struggle Against Atlantic Slavery* (Chapel Hill: University of North Carolina Press, 2006), 120-54

****[You choose either the Turner article or the Childs chapter to read]**

Week 8: Journeys and Performances

Tuesday, March 9: *The Contours of Black Internationalism*

Readings: Brandon Byrd, "'We Are Negroes!': The Haitian Zambo, Racial Spectacle, and the Performance of the Black Women's Internationalism, 1863-1877," in *To Turn the Whole World Over: Black Women and Internationalism*, eds. Keisha Blain and Tiffany Gill (Chicago: University of Illinois Press, 2019), 15-37

Kenneth Barkin, "W.E.B. Du Bois' Love Affair with Imperial Germany," *German Studies Review* 28, no. 2 (2005): 284-302

Primary Sources: [Find one source about Du Bois's international experiences at the W.E.B. Du Bois Papers, 1803-1999; you choose one](#)

Thursday, March 11: *Pan-Africanism*

Readings: Hakim Adi, "Pan-Africanism and West African Nationalism in Britain," *African Studies Review* 43, no. 1 (2000): 69-82

OR

Michael McEachrane, "Pan-Africanism and the African diaspora in Europe," in *Routledge Handbook of Pan-Africanism*, ed. Reiland Rabaka (New York: Routledge, 2020), Chapter 15

****[You choose either the Adi article or the McEachrane chapter to read]**

*** Second Analytical Essay due on Friday, March 12th by 11:59pm on UNM Learn ***

Week 9:

Tuesday, March 16: **SPRING BREAK – NO CLASS**

Thursday, March 18: **SPRING BREAK – NO CLASS**

Week 10: World War I and the Interwar Period

Tuesday, March 23: *World War I*

Readings: Michelle Moyd, "Color Lines, Front Lines: The First World War from the South," *Radical History Review* 131 (2018): 13-35

Tyler Stovall, "The Color Line behind the Lines: Racial Violence in France during the Great War," *American Historical Review* 103, no. 3 (1998): 737-69

Thursday, March 25: *Interwar Politics, Feminism, and Anti-fascism*

Readings: Denise Lynn, "Socialist Feminism and Triple Oppression: Claudia Jones and African American Women in American Communism," *Journal for the Study of Radicalism* 8, no. 1 (2014): 1-20

Jennifer Anne Boittin, "In Black and White: Gender, Race Relations, and the Nardal Sisters in Interwar Paris," *French Colonial History* 6 (2005): 120-35

OR

Mark Matera, "Afro-metropolis: Black Political and Cultural Associations in Interwar London," in Matera, *Black London: The Imperial Metropolis and Decolonization in the Twentieth Century* (Berkeley: University of California Press, 2015), 22-61

OR

Asia Leeds, "Toward the 'Higher Type of Womanhood': The Gendered Contours of Garveyism and the Making of Redemptive Geographies in Costa Rica, 1922-1941," *Palimpsest* 2, no. 1 (2013): 1-27

OR

Imaobon Umoren, "The Italian Invasion of Ethiopia, the Spanish Civil War, and Anti-fascist Internationalism, 1935-1939," in Umoren, *Race Women Internationalists: Activist-Intellectuals and Global Freedom Struggles* (Berkeley: University of California Press, 2018), 37-66

****[In addition to reading the Lynn article, you choose either the Boittin article, the Matera chapter, the Leeds article, or the Umoren chapter to read]**

Week 11: Nazi Germany

Tuesday, March 30: *Racial Unbelonging*

Readings: Begin Theodor Michael, *Black German*, 1-150

Primary Source: [Jermaine Raffington, *Schwarzrotgold* tv: Marie Nejar, August 1, 2015](#)

Thursday, April 1: *Resistance and Survival*

Readings: Finish Michael, *Black German*, 151-204

***[Meet with University of Cologne Students]**

Week 12: World War II and its Discontent

Tuesday, April 6: *Race and Sex in France and Britain*

Readings: Félix Germain, "For the Nation and for Work: Black Activism in Paris of the 1960s," in *Migration and Activism in Europe Since 1945*, ed. Wendy Pojmann (New York: Palgrave, 2008), 15-32

Sonya O. Rose, "Sex, Citizenship and the Nation in World War II Britain," *American Historical Review* 103, no. 4 (1998): 1147-76

OR

Kennetta Hammond Perry, "'Little Rock in Britain: Jim Crow's Transatlantic Topographies,'" *Journal of British Studies* 51, no. 1 (2012): 155-77

****[In addition to reading the Germain chapter, you choose either the Rose article or the Perry article to read]**

Thursday, April 8: *Anti-Apartheid Activism*

Readings: Nicholas Grant, "Black Internationalism, Anticommunism, and the Prison," in Grant, *Winning our Freedoms Together: African Americans & Apartheid, 1945-1960* (Chapel Hill: University of North Carolina Press, 2017), 117-38

Week 13: The Era of Civil Rights and Black Power**Tuesday, April 13:** *Civil Rights in Europe***Readings:** Begin Rob Waters, *Thinking Black*, 1-92 (Introduction & Chapters 1 and 2)**Primary sources:** Frantz Fanon, Excerpt from *The Wretched of the Earth* (1961)**OR**Aimé Césaire, Excerpt from *Discourse on Colonialism* (1950)****[You choose either the Fanon excerpt or the Césaire excerpt to read]****Thursday, April 15:** *Radical Blackness***Readings:** Waters, *Thinking Black*, 93-124 (Chapter 3)Quito Swan, “Giving Berth: Fiji, Black Women’s Internationalism, and the Pacific Women’s Conference of 1975,” *Journal of Civil and Human Rights* 4, no. 1 (2018): 37-63**Week 14: Race and Rebellion****Tuesday, April 20:** *Anti-Discrimination and Knowledge***Readings:** Waters, *Thinking Black*, 125-64 (Chapter 4)**Thursday, April 22:** *Rebellion and Unrest***Readings:** Finish Waters, *Thinking Black*, 165-221 (Chapter 5 and Epilogue)**Week 15: Migration, Belonging, and Mobilization****Tuesday, April 27:** *Diasporic Migration to Europe***Readings:** Asale Angel-Ajani, “Displacing Diaspora: Trafficking, African Women, and Transnational Practices,” in *Diasporic Africa: A Reader*, ed. Michael Gomez (New York: New York University Press, 2006), 290-308**OR**Lorgia García-Peña, “Being Black Ain’t So Bad...Dominican Immigrant Women Negotiation Race in Contemporary Italy,” *Caribbean Studies* 41, no. 2 (2013): 137-61**OR**Camilla Hawthorne, “In Search of Black Italia: Notes on Race, Belonging, and Activism in the Black Mediterranean,” *Transition* 123 (2017): 152–174**OR**Viki Zaphiriou-Zarifi, “The Collective Mobilisation of African women in Athens,” in *To Exist is to Resist: Black Feminism Europe*, eds. Akwugo Emejulu and Francesca Sobande (London: Pluto Press, 2019), 13-33**[You choose either the Angel-Ajani chapter, the García-Peña article, the Hawthorne article, or the Zaphiriou-Zarifi chapter to read]****Thursday, April 29:** *Black Feminist Strategies*

Readings: Tiffany N. Florvil, “Black German Feminist Solidarity and Black Internationalism,” in Florvil, *Mobilizing Black Germany: Afro-German Women and the Making of a Transnational Movement* (Chicago: University of Illinois, 2020), 157-77

*[You get to talk to me about my work. 😊]

Week 16: How and Why do Black Lives Matter?

Tuesday, May 4: *Black Lives Matter Comparatively*

Readings: SA Symthe, “The Black Mediterranean and the Politics of Imagination,” *Middle East Report: Suffering and the Limits of Relief* vol. 286 (2018): 3-9

OR

[Christienna Fryar, Nicole Jackson, and Kennetta Hammond Perry, “Windrush and Britain’s Long History of Racialized Belonging,” *Black Perspectives*, July 31, 2018](#)

OR

[Thomas van Gaalen, “Black Lives Matter, Hip Hop, and Fighting Racism in The Netherlands,” *Black Perspectives*, November 10, 2020](#)

OR

Keeanga-Yamahtta Taylor, “Black Lives Matter: A Movement, Not a Moment,” in Taylor, *From #BlackLivesMatter to Black Liberation* (Chicago: Haymarket Books, 2016), 153-90

[You choose either the Symthe article, the Fryar blog, the Van Gaalen blog, or the Tylor chapter to read]

Thursday, May 6: *Wrap Up and Finding Which Black Lives Matters to You*

Readings: No Readings

*[Meet with University of Cologne Students]

*** Final Project due on Thursday, May 13th by midnight on UNM Learn ***