History 368: **Afro-Latin America**
Fall 2019

4 units
Tuesday and Thursday, 11:00 am - 12:20 pm
Online

Professor Joan Flores-Villalobos (you may refer to me as Prof. Flores)
Office: Remote
Office Hours: By appointment
Email: jfloresv@usc.edu

For technical issues, contact ITS at (213) 740-555 or consult@usc.edu
For Blackboard issues, call (213) 740-5555 and press Option 2 or email blackboard@usc.edu

USC Technology Support Links
Zoom information for students
Blackboard help for students
Software available to USC Campus

Course Description

Popular understandings of Latinx people in the U.S. and throughout Latin American position this as a population distinct and separate from Black communities. This course seeks to complicate that assumption, by troubling the category of "Latino" and considering the legacies of colonialism, slavery, nation-building, and imperialism on racial formation in the region. The course is multi-disciplinary and transnational, studying the presence of Afro-Latinx people from Cuba and Puerto Rico to Panama, Mexico, and Argentina through history, film, poetry, and song. We will study the life of an enslaved man in Cuba, the invention of "mestizaje," and the political

organizing of black Nuyoricans. The course begins in the colonial period, traverses through independence and early nation-building, and ends in the present-day U.S. One of our guiding questions will be: how do the legacies of racial formation continue to inform Latin American and Latinx societies today?

Given the unique context of online teaching, we will take the opportunity to explore the rich digital archives and sites of virtual Afro-Latinx communion available to us. Throughout the semester, you will engage with different types of online sources, meet their creators, and consider the complexities of archiving Black Latinx histories. Our class will culminate in final digital projects that seek to counter colonial racial legacies in order to more deeply explore the Black experience across Latin America, the Caribbean, and the U.S.

Learning Objectives

Upon completion of this course, students should
- understand the legacies of slavery and abolition and how they impact the current racial landscape in Latin America
- compare the role of different Latin American states in promoting projects of whitening and ideologies of mestizaje
- consider the political and cultural resistance of Afro-Latinx people throughout history
- identify, evaluate, and use primary sources to create a digital project about Afro-Latin American history

Technological Proficiency and Hardware/Software Required

You will need access to a computer and a stable internet connection. USC recommends using a Mac or PC made in the last four years, with 4GB+ of memory and installed with at least Windows 7 or OSX 10.6. Your computer should have an internal or external webcam and microphone. You should use Chrome or Firefox as your browser (Safari and Internet Explorer do not work as well). You might also make use of your phone to connect to class through the "Blackboard Student" app.

You should have some familiarity with Blackboard, Google Docs, and Microsoft PowerPoint or Google Slides. Nevertheless, we will go over the use of this software in class.

USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application. The Student Basic Needs team will

contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

Email and Communication Policy

I will contact you by email to update you on class assignments, due dates, and the weekly module expectations. These emails will also be posted as Blackboard announcements. Please check your email regularly!

Email is by far the best way to contact me. I will answer quickly during regular business hours and within 24 hours in almost every other case. I ask that your emails be short and direct. For extended questions about the class material, I will refer you to my virtual office hours.

You can expect grading and feedback within 7 days of any assignment.

Required Materials

All readings will be posted digitally on Blackboard, except for *The Farming of Bones* by Edwidge Danticat, which you must acquire. Physical copies can be bought for around $15 at any online bookseller, such as Bookshop.org. Any edition will do. Please contact me early in the semester if this constitutes a financial or logistical burden.

Method of Teaching

The class mixes synchronous and asynchronous modes of online learning. Every week, a new module will open on Sunday morning by 8am Pacific. You'll start each module by taking a quick "check-in" survey. Then, you'll watch a video lecture and complete a reading, followed by either a short quiz or a discussion post. Both quizzes and discussion posts are low-stakes—they count for little of your grade and are meant to quickly assess your understanding. You should aim to complete this part of your weekly work by Tuesday. Since we will not meet synchronously on Tuesdays, I recommend you use what would be our class time to complete this work.

For the second half of each weekly module, we'll often (but not always) meet on Zoom for a discussion during our scheduled class time on Thursdays. You'll sometimes have an additional assignment, either a Primary Source Analysis, your midterm Essay, or some work leading up to your Final Project. During the weeks you have additional assignments, I've made sure to limit the reading and meetings. Make sure to check the weekly schedule for every due date.

Though it might seem like a lot of tiny steps each week, the course aims to take up the usual time you would spend in-person inside a classroom. Blackboard will guide and remind you of every step.

Assignments — ALL DUE DATES IN PACIFIC TIME

Assignment	Grade Percentage
Quizzes (4)	10% (2.5% each, lowest grade dropped)
Discussion Posts (5)	15% (3% each)
Primary Source Analysis (4)	15% (5% each, lowest grade dropped)
Short Essay	15% (Peer Review - 5%, Essay - 10%)
Final Digital Project	45% Proposal - 5% (Due Oct 22nd at 10am) Primary Source Annotation - 10% (Due Week of Nov 2-6) Presentation - 10% (Due Week of Nov 9-13) Final Version - 10% and Critical Reflection – 10% (both due November 23 at midnight)

Quizzes: will be taken on Blackboard, be multiple choice, and timed for 10 to 15 minutes. They are meant to be very short and check for your reading and thematic comprehension. At the end of the semester, your lowest quiz grade will be dropped and replaced with your highest quiz grade.

Discussion Posts: will go on the Blackboard discussion board and should be ~200 words long, sometimes shorter (I will not be counting words, this is just a general guideline). They will respond to an assigned prompt and are usually due on that week's Thursday at 8am (before our Zoom meetings), but PLEASE check the syllabus for special circumstances. These will be graded on basic completion and engagement—if you submit a post that responds to the prompt and fits the general word length, you will get an easy A.

Primary Source Assignments: are meant to guide you on how to utilize different kinds of primary sources in preparation for your final project. These assignments will be posted along with the respective Module for that week and are meant to be completed within that same week (the syllabus has due dates for each). They should not generally take you more than an hour or so. I understand that some of you will have more familiarity with primary sources than others. To accommodate that, at the end of the semester your lowest grade will be dropped. Each of these will come with a grading rubric.

Short Essay: a 4-5-page analytical comparison of three key historical texts. You will receive the prompt and a grading rubric on September 16 before our Zoom class meeting. The following week, you will send a draft of your essay to a peer and fill out a "peer review feedback form" (timely completion of this is 5% of your essay grade). Your final version is due October 1 at 10am.

Final Project: Your final project will be a culmination of the skills you learned this semester and of our discussions about digital archives. We will talk about it in detail during class.

1) First you will submit a proposal where you briefly describe your topic of choice and note at least one primary and one secondary source you will use
2) You must schedule an individual virtual meeting with me during the week of November 2-6 to discuss your project. Before our meeting, you must submit a "primary source annotation" of one of the sources you will use in your final project, following the example of PSA#4 (using Hy.pothesis, a drawing pad, or similar software)
3) You will then create a 10-minute presentation to showcase your project to your peers, which you will present virtually during the last week of class. Your project need not be in its final form at that point. In fact, you should feel free to use the presentation to request feedback from me and your peers if you have any questions or concerns. However, it must present evidence of primary source research and a working thesis statement.

4) You will submit two final items to me on Blackboard by November 23 at midnight:
   - The completed version of your project
   - A 2-3-page Critical Reflection on the work you've done on the project throughout the semester

Grading Scale
Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Virtual Attendance Policy and Participation
I will hold a survey in the first week of class where you can tell me about any potential issues that might interfere with your virtual attendance—time zones, privacy concerns, religious exceptions. Let's maintain open communication throughout the semester.

Most of the course content is meant to be completed asynchronously and has some built-in flexibility. We will not be convening synchronously for every class meeting. This means that the times we *do* meet will cover crucial material. Though attendance is not a direct part of your grade, if you miss two or more synchronous virtual meetings, you will lose an entire letter on your final grade (from A to B, from B- to C-, etc.) UNLESS YOU HAVE PREVIOUSLY DISCUSSED IT WITH ME.

Late Assignments
Quizzes will automatically open with the Module at the beginning of the week and close on Blackboard at the stated due date and time. Thus, there is no way to submit a "late" quiz after they close.

For discussion posts, submitting an hour or two late will not hurt your grade at all, but they MUST be in before we meet for Zoom discussion on Thursday at 11am. The deadline is there

only so I can have time to review your posts before we meet virtually and thus enhance our discussions. There is NO late submission on posts after we have already met on Zoom. You will receive a 0 if no post is submitted before class.

For the essay, primary source assignments, and the final project components, you have a 24-hour grace period for late submissions, NO QUESTIONS ASKED. Anything beyond that, you must speak with me first to consider an extension. If I don't receive any communication from you, you will be marked 10% (out of 100%) down for every day the assignment is late after the first 24 hours.

Make-up Assignments
There will be several opportunities for make-up assignments throughout the semester. Please contact me to arrange these. These assignments can replace missed quizzes, discussion posts, and synchronous meetings.

If you receive a B grade or below in any Primary Source Assignment or on the Essay, you may contact me for an Extra Credit opportunity to bump your assignment grade up by one-third of a letter (C+ to B-, B- to B, etc.).

Classroom Norms and "Netiquette"
Please contact me early in the semester if any of these "netiquette" policies present an issue.

When we meet on Zoom, I will encourage and expect (though not require) you to have your video on. You should keep the audio muted until you are invited to speak.

All our synchronous sessions will be recorded and made available asynchronously on Blackboard. These recordings are private within our class community and should not be shared outside of it. They will be deleted at the end of the semester.

SCampus Section 11.12(B)

Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

STATEMENT FOR STUDENTS WITH DISABILITIES
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for **DSP (https://dsp.usc.edu/)** and contact information: (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) **dspfrontdesk@usc.edu.**

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu or to the *Department of Public Safety* http://adminopsnet.usc.edu/department/department-public-safety. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpagehttp://sarc.usc.edu describes reporting options and other resources.

STATEMENT ON SEXUAL MISCONDUCT
Harassment, sexual misconduct, interpersonal violence, and stalking are not tolerated by the university. All faculty and most staff are considered Responsible Employees by the university and must forward all information they receive about these types of situations to the Title IX Coordinator. The Title IX Coordinator is responsible for assisting students with supportive accommodations, including academic accommodations, as well as investigating these incidents if the reporting student wants an investigation. The Title IX office is also responsible for coordinating supportive measures for transgender and nonbinary students such as faculty notifications, and more. If you need supportive accommodations you may contact the Title IX Coordinator directly (titleix@usc.edu or 213-821-8298) without sharing any personal information with me. If you would like to speak with a confidential counselor, Relationship and Sexual Violence Prevention Services (RSVP) provides 24/7 confidential support for students (213-740-9355 (WELL); press 0 after hours).

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

SCHEDULE

Module 1	Aug 17-21	**Introductions and "Latinidad"** 1. Watch Welcome videos (~20 minutes) 2. Take survey (5 minutes) 3. Take Syllabus Quiz (ungraded) 4. Post an introduction to the Discussion Board before Zoom meeting (ungraded) 5. Meet on Zoom for our first class! Thursday, August 20 @ 11am
Module 2	Aug 24-28	**The Trans-Atlantic Slave Trade** 1. Take initial survey (ungraded) 2. Watch Lecture video (20 minutes) and Slave Voyages Timelapse video (2 minutes) 3. Complete Reading: Peter Wood, "The Earliest Africans in North America" (8 pages) 4. Take Quiz #1 (10 minutes) by Wednesday August 26 at midnight 5. Complete "Primary Source Assignment #1: Working with Data" by Saturday August 29 at midnight
Module 3	Aug 31 - Sep 4	**The Experience of Slavery** 1. Take initial survey (ungraded) 2. Watch Lecture video (5 minutes) 3. Complete Reading: Juan Francisco Manzano, "Life of the Negro Poet," *Autobiography of a Slave* (37 pages) 4. Write Discussion Post #1 due Thursday, September 3 at 8am 5. Meet on Zoom Thursday, September 3 @ 11am

Module 4	Sep 7 - 11	**Independence and Liberty** 1. Take initial survey (ungraded) 2. Watch lecture video (5 minutes) 3. Complete Reading: George Reid Andrew, *Afro-Latin America* (excerpts) 4. OPTIONAL: 2 videos and 1 reading 5. Take Quiz #2 by Wednesday September 9 at midnight 6. Complete "Primary Source Assignment #2: Legal Documents" by Saturday, September 12 at midnight
Module 5	Sep 14 - 18	**Resistance and Revolution** 1. Take initial survey (ungraded) 2. Watch Lecture video (10 minutes) 3. Complete Reading: Laurent Dubois, "The Haitian Revolution" (16 pages) and watch Youtube video "Laurent Dubois: The Haitian Revolution" (7 minutes) 4. Take Quiz #3 by Wednesday September 16 at midnight 5. Meet on Zoom Thursday, September 17 @ 11am 6. Complete "Primary Source Assignment #3: Reading Against the Grain" by Saturday, September 19 at midnight *You will receive prompt for Essay #1 on Wednesday 9/16
Module 6	Sep 21 - 25	**Peer Review** 1. Begin your essay writing 2. By Wednesday 9/23 midnight at the latest, send your draft (at whatever stage it is) to your assigned peer reviewer by email and CC me 3. By Saturday 9/26 midnight at the latest, return your peer review feedback form by email and CC me

Module 7	Sep 28 - Oct 2	*** Essay #1 is due September 29 at midnight** **Freedom and Unfreedom** 1. Watch Lecture video 2. Complete Reading: Paulina Alberto, "*Liberta* by Trade: Negotiating the Terms of Unfree Labor in Gradual Abolition Buenos Aires" (32 pages) 3. Browse "The Free Womb Law Project" 4. Write Discussion Post #2 by Thursday October 1 at 8am 5. Meet on Zoom Thursday October 1 @ 11am with special GUEST Dr. Yesenia Barragan, Rutgers University, author of "Free Womb Law Project"
Module 8	Oct 5 - 9	**Empire, Migration, and Nation** 1. Watch Lecture video (15 minutes) 2. Complete Reading: Arturo Alfonso Schomburg section (25 pages) from *The Afro-Latin@ Reader* 3. Take Quiz #4 by Friday October 9 at midnight
Module 9	Oct 12 - 16	**Racial Democracy and Mestizaje** 1. Watch Lecture video 2. Read George Reid-Andrew, *Afro-Latin America*, Chapter 4 3. Complete "Primary Source Assignment #4: Critical Reading and Annotation" by Thursday October 15 at midnight (divided in groups) 4. Browse one other group's Primary Source Summary 5. OPTIONAL: Read "Racial Democracy Reloaded," Rodrigo Serrao, *NACLA* 6. Write Discussion Post #4 by Saturday October 17 at midnight 7. Meet on Zoom Thursday October 15 @ 11am with special GUEST speaker Dominique Jean-Louis, Curatorial Project Historian at the New York Historical Society. We will discuss museum practice and your final projects.

Module 10	**Oct 19 - 23**	***Proposals due October 22 at 8am** **Twentieth-Century Violences and Exclusions** 1. Watch Documentary (~1 hour) 2. Complete Reading: Edwidge Danticat, *The Farming of Bones* 3. Write Discussion Post #3 by Thursday October 22 at 8am 4. Meet on Zoom Thursday October 22 @ 11am
Module 11	**Oct 26 - 30**	**Afro-Latinx Activism in the U.S.** 1. Watch Lecture video 2. Complete Reading: Johanna Fernández, *The Young Lords: A Radical History* (Prologue and Chapter 1, 43 pages) 3. Browse "Pa'lante" + Salsa Soul Sisters archives 4. Write Discussion Post #5 due Friday October 30 at midnight 5. Schedule an individual meeting with me (20-30 minutes) about your final project for next week
Module 12	**Nov 2 – 6**	***Primary Source Annotation due before individual meeting** **Contemporary Issues of Asylum and Immigration** 1. Go vote on November 3! (or send in your absentee vote before that) 2. Attend your scheduled individual meeting 3. Sign up for a presentation slot for next week (first-come, first served) 4. Reading TBD 5. Attend Zoom Meeting on Thursday November 5 with special GUEST Black Zapotec poet Alan Pelaez Lopez
Module 13	**Nov 9 - 13**	**Student Presentations (due this week)** Meet on Zoom Tuesday AND Thursday @ 11am to give a 10-minute presentation of your work and attend your peers' presentations (pre-assigned slots)

Module 14	Nov 16-20	Finals Week
		Complete and submit the final version of your project and critical reflection by November 23 at midnight.
		I am available for meetings this entire week!