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## Professional Experience

### A. Training: Degrees

Ph.D.	1989	History	<u>University of California, Santa Barbara CA</u> Major Fields: Iberian Seaborne Empires (Spain and Portugal): Administration (Civil, Ecclesial, and Military) Race Relations in Slavery and Emancipation Minor Fields: Pre-Colonial and Colonial Africa, Spanish and Portuguese Literatures
M.A.	1971	Spanish	<u>Northwestern University, Evanston IL</u> Major Field: Spanish & Latin American Literature Minor Field: Secondary Education
B.A.	1970	Spanish	<u>Morgan State University, Baltimore MD</u> Major Field: Spanish Language and Literature Minor Field: French Language and Literature

### B. Further Doctoral Training: Certificate

Certificado de Estudios Ibéricos Facultad de Filosofía y Letras Director of Research:	<u>Universidad Complutense, Madrid, Spain, 1980-81</u> Facultad A, División Hispanoamericana Dr. Vicente González Loscertales
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### Academic Appointments

Purdue University, West Lafayette IN  
Associate Professor of History and African American Studies, 2002-

The College of Wooster, Wooster OH  
Visiting Associate Professor of History, 1999-2002

Hamilton College, Clinton NY  
Assistant Professor of Africana Studies, 1992-1999

Lehman College, City University of New York, Bronx NY  
Assistant Professor of Black Studies (began in 1986 as an ABD instructor), 1989-1992

Baruch College, City University of New York, New York NY  
Visiting Substitute Instructor of History (ABD), 1985-1986

## **Teaching and Research Areas: Africa, the African Diaspora, Latin America, and the Caribbean**

- A. Interdisciplinary History: African Diaspora; African American Studies; the Spanish and Portuguese Empires
  - 1. Race, Class, and Gender Relations in Colonial Discourse and Postcolonial Theory
  - 2. Metropolitan and Colonial Institutions: The Church, the Military, and Legal Systems
  - 3. Comparative Empires: British, Danish, Dutch, French, Portuguese, and Spanish
  
- B. Language, Literature, and Films: Narratology, Semiotics, Discourse Theory, and Visual Economy
  - 1. Cultural Studies, Ethnic Studies, Critical Theory, Gender Systems, and Sociopolitical Semiotics
  - 2. Comparative Literature and Film Studies: English, French, Portuguese, and Spanish
    - a. Colonial and Postcolonial Africa, Asia, and the Americas
    - b. Contemporary African American Literature and Film

## **Grants, Fellowships, Awards, and Other Honors**

### **International**

- 1994 Diploma de Destacada Participación como Ponente en el Coloquio: El Caribe que Nos Une,” XIV Festival de Cultura Caribeña, Casa del Caribe, Santiago de Cuba
  
- 1994 Certificado de Valiosa Colaboración, Archivo Histórico Provincial de Santiago de Cuba
  
- 1979-1980 Gulbenkian Grant (from the Gulbenkian Foundation of Lisbon) for Portuguese Studies, Jorge de Sena Institute for Portuguese Studies, University of California, Santa Barbara

### **National**

- 2010 Finalist for the Guggenheim Fellowship
  
- 1996 National Endowment for the Humanities, Summer Fellowship, University of Wisconsin
  
- 1996 Conference on Latin American History, Cabrera Award for Research on Cuban Historical Studies
  
- 1990-1991 Research Grant (Spain & Portugal), American Philosophical Society

### **State**

- 1991-1992 Faculty Research Grant (Puerto Rico), Shuster Foundation, Lehman College-CUNY
  
- 1988-1992 Faculty Research Grant (Cuba, Spain, Portugal & Great Britain), CUNY Research Foundation
  
- 1983-1984 Dissertation Fellowship, University of California
  
- 1983-1984 Academic Travel Grant (Cuba & Puerto Rico), University of California
  
- 1982-1983 Humanities Research Travel Grant (Puerto Rico), University of California
  
- 1977-1983 Various Pre-dissertation Fellowships, University of California
  
- 1968-1970 Senatorial Scholarship, Maryland State Senate

## **Local**

- 2006 Certificate of Appreciation in Teaching African American Studies, Diversity and Retention Initiatives through Volunteering, Education, and Networking (D.R.I.V.E.N), Liberal Arts Division, Purdue University
- 1999-2000 John Garber Drushal Distinguished Associate Professor of History, The College of Wooster
- 1998 Emerson Faculty-Student Research Grant (Spain), Hamilton College
- 1993-1994 Faculty Research Grant (Cuba & Puerto Rico), Hamilton College
- 1977 Bilingual Teacher of the Year, Chicago Board of Education, Nicholas Senn High School
- 1970-1971 Teaching Fellowship, Northwestern University
- 1970 Modern Languages Award, Morgan State University
- 1970 President's Outstanding Creative Achievement Award, Morgan State University (for writing and directing two original Spanish-language plays, "La Buena" and "Hechizo Borincano")

### **Honors and Nominations for Book:**

**Slave Traffic in the Age of Abolition:**  
**Puerto Rico, West Africa, and the Non-Hispanic Caribbean, 1815-1859**  
**University Press of Florida, 2003**

#### **1. Book Fetes Sponsored/Hosted by the**

- 2003 Caribbean Studies Association, Belize City, Belize: May
- 2003 History Department, Purdue University, West Lafayette IN: April

#### **2. Book Prize Nominations (by the University Press of Florida)**

- 2003 American Historical Association: The Atlantic History Award.
- 2003 American Historical Association: The Bancroft Prize for Latin American History.
- 2003 American Historical Association: Wesley-Logan Prize for African Diaspora History.
- 2003 Pulitzer Prize, Category: Non-Fiction, Non-U.S. History.

## Archival Research

1. Cuba: 1983, 1984, 1989, 1993, 1994  
 Archivo Histórico Provincial de Santiago de Cuba Oriente  
 Archivo Nacional de Cuba Havana  
 Biblioteca Nacional José Martí Havana
2. Curacao: 1995  
 Centraal Historisch Archief Willemstad
3. Great Britain: 1980, 1981, 1988  
 British Museum Library London  
 Public Record Office (Kew) London
4. India: 2003  
 Historical Archives of Goa Panaji, Goa  
 Xavier Centre for Historical Research Alto Porvorim, Goa
5. Nevis: 1991, 1995, 1996, 1998, 2001  
 Alexander Hamilton Museum-Archives Charlestown  
 District Courthouse: Colonial Records Division Charlestown
6. People's Republic of China: 2005  
 Arquivo do Leal Senado de Macau Macau  
 Arquivo Histórico de Macau Macau  
 Biblioteca Central de Macau Macau
7. Portugal: 1981, 1988, 1989, 1990, 1991, 1993, 1994  
 Arquivo Histórico Ultramarino Lisbon  
 Arquivo Nacional da Torre do Tombo Lisbon
8. Puerto Rico: 1982, 1983, 1991, 1992, 1993, 1994, 1996, 2001, 2006, 2009  
 Archivo Diocesano de Caguas Caguas  
 Archivo General de Puerto Rico San Juan  
 Archivo Histórico Central Vieques  
 Archivo Histórico Civil de Caguas Caguas  
 Archivo Histórico Diocesano San Juan  
 Centro de Estudios Avanzados San Juan  
 Centro de Investigaciones Históricas Río Piedras
9. Spain: 1980-81, 1988, 1989, 1990, 1991, 1993, 1994, 1998, 2000, 2005, 2009-10  
 Archivo de la Administración Civil de Estado Alcalá de Henares  
 Archivo de las Cortes Españolas Madrid  
 Archivo del Ministerio de Asuntos Exteriores Madrid  
 Archivo del Museo Naval Madrid  
 Archivo del Servicio Histórico Militar Madrid  
 Archivo Franciscano del Santísimo Nombre de Jesús Valladolid  
 Archivo General de Indias Seville  
 Archivo General Militar Segovia  
 Archivo Histórico Nacional de España Madrid  
 Biblioteca Nacional de España Madrid  
 Centro de Documentación e Información Africanas Madrid
10. United States: 1982, 1984, 1988, 2000, 2007, 2008, 2009, 2010  
 Archives of Notre Dame University Notre Dame IN  
 Archives of the Archdiocese of Detroit Detroit MI  
 Archives of the Oblate Sisters of Providence Baltimore MD  
 Archives of the Sisters of the Immaculate Heart of Mary Monroe MI  
 Bancroft Collection, University of California Berkeley CA  
 Baseball Hall of Fame Cooperstown NY  
 Harsh Collection, Carter G. Woodson Library-Archives Chicago IL  
 Library of Congress Washington DC  
 National Archives Washington DC  
 Schomburg Center for Research in Black Culture New York NY

## Publishing Activity

### A. Published Work (All refereed)

#### Book

Slave Traffic in the Age of Abolition: Puerto Rico, West Africa, and the Non-Hispanic Caribbean, 1815-1859, 311p, maps and tables. University Press of Florida, January 2003.

#### Essays: Articles in Journals and Chapters in Anthologies

1. "Cuba and the African Slave Trade to Puerto Rico in the Nineteenth Century: Sociocultural Implications Past and Present," pp. 21-47 in Marta Moreno Vega, et al., eds., Actualidad de las Tradiciones Espirituales y Culturales Africanas en el Caribe y Latinoamérica, Centro de Estudios Avanzados de Puerto Rico y el Caribe, 2010.
2. "Toward a History of Slavery in Small Places: Economic Expansion, Demographic Diversity, and Social Stability in Fajardo, Puerto Rico, 1812-1838" (with Sandra L. Barnes). Journal of African American Studies, Fall 2006, v. 10, num. 2, pp. 3-21.
3. "Identity, Resistance, and Social Justice among Asian Contract Workers in Nineteenth-Century Cuba." Latin American Perspectives, special issue on East Asians in Latin America, v. 31, pp. 18-47, spring, 2004.
4. "It Hurt Very Much at the Time: Patriarchy, Rape Culture, and the Slave Body-Semiotic," Chapter 11, pp. 294-322 in Linden Lewis, ed., The Culture of Gender and Sexuality in the Caribbean, University Press of Florida, December 2003.
5. "Seamy Sides of Abolition: Puerto Rico and the Cabotage Slave Trade to Cuba," Slavery and Abolition, v. 19, num. 1, 1998, pp. 106-128.
6. "Women without History: Slavery, Jurisprudence, and the International Politics of Partus Sequitur Ventrem in the Spanish Caribbean" Journal of Caribbean History, v. 28, num. 2, 1995, pp 165-208. Reprinted in Hilary Beckles & Verene Shepherd, eds., Caribbean Slavery in the Atlantic World, Princeton NJ: Markus Wiener, 2000, pp.634-658.
7. "The Escoto Collection and Cuban Slave Resistance," (with Robert L. Paquette) Slavery and Abolition, v. 15, num. 3, 1994, pp. 88-95.

### B. Book Review

The African Slave Trade by Johannes Postma, reviewed in Journal of Caribbean Studies, January-June 2006, v. 34, num 1, pp 317-325.

### C. Encyclopedia Entries

"Jean-Jacques Dessalines," "B.B. King," "Jean-Baptiste Pointe du Sable," and "Alexander Pushkin" in the Encyclopedia of the African Diaspora, Carole Boyce-Davis, editor, ABC-Clio, 2008.

### D. Magazine Interview

"Interpreting the Movies: Joseph Dorsey and His Class at Purdue University: The Portrayal of Religious [i.e., priests and nuns] on Screen," Josephite Harvest, v. 115, spring 2012, p. 27.

## E. Book-Length Manuscripts in Progress (See Appendix A for selected summaries)

1. Dissident Tao: Prospectus submitted to Cambridge University Press.
2. Cuba, Sierra Leone, and the Creolization of Spanish Equatorial Guinea, 1830-1930.
3. Black Subjects: Race, Agency, and Resistance in the Americas from Colonial Times to the Present. Co-edited with Aisha K. Finch and Fannie T. Rushing, Vol. 1. Cuba, Vol. 2. The Americas. Target: Duke University Press
4. A French Lady from Baltimore. Tentative agreement with New York University Press, series: Women and Religion
5. Two Wings, One Bird: Interdisciplinary Essays on Black Slavery and Asian Contract Labor in Cuba and Puerto Rico in the Nineteenth Century. Prospectus sent to the University of North Carolina Press

## F. Other Works in Progress

1. Journal Essay: "Census Data as a Template for the Visual Economy of Slavery: Lexical Renditions of the Black Body-Semiotic in Fajardo, Puerto Rico," with Rigoberto Andino. Target: Journal of Colonial Latin American History
2. Journal Essay: "Narrations of Flight: The Geo-Semiotics of Social Interaction among African Maroons in Nineteenth-Century Cuba and Puerto Rico." Target: Journal of Interdisciplinary History
3. Journal Essay: "Notre Dame de Bamboulé: Slavery, Race Relations, and the Roman Catholic Church in Nineteenth-Century New Orleans." Target: Journal of African American Studies
4. Anthology Chapter: "Uneasy Allies: Militant Activism between Black Slaves and Chinese Contract Workers in Late Nineteenth-Century Cuba," in Dorsey, Finch, and Rushing, eds., Black Subjects: Race, Agency, and Resistance in the Americas from Colonial Times to the Present, Vol. 1. Cuba
5. Database Entries: "Filaciones de Esclavos Emancipados de Puerto Rico," for "Slave Biographies: The Atlantic Slave Database Network Project" (descriptive profiles for 434 liberated slave children from the western Congo basin, who were landed illegally in 1859 in Humacao, Puerto Rico.) Michigan State University. Organizers and Principal Investigators: Gwendolyn Midlo Hall and Walter Hawthorne
6. Dictionary Entries: Franklin Knight and Henry Louis Gates, eds., Dictionary of Caribbean and Afro-Latin American Biography. Entries by country:  
**Brazil**: José Carlos do Patrocínio and María José Motta de Oliveira  
**Cuba**: Gerardo González; Antonio Maceo y Grajales; Guillermo Moncada; and Guadalupe Victoria Yoli  
**The Dominican Republic**: José Francisco Peña Gómez and Felipe Rojas Alou  
**Mexico**: Dámaso Pérez Prado  
**Puerto Rico**: José Celso Barbosa and Piri Thomas  
**St. Kitts-Nevis**: Cyril Briggs

## Professional Presentations

### A. Conference Papers

1. "Narrations of Flight: The Social Relations of African Identity in Marronage from Cuba and Puerto Rico in the Nineteenth Century." Panel Theme: "Documenting Runaway Slaves in Africa and the Trans-Atlantic Diaspora." Conference of the African Studies Association (Presented by proxy by Dr. Johnston Akuma-Kalu Njoku)  
November 2012 Philadelphia PA

2. "Afro-French Sorial Congregations in the Upper and Lower South: Comparisons of Black Catholicism in Nineteenth-Century Baltimore and New Orleans." Panel Theme: Religion and Spirituality. Annual Symposium in African American Studies, Purdue University  
November 2012      West Lafayette IN
3. "Freed People in Chains: Rebellious Activism among Liberated Africans in Cuba and Puerto Rico, 1835-1864." Theme: Blacks in Latin America. Annual Symposium in African American Studies, Purdue University  
December 2011      West Lafayette IN
4. Panel Chair and Discussant. Panel Title: "Spanish Colonial Cuba vis-à-vis Enlightenment, Reform, and Trans-continental Revolution: Background to the Aponte Rebellion of 1812." Theme: Blacks in Latin America. Annual Symposium in African American Studies, Purdue University  
December 2011      West Lafayette IN
5. "Sixteen, Looks Pregnant, Has Pretty Feet: Newspaper Descriptions of African-born Slaves as Discourse and Counter-discourse in Nineteenth-Century Puerto Rico." Annual ASWAD Conference, University of Pittsburgh  
October 2011      Pittsburgh PA
6. "The Spanish Caribbean in the Age of Abolition: Santo Domingo and the Creolization of Chinese Convicts from Cuba." Theme: El Caribe Hispano: Hacia un Campo de Estudio Propio. El Instituto Global de Altos Estudios en Ciencias Sociales  
July 2011      Santo Domingo, the Dominican Republic
7. "The Cultural Politics of Mimicry in Intersectional Relations: Sorial Resistance to Sacerdotal Authority in the Age of Abolition." Bi-annual Conference of the Collegium for African American Research:  
April 2011      Paris, France
8. "Comparative Considerations for the Study of African American Priests and Nuns in the Nineteenth Century: Elizabeth Lange, Thérèse Duchemin, Henriette Delille, Juliette Gaudin, Augustus Tolton, Matilda Beasley, and the Healy Siblings." Annual Conference of the National Council for Black Studies:  
March 2010      New Orleans LA
9. "Many Women in One: Episodes in the Life and Times of an African American Nun, 1810-1892." Annual African American Studies Symposium, Purdue University:  
November 2009      West Lafayette
10. "Revolution, Historical Memory, and the Arts: The Cuban Film Industry since 1959." Symposium marking the Fiftieth Anniversary of the Cuban Revolution. Latin American and Latino Studies, Purdue University:  
January 2009      West Lafayette
11. "Reel Chains: Filmic Representations of Slavery in Inter-American Perspectives," panel chair/organizer. Caribbean Studies Association:  
May 2008      San Andrés, Colombia
12. "The Interdisciplinarity of History," New Histories of the Family, State Property, and Private Property. Symposium on Interdisciplinary Research, College of Liberal Arts, Purdue University:  
November 2007      West Lafayette IN
13. "African Ethnicity and Slave Resistance in Nineteenth-century Cuba and Puerto Rico," Panel theme: Slavery, Plantations, and Ethno-Racialized Labor: Economic Exploitation, Identities, Coercion, and Resistance, ASWAD Conference:  
October 2007      Bridgetown, Barbados
13. "Religious Cultures and Ethnicities Represented in the Slave Trade to Cuba and Puerto Rico," Actualidad de las Tradiciones Espirituales y Culturales Africanas en el Caribe y Latinoamérica, Centro de Estudios Avanzados de Puerto Rico y el Caribe:  
July 2007      San Juan, Puerto Rico

14. "Rituals: A Filmic Rendition of the African American Haute-Bourgeoisie," Purdue University, A Symposium sponsored by the African American Studies Program, "Blacker than Thou: Authenticity and Identity in the African Diaspora" December 2006 West Lafayette IN
15. Discussant. Panel Theme: "Enacting Ritual, Ceremony, and Encounter: Natives and Africans Confronting the Colonial State and Society in Latin America in the Sixteenth and Seventeenth Century," annual meeting of the Ethnohistory. Association, William and Mary College: November 2006 Williamsburg VA
16. Chair. Panel Theme: "Tense Signs." The Semiotics Society of America, Purdue University: September 2006 West Lafayette IN
17. "The Geo-Semiotics of African Identity in the Spanish Caribbean: Cuba and Puerto Rico Compared," the Semiotics Society of America, Purdue University: September 2006 West Lafayette IN
18. "Slave Commerce and City Government in Puerto Rico: The Politics of Fiscal Demands and Cultural Inscriptions in the Town Council of San Juan, 1528-1710," Cultures in Conflict: Oceanic Encounters, Entrenchments, and Empires, 1450-1750, History Department, University of Toledo (Presented by proxy by Dr. Charles Beatty-Medina): April 2006 Toledo OH
19. "West Side Story: A Cubanization of Puerto Rican Diasporic Identity," Race, Class, and Genre in Modern Latin American Societies, Latin American Studies Association: March 2006 San Juan PR
20. "Slavery, Slave Commerce, and the 'Nueva Historia' Movement in Puerto Rico," American Historical Association, Conference on Latin American History, Caribbean Division: January 2006 Philadelphia PA
21. "Motherhood in Bondage: *Partus Sequitur Ventrem* and Black Slavery in the Americas," African American Studies' 20<sup>th</sup> Annual Symposium, Purdue University: September 2004 West Lafayette IN
22. "Challenges and Opportunities for Gender Equity in African American Studies," Panel moderator, African American Studies' 20th Annual Symposium, Purdue University: September 2004 West Lafayette IN
23. "Alienation, Assimilation, and the Politics of Black British Identity: Anglophone Antilleans and West African Creoles in Spanish Colonial Cuba, 1822-1856." Local, National, and Transnational Contexts of Identity: Notions of Race and Nationhood in Cuba. Association for the Study of the Worldwide African Diaspora: October, 2003 Evanston IL
24. "From *negro de nación* to *negro*: Heterogeneity and Homogeneity in Acts of Slave Resistance during the Middle Passage." Rethinking Links between Africa and the African Diaspora. Association for the Study of the Worldwide African Diaspora (ASWAD): October, 2003 Evanston IL
25. "The Self by Stealth: Uses of the Third Person Singular as Speech Acts of Counter-discourse in Cuban Films about Slavery." Race, Gender, and Sexuality at the Movies: Characterizations of Caribbean Identity at Home and Abroad. Caribbean Studies Association: May, 2003 Belize City, Belize



26. "The Presence of Absence: Rape and the Avoidance of Rape in the United States and the Spanish Caribbean." Inter-American Dimensions of Slavery, Patriarchy, and Sexual Violence. Caribbean Studies Association: May, 1999 Ciudad de Panamá, Panamá
27. "Hegel, Marx, and the Foucauldian Coolie: Chinese Identity as an Interim Discourse in Nineteenth-Century Cuba." XXI Congress of the Latin American Studies Association: September, 1998 Chicago IL
28. "Slavery in the Municipalities of Ponce and Fajardo: A Quantitative Assessment of the Census of 1838" (co-presented with Larry Knop). The Politics of Labor in Nineteenth-Century Puerto Rico, Caribbean Studies Association: May 1997 Barranquilla, Colombia
29. "Against Reproduction Theory: Maryse Condé and the Plurality of African Motherhood in the Novel Segu." Symposium on Francophone History and Culture, Hamilton College: November 1996 Clinton NY
30. Chair and Discussant. Panel Theme: "Phases of Institutional Development in the English-Speaking Caribbean," Caribbean Studies Association: May 1995 Willemstad, Curaçao
31. "Biopolitización e hispanización entre los colonos chinos de Cuba: Santiago y El Cobre juxtapuesto a La Habana y Matanzas, 1853 a 1898." Casa del Caribe, XIV Festival de Cultura Caribeña: June 1994 Santiago de Cuba
32. "Constructions and Reconstructions of Black Identity in Cuba, Puerto Rico, and Santo Domingo, 1760-1886." The Plurality of Caribbean Identity in Colonial Times. Caribbean Studies Association: May 1994 Mérida, México
33. "African Frames of Reference: Christopher Columbus, Umberto Eco, and the Semiotics of Discovery." A Columbus Symposium, Munson-Williams-Proctor Institute: October 1992 Utica NY
34. "Cross Currents of African Migration: The Cuban Emancipados of Fernando Poo, 1821-1898." Cultural Paths in the Era of the Slave Trade. The Canadian Association of African History, York University: April 1992 Ontario, Canada
35. Chair and Discussant. Panel Theme: "Toward Modern Portugal." Society for Spanish and Portuguese Studies: Millersville University April 1991 Millersville PA
36. "Gender, Jurisprudence, and Foreign Diplomacy in Spanish Abolitionist Politics." Symposium on Black Women in the Americas, Schomburg Research Center: June 1989 New York NY
37. "Makandal in Spanish Dominions: The Impact of the Haitian Revolution on Slave Liberationist Conspiracies in the Spanish Caribbean." Symposium on Haiti and the Americas in the Nineteenth Century, Schomburg Research Center: April 1989 New York NY
38. "Trabalho, Violação Sexual e Justiça Ultramarina: A Serviço Angolana e o Pre-conceito de Côr nas Ilhas de São Tomé e Príncipe, 1890-1930." XII Congresso de Estudos Africanos, Centro de Estudos Africanos: January 1989 Sacavém, Portugal

39. "Chinese Participation in Afro-Cuban Liberationist Conspiracies." Asians in Latin America and the Caribbean, Asian American Center, Queens College-CUNY:  
May 1988                      Flushing NY
40. "Geo-Political Determinants of Black Puerto Rican Identity: A Bantuphone Model." The African Diaspora in the Caribbean, National Conference for Black Studies, University of California:  
April 1983                      Berkeley CA
41. "Assimilation and Association in Portuguese Colonial Africa: Considerations for Comparative Institutional Policy." Symposium on Lusophone Cultures in Africa, Asia, and the Americas, Jorge de Sena Institute for Portuguese Studies, University of California:  
April 1983                      Santa Barbara CA

#### **B. Guest Lectures in Classrooms**

1. "Iberian Origins of Jewish Communities in Latin America and the Caribbean," Introduction to Jewish Studies, Professor of Record: Dr. Gordon Young, History Department, Purdue University:  
February 2003                      West Lafayette IN
2. "There's June Cleaver, There's the Talented Mr. Ripley, but Where're the Black People?: Poetic Function, Discursive Strategy, and the Underrepresentation of Ethnic and Racial Minorities in 'American Beauty,'" Seminar for Teachers in Secondary Education. Professor of Record: Dr. Alphine Jefferson, History Department, The College of Wooster:  
June 2001                      Wooster OH

#### **C. Public Speeches: Plenaries, Roundtables, Workshops, and University Outreach Presentations**

1. Film presenter and discussant for the Franco-Brazilian classic, "Black Orpheus," hosted by the Latino Cultural Center, Purdue University:  
February 2013                      West Lafayette IN
2. Workshop and seminar organized by the editors for 17 chapter contributors in preparation for the publication of Black Subjects: Race, Agency, and Resistance in the Americas from Colonial Times to the Present, Vol. 1 Cuba, hosted by the History Department, University of Texas:  
February 2013                      Austin TX
3. "Gendered Differences in Race and Class in the Puerto Rican Diaspora: Autobiographic Representations of Truth from Spanish Harlem in the 1940s and 1950s," Plenary Address, Puerto Rican Studies Association, Albany University:  
October 2012                      Albany NY
4. "Hidden Histories, Hidden Cultures: Afro-Latin America," Keynote Address, Opening Ceremony for Latino Heritage Month, Latino Cultural Center, Purdue University:  
September 2011                      West Lafayette IN
5. "Strength, Power, and Gender in Colonial Historicity," Latino Scholars Forum: Plenary Address, Purdue University:  
September 2010                      West Lafayette IN
6. "The Bishop's Race Card: Diocesan Confrontations in the Career of Mère Marie-Thérèse Duchemin, Teacher, Missionary and Feminist Nun." Inaugural Lecture for Black History Month. Africana Studies Program, IUPUI:  
February 2010                      Indianapolis IN
7. Computer Technology in the Humanities and the Social Sciences. Sponsored by the Institute for Computing in Humanities, Arts, and Social Science, and the National Center for Supercomputing Applications  
August 2008                      Urbana IL

8. "Twenty Years after Black Athena: The Afro-Asian Roots of Greek Civilization." A roundtable discussion with Martin Bernal. Classics Department, Purdue University  
March 2008            West Lafayette IN
9. "Gender Relations in the African American Experience." Panel Theme: "That We May Know Each Other."  
Program: Cultural Awareness Week, Monmouth College  
March 2007            Monmouth IL
10. "Black Lives, American Legacies: W.E.B. DuBois, Marcus Garvey, and Booker T. Washington," Visions of American Life, Town Hall Meeting, Word of Life Fellowship Church:  
February 2006        Lafayette IN
11. "Imperial Pluralisms: A Critique of Season of Migration to the North by Tayeb Salih," Reading Africa: Celebrating Africa's 100 Best Books, "Tea and Talk" Book Review Series, Black Cultural Center, Purdue University:  
September 2005      West Lafayette IN
12. "Spanish-Speaking Jews in the Americas: Early Sephardic Migrations," Jewish Studies Celebrates the 350<sup>th</sup> Anniversary of Jews in North America, Purdue University:  
September 2004      West Lafayette IN
13. "Spanish Slave Traffic in the Nineteenth Century," Town and Gown Book Talk Series, International Awareness Week, Main Street Coffee House:  
April 2003            West Lafayette IN
14. "Cuba y el auge de la colonización española en el Golfo de Guinea: el influjo de presos políticos y presos procesados a Fernando Poo, 1850 a 1898," Casa de las Américas, Tertulia del Instituto de Historia Cubana:  
June 1989            Havana, Cuba
15. "African American Literature, 1738-1998: A Political Survey of Artistic and Intellectual Conflict. " Guest Speaker for Black History Month, Council Chambers, City Hall:  
February 1998        Rome, New York
16. "La Comisión Mixta en Cuba: Análisis de un fracaso bilateral," Tertulia Mensual de la Facultad de Filosofía y Letras, División Hispanoamericana, Universidad Complutense de Madrid:  
March 1981            Madrid, Spain

### **Teaching Experience**

#### **A. Certificates (all based on oral and written examination)**

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| <ol style="list-style-type: none"> <li>1. Honors Certificate in Advanced Semantics<br/>Instituto Pedagógico de Lenguas Modernas<br/>Havana, Cuba 1983</li> <li>2. State Endorsement for Bilingual Education<br/>Illinois State Board of Education<br/>Springfield, Illinois 1974</li> </ol> | <ol style="list-style-type: none"> <li>3. Certificate in Bilingual Education<br/>Chicago Board of Education<br/>Chicago, Illinois 1975</li> <li>4. Certificate for Spanish Instruction<br/>Chicago Board of Education<br/>Chicago, Illinois 1970-1977</li> </ol> |
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#### **B. Sampling: Lecture Courses and Seminars**

1. Purdue University, Associate Professor, 2002- (See Appendix B for sample course descriptions)
2. The College of Wooster, Visiting Associate Professor, 1999-2002

History Department: Colonial Latin America; Modern Latin America; Africa before 1900; Modern African History; Two First-Year Seminars in film studies: “Black Identity and French Identity at the Movies” and “Latin American History through Films”

3. Hamilton College, Assistant Professor, 1992-1999

Africana Studies Program: Introduction to Africana Studies; African Dimensions in Latin America; the Comparative Slave Narrative; Survey of Latin American and Caribbean Fiction

4. Lehman College, CUNY, Asst. Prof., 1989-1992; Instructor, 1986-1989

Black Studies Department: Introduction to Black Studies; the African American Family; Black Women in America; African Civilizations; Caribbean Literature; African American Literature; The Toni Morrison Novels

5. Nicholas Senn High School, Instructor, 1970-1977

Spanish: (a) for Spanish-speakers (b) for non-Spanish-speakers (c) Bilingual Social Studies

**Extended Service at Purdue University:  
Administrative Duties and Other Responsibilities beyond the Classroom**

1. Search Committee, African American Studies/Political Science, 2012-13
2. Reviewer, the Mott Scholarship, 2012
3. Reviewer, the Bilisland Dissertation Fellowship, 2012
4. PRF Research Grant Applications, 2012
5. Search Committee, African American Studies/Anthropology, 2010-2011
6. New course created, spring 2009: “Introduction to Caribbean History.” First taught, fall 2010
7. Reviewer, Grant Program for Enhancing Research in the Humanities and the Arts, 2010
8. Reviewer, PRF Summer Faculty Grants Applications, 2009
9. Reviewer, Honors Colloquium Committee, History Department, College of Liberal Arts, 2009
10. University Library Committee, 2006-2009
11. African American Film Festival (held each semester), 2008-2011
12. History Department, Faculty Adviser for the Phi Alpha Theta Honor Society, spring 2006
13. History Department, Curriculum Review Committee, 2006-2007
14. History Department Representative for the Faculty Senate, College of Liberal Arts, 2005-2008
15. History Department Representative for the University Senate, 2005-2008
16. History Department, Globalist Advisory Committee for Curriculum Development, 2005-2006
17. History Department, Globalist Caucus, 2006-2008
18. History Department, Primary Committee for Tenure and Promotion, 2005-
19. Director of Undergraduate Studies, African American Studies Program, 2005-2011
20. Executive Committee of the History Department, 2002-2003
21. Search Committee, African American Studies/Sociology-Anthropology, 2006-2007 and 2008-2009
22. Search Committee Co-chair, African American Studies/Political Science, 2007-2008
23. African American Faculty Caucus, Awards Committee, 2006-2007
24. College of Liberal Arts, Research Incentive Grants, Referee, 2007-2008 and 2008-2009
25. College of Liberal Arts, Review Committee for Dean Barbara Dixon, 2006-2007
26. College of Liberal Arts, Founding Committee for Latin American and Latino Studies Program, 2008-
27. Search Committee, Headship of the African American Studies Program, 2002-2003
28. MARC/AIM Summer Mentorship Program, 2003 and 2004
29. Indiana/Midwest Crossroads LSAMP/AGEP Summer Mentorship Program, 2007
30. Scholarship referee for Dean Barbara Dixon, College of Liberal Arts, 2004

31. Examiner and thesis/dissertation committee member for the following graduate students, 2002-  
 Arthur Banton, American Studies Department and History Department (Ph.D.)  
 Kevin Brooks, Curriculum and Instruction Department (Ph.D.)\*  
 Juanita Crider, English Department (M.A.)  
 Benjamin Campbell, Classics Department (M.A.)\*  
 Laurence Davis, English Department and American Studies Department (Ph.D.)\*  
 Kenya Davis-Hayes, American Studies Department and Curriculum and Instruction Department (Ph.D.)\*  
 Olon Dodson, American Studies Department and Sociology Department (Ph.D.)  
 Omari Dyson, Curriculum and Instruction Department (Ph.D.)\*  
 Jonathan Fluitt, History Department (M.A.)\*  
 Shivohn García, History Department and American Studies Department (Ph.D.)  
 Ronald Geier, History Department (M.A.)\*  
 Hakki Gorkas, History Department (Ph.D.)\*  
 David Kemp, American Studies Department and History Department (Ph.D.)  
 Samuel London, History Department (Ph.D.) **Chair of Dissertation Committee\***  
 Adrianna Lozano, History Department (Ph.D.) **Co-Chair of Dissertation Committee**  
 Lydia Magras, English Department  
 Jacqueline Mougoué, History Department (M.A.)\*  
 Dharmini Patel, English Department and Women's Studies Program (Ph.D.)  
 Lisa Penn, History Department (M.A.)\*  
 Tony Perry, American Studies Department and English Department (M.A.)\*  
 Antonio Ramos, American Studies Department and History Department (M.A.)  
 Jamal Ratchford, History Department (Ph.D.)\*  
 Laura Shumar, History Department (MA)\*  
 Stephanie Spaulding, English Department and American Studies Department (Ph.D.)\*  
 Mindy Tan, Philosophy Department and American Studies Department (Ph.D.)  
 Brandon Wallace, American Studies Department (M.A.)\*  
 Chris Warren, American Studies Department and Curriculum and Instruction Department (Ph.D.)  
 Naeema Webb, American Studies Department and History Department  
 External Adviser/Examiner: David Hicks, Curriculum Studies Department, University of Illinois, Chicago (Ph.D.)  
 External Adviser/Examiner: Reynaldo Ortiz, Sociology Department, SUNY Binghamton, (Ph.D.)  
 External Adviser/Examiner: Rigoberto Andino, Sociology Department, SUNY Binghamton (Ph.D.)

\*graduated; otherwise, degree in progress

### **Faculty-Student Initiatives at Purdue University**

1. Organized a group of graduate students for a panel presentation in San Andrés, Colombia (See above, Professional Papers, section A, number 11) in May of 2008, under the auspices of the Caribbean Studies Association. The Caribbean Studies Press has expressed interest in publishing our work. Student participants: Omari Dyson (Curriculum and Instruction Department); Adrianna Lozano (History Department); and Stephanie Spaulding (English Department).
2. Organized a panel, which included two graduate students from Purdue (Olon Dodson, American Studies & Sociology and Tony Perry, American Studies & English) for the bi-annual conference of Collegium for African American Research, based in Munich. The event was hosted by the University of Paris, Diderot Campus in April of 2011. (See above, Professional Papers, section A, number 7)

### **New Interdisciplinary Unit**

Founding Member of the Latin American and Latino Studies Program, 2008

### **Symposium Co-Director**

African American Studies' Annual Symposium, theme: Black Identity in Latin America, December 1-3, 2011

### **Service to the Profession**

2012-2013, Ford Foundation Mentor for Junior Faculty. Postdoc fellow: Dr. Aisha Finch, Assistant Professor, History Department, University of California, Los Angeles. From dissertation to book, "Insurgency Interrupted: Afro-Cuban Resistance Movements, 1841-1844," currently under review by the University of North Carolina Press.

2010-2013, Judge/Referee: The Lydia Cabrera Prize for Research on Cuban Historical Studies, Conference on Latin American History (CLAH), American Historical Association, an elected, three-year position. Committee Chair for the Cabrera Prize, 2012-13

2004- Book-length manuscript reader for the University Press of Florida (to date: 3)

2009- Essay manuscript reader for the Journal of African American Studies (to date: 1)

2012- Advisory Board Member of Slave Biographies: The Atlantic Slave Database Network Project, Michigan State University

2011- Member of the Board of Directors of The Association for the Study of the Worldwide African Diaspora (ASWAD), an elected three-year position. Duties for conference in 2013: Program Committee member and facilitator for translator services

2011-2012 Scholarship reader/evaluator for tenure procedure for Dr. Michele Reid-Vázquez, History Department, Georgia State University, Atlanta GA

2010-2011 Judge/Referee: TIAA-CREF: Ruth Hamilton Dissertation Fellowship Program for African Diaspora Studies, Michigan State University

2008-2009 Reader/Grader: New Faculty Fellowships, American Council of Learned Societies

### **Organizations Past and Present**

(\* = current membership; ^ = office holder)

African Studies Association	Collegium for African American Research*
American Historical Association*	Conference on Latin American History*^
Asociación de Africanistas Españoles	CUNY African American Faculty Association
Asociación de Historiadores de Puerto Rico	CUNY Association for Asian American Studies
Association of Caribbean History	CUNY Association for Caribbean Studies^
ASWAD (see section above for full title) *^	Latin American Studies Association (LASA)*
Black Faculty Caucus, Purdue University*	Mohawk Valley Multicultural Consortium
Caribbean Studies Association*	Semiotics Society of America*^

## Appendices:

### A. Book-Length Manuscripts in Progress (Numbers 1, 4, and 5 are nearest to completion)

**(1) Dissident Tao: Identity, Rebellion, and Criminal Justice among Chinese Contract Workers in Nineteenth-Century Cuba** examines militant political relations between African slaves and Chinese contract workers in late nineteenth-century Cuba. There were three discursive frames of reference vis-à-vis Chinese identity in Cuba at the time. The first reflected laws that privileged them as free white men. The second identified their masculinity as passive in general and same-sexual in particular. The third asserted that they were incorrigibly violent. These contradictions underscore four concerns: (1) Black slavery as a discursive threshold for coolie identity (2) Changing racial discourses on sexual management (3) Chinese agency through racial and non-racial violence and (4) The impact of Chinese resistance on the Spanish imperial system of criminal justice.

- Funding: The Lydia Cabrera Award for Research in Cuban Historical Studies.
- Related public presentations: three conference papers and one journal publication.
- Book contract efforts: Prospectus and chapter submitted to Cambridge University Press.
- Research and writing: Approximately 60% of the manuscript is complete; based on archival research undertaken in Cuba, Great Britain, India, the People's Republic of China, Portugal, Puerto Rico, and Spain, as well as the United States; no further field work required.

**(2) Cuba, Sierra Leone, and the Creolization of Spanish Equatorial Guinea: Slavery, Emancipation, and the Recruitment of Colonial Elites** examines the impact of Latin American and West African affairs on the occupation and settlement of Spain's territories in the Gulf of Guinea: mainland Río Muni and the islands of Fernando Poo, Annobom, Corisco, and the Elobeyes from 1830 to 1930. It focuses on five sociopolitical groups: non-adjudicated political exiles from Cuba; ex-slaves from Cuba; businessmen from Freetown, Sierra Leone (who were also ex-slaves); pre-colonial Bubi elites (e.g., paramount chiefs and their off-spring); and indigenous Catholic sisters and clerics (both Bubi and Fang).

- Funding: The Shuster Foundation, the American Philosophical Society, and others.
- Related public presentations: three conference papers; no publications.
- Book contract efforts: None.
- Research and writing: Field work in Cuba, Spain, and the United Kingdom is complete. Part of the study involves the recruitment of the indigenous Bubi and Fang for the Catholic mission field as priests, friars, and nuns. This effort began in Santiago de Cuba, where the canonized Spaniard, Antonio María Claret y Clará, founded the Claretians, an order of missionaries. In Spain, the state-owned collections I used do not have statistics required for this segment of the project. Furthermore, most church-owned archives in Spain are closed to the public. An exception is the Archivo Franciscano del Santísimo Nombre de Jesús in Valladolid. But it specializes in missionary activity in the Far East. Therefore, I looked to Rome and the Vatican, where the original records of all Catholic missionary initiatives have been kept since 1647. In 1988 I was designated first alternate for a Fulbright to Italy but no one among the outright winners declined that year. To complete this study, I still need a 2-to-4-week visit to Italy to examine missionary records in archival collections.

**(3) Reel Chains: Filmic Representations of Slavery and Emancipation in the Americas** is a comparative interdisciplinary reader that examines the impact of various motion picture industries (Brazilian, British, Canadian, Colombian, Cuban, French, Italian, and U.S.) on popular culture by considering the extent to which pertinent full-feature films (not documentaries) entertain their audiences, and teach them at the same time. I am the head of this anthology project, which began as a panel that I organized for a Caribbean Studies conference in Colombia, South America in May 2008. The panel consisted of 3 graduate students from various departments at Purdue. After the session, a publicist approached us about "the book." I began working on the anthology immediately. Divided into 7 thematic divisions, beginning with "The African Slave Trade" and ending with "Emancipation Adaptation," the project now consists of essays from 30 contributors. A third of them are faculty members and doctoral students from Purdue, from the Departments of American Studies, Curriculum and Instruction, Education Studies, English, Film

Studies, Foreign Languages and Literatures, Health and Kinesiology, History, and Political Science. In addition to essayists from other U.S. colleges and universities, the collection includes contributions from international scholars from Brazil and Nigeria. Attributes: (1) As an interdisciplinary undertaking it is intrinsically comparative. (2) The films critiqued are set in Brazil, Colombia, Cuba, Haiti, Jamaica, and the United States. Thus, most geo-political divides in the Americas are covered, and therefore candidates for regional, national, and sociocultural comparisons. (3) Some authors will compare 2 or more films (4) Some will compare narrative transitions from fiction (novels) to film, e.g., “Jezebel,” and “North and South.” (5) Others will compare transitions from fact (historical events and historical characters) to film, e.g., “Glory” and “Amistad.” (6) Still other contributors will compare all three, i.e., from fact (history) to fiction (novels) to film, e.g., “Beloved.” (7) Many, but not all, authors will incorporate film studies’ “double history theory,” wherein the analyst examines the success or failure of a given historical film as a representation of historical facts, on the one hand, and as a representation of the historical period in which the film was made, on the other, e.g., film critics often associate “Gone with the Wind” (1939) with the social climate and politics of the Great Depression; the pioneering “Sgt. Rutledge” (1960) is linked clearly to the Civil Rights Era; “Mandingo” (1975) was made at the height of the Black Power Movement; “El Otro Francisco” (1975); was made during Cuba’s massive airlift of voluntary exiles, and the making of “Cecilia” (1981) has a political correspondence to the Mariel boatlift; and the filming of “Enslavement” (2000) began at the climax of the Radical Feminist Movement in the U.S. In other words, period films reflect more than the history of the period targeted, they reflect the times in which the films were produced as well. As the editor of this effort, I will provide its “Foreword,” as well as an essay titled, “When Others Own Others: Black Slavery and White Womanhood.”

- Funding: None solicited
- Related public presentations: 1 panel session.
- Book contract efforts: Negotiations underway with the Caribbean Studies Press.
- Research and writing: Contributors will submit their final drafts by March 2010. The author of the “Afterword,” Dr. Stanlie James, Director of the African and African American Studies Program at Arizona State University will submit her concluding essay by August 2010.

**(4) A French Lady from Baltimore: Race, Gender, and the Catholic Politics of Cultural Intersectionality in the Life and Times of an African American Nun, 1810-1892** To be sure, Marie-Thérèse Maxis Duchemin ranks among the most controversial nuns in the history of Roman Catholicism in the United States. Fully bilingual in English and French, this well-educated great-granddaughter of an African-born Haitian slave was born in Baltimore, Maryland in 1810. She was raised in the Fells Point district of the city, which hosted a sizable community of Francophone Caribbean émigrés from the 1790s to the 1840s (mainly from Haiti but also Martinique). In 1793, her mother, Marie-Anne, orphaned by the Haitian Revolution, landed at Fells Point with distant relatives who adopted her. That year 22 ship-loads of displaced Haitians (whites, free people of color, and slaves) arrived and settled in East Baltimore. In 1829, at age 19 (with a French priest and three Cuban-born women of Haitian parentage), Duchemin co-founded the world’s first congregation of black Catholic nuns, the Oblate Sisters of Providence. She left Baltimore in 1845 to establish a second order of Catholic sisters in rural Michigan, to instruct the children of French and French Canadian immigrants. Her organizational skills, sound leadership practices, and penchant for religious activism marked her life with political conflict and turmoil because she challenged the upper echelons of the Roman Catholic Church. Few clergymen had patience for head-strong nuns--least of all, head-strong nuns of color. Mère Thérèse learned painful lessons, among them, the high cost of insubordination. For this infraction she was censured and expelled from the second convent she co-founded by order of her principal detractor, Pierre-Paul Lefèvre, the Belgian-born bishop of Detroit, who called her, among other things, “une mulâtresse fourbe, plus malhonnête.” She lived in exile in Canada for nearly eighteen years. Foregrounding constructions of ecclesiastical hegemony based on race, gender, and cultural mobility through intersectional theory as applied practice, this comprehensive biographic study will examine Duchemin’s long, colorful, and problematic career as a pioneering spiritual leader, teacher, missionary, and convent CEO in Maryland, Michigan, and Pennsylvania.

- Funding: Dean’s Office, College of Liberal Arts, Purdue University; Guggenheim finalist in 2010
- Related public presentations: See above, Professional Presentations, sections A and C
- Book contract efforts: Tentative agreement with New York University Press, series: Women and Religion.
- Research and writing: Research completed at the Archives of the Archdiocese of Detroit (Detroit MI); the Archives of the Sisters, Servants of the Immaculate Heart of Mary, hereafter, SSIHM (Monroe MI); and the Archives of Notre



Dame University (Notre Dame IN). Continued research at the: Archives of the Archdiocese of Baltimore (Baltimore MD); Archives of the Archdiocese of Philadelphia (Philadelphia PA); Les Archives des Soeurs Grises (Ottawa, Ontario, Canada); Archives of the Oblate Sisters of Providence (Baltimore MD); Archives of the SSIHM (Scranton PA); Archives of the SSIHM (West Chester PA); and the Sulpician Archives, St. Mary's Seminary (Baltimore MD). Journal articles and anthology chapters also in preparation.

**(5) Two Wings, One Bird: Interdisciplinary Essays on Black Slavery and Asian Contract Labor in Cuba and Puerto Rico in the Nineteenth Century** is an assembly of essays that negotiates a series of historical contradictions between the fixity of social change and the fluidity of social stagnation. Social change is a process that emphasizes the calculation of differences in a social system over a given interval of time. Differences may manifest themselves by scale, form, or content in a particular system internally, or in comparison to other social systems externally. Therefore, any study of slavery and abolition is inevitably a candidate for combined examinations of continuity and change, in more specific terms, the perforated discontinuity of non-linearity. With comparative history and historical interdisciplinarity as conduits, this book acknowledges canonical standards of inquiry and understanding. But it also separates itself from them by reevaluating established categories of imperial power and resistance to it, given that boundaries—social, political, cultural, national, economic, religious, and linguistic—are simultaneously closed and porous. As limits that are fixed but accessible and ever-changing, they are both stationary and mobile. These premises complicate the history of the last century of the Spanish seaborne empire because none of them promises a facile fit. In the case of this undertaking—an exploration of slavery and contract labor in the Age of Abolition in the context of social change in the Spanish Caribbean—they suggest a host of topical challenges. Yet, combined notions of progress and decay make ideal criteria for imperial foci on black slavery and Asian contract labor as transitional practices of capitalism in the late nineteenth century. By focusing on the geopolitical divide that separated the Spanish Caribbean, that is, synchronic differences and similarities between Cuba and Puerto Rico, we are in better positions to grasp the social nuances that defined the bifurcated interiorities of Imperial Spain as it moved toward the final stage of dissolution in the Americas in 1898. For above all, as a campaign for sociopolitical and socioeconomic progress, the abolitionist movement proved to be altruistic, abusive, and prophetic at the same time. In the closing decades of Spanish colonialism in the Americas, the conflation of racial identity and labor with ethnicity, class, gender, sexuality, and nationality were played out on Caribbean shores, in Cuba and Puerto Rico, where imperial Spain made last ditch efforts to salvage its greatly diminished reputation on the international front. Because of ongoing black slavery, along with recent experiments with Asian contract labor, Spain positioned itself to remain a contentious international player in Western politics up to the end of the nineteenth century. Despite the economic foundations of black slavery and Asian indenture, these essays center on sociopolitical history and sociocultural studies as merged focal points for the study of racially structured social formations in the twilight years of Spanish American authority. Such intersectional emphases underscore the given that the economic contours of race formation are always already shaped by sociopolitical discourses and sociocultural processes. Last, bonded classes in Cuba and Puerto Rico were not defeated subalterns. Often they asserted agential behaviors as fighters in and outside the system, proving repeatedly that their positions were central rather than marginal. Because black slaves and bonded Asian workers constituted the socioeconomic, sociopolitical, and sociocultural core of Spanish colonial affairs, the topical merger of race and labor with their cohorts (ethnicity, class, gender, sexuality, and nationality) contributed to structured dynamics that were predicated on the economic, political, and ideological weight and balance of racial identities at once old and new. As a social examination that prioritizes the degree to which the politics of race and labor both reinforced and weakened affinities between Cuba and Puerto Rico, this book supports the position that the history of Spanish colonial affairs forms an integral component of Black Atlantic and Asian American research agendas. While this effort is representational rather than comprehensive, it is linked to ongoing projects in historical studies that consider more comprehensive vistas in order to reveal the changing dynamics of race and labor, as it includes and moves beyond the spatial and institutional limits of canonical approaches to imperial studies.

- Funding: Dean's Office, College of Liberal Arts, Purdue University
- Related public presentations: See above, Professional Presentations, sections A and C
- Book contract efforts: Under review by the University of North Carolina Press, series: Envisioning Cuba
- Research and writing: Complete

**(6) Black Subjects: Race, Agency, and Resistance in the Americas from Colonial Times to the Present, co-edited with Aisha K. Finch and Fannie T. Rushing (Vol. I. Cuba)** is a collection of essays authored by historians,

literary analysts, and social scientists. As an assembly of writings that centers on historical interdisciplinarity, it brings to the forefront of Black Atlantic Studies the impact of Cuban race-based discourse and counter-discourse on social, political, economic, and cultural currents in Africana Studies in general, and the African Diaspora in particular. Across the disciplines, scholarship in recent decades has witnessed plethora new research on African-descended communities throughout Latin America. Black political organizing and grassroots activism have also exploded in the region, as activists from Mexico to Brazil have sought to increase the visibility of ongoing questions related to black socioeconomic marginalization. These endeavors continue to unfold however, within colonial and neoliberal contexts that frequently interpret Afro-Latin histories and political mobilizations as auxiliary to or subsumed within other local or national narratives. In particular, black cultural expressions are frequently depoliticized within the realm of “folklore,” or they are highly exotic and/or eroticized in Latin American film industries, performance culture, and national mythology. Though Latin America has the largest populations of African-descended people outside of Africa, recent events illuminate the recurring tendency for black histories, cultures and political expressions to be pushed to the margins of conferences on Latin America, minimizing of the roles of the multitude of communities of African descent in shaping the contemporary realities and interactions with nation-states. For this reason, there remains an acute need for public intellectual spaces that privilege Latin American blackness, and rigorously examine the discourses around it. Thus, the time is certainly propitious to assess the state and direction of the field of the African Diaspora in Latin America. This book responds to this call by exploring various ways to locate interrogations of Afro-Latin America squarely within the larger framework of the African Diaspora. Our focus is designed to initiate interventionist dialogues about the African presence in Latin America, and to generate interaction and discussion around some of the more salient concerns in the field. Through a variety of prisms, these chapters will promote a reevaluation of African-descended communities vis-à-vis their agency and objectives past and present. In this manner, we will consider exciting new directions that African diasporic research is capable of taking when Latin American blackness is placed at the center. The first volume of this two-tome collection is framed with the year 2012 in mind, for it marks the bicentennial of Cuba’s “Aponte Movement” of 1812, and the centennial of Cuba’s “Little War of 1912” (La Guerrita de Doce), which followed the organization of the first black political party in the western hemisphere. Albeit one hundred years apart, both episodes were met with bloody state repressions (i.e., colonial in 1812 and republican in 1912) that became crucial barometers in the quest for racial equity throughout the region. Furthermore, both anniversaries point to many forms of black resistance throughout the Americas in colonial and postcolonial times. Essay contributors, sectional heads, and sectional discussants include such Cubanist scholars as María del Carmen Barcia, Matt Childs, Ada Ferrer, Gloria García, Frank Guridy, Gwendolyn Midlo-Hall, Michele Reid-Vázquez, and Jean Stubbs.

- Funding: Conference Level: College of Liberal Arts, Purdue University; Book Level: Hist. Dept. University of Texas
- Related public presentations: African American Studies Symposium, December 2011
- Book contract target: Duke University Press
- Research and writing: First drafts due November 30, for Seminar/Workshop in Austin TX February 19<sup>th</sup> and 20<sup>th</sup> 2013

## **B. Courses Taught at Purdue University, 2002-2013**

### **Academic Units:**

- (1) African American Studies Program, Undergraduate Lecture Courses
- (2) History Department, Undergraduate Lecture Courses and Seminars and Graduate Seminars
- (3) History Department, Graduate Independent Studies

### **(1) African American Studies Program**

#### **371F**

#### **African Americans in Collegiate and Professional Sports**

This course examines the historical, social, and psychological conditions and circumstances of African Americans in sports. We explore their goals, ambitions, accomplishments, and disappointments in the twentieth and twenty-first centuries. Particular attention is placed on forces that shaped the evolution of African American participation in the sports industry as professional athletes, as well as their images in the media, and the impact of such images on the career aspirations of young men and women.

### **373/491 Honors**

#### **Issues in the African American Experience: “Filmic Representations of Slavery”**

This class examines black slavery at the movies from three basic points of view: (1) An exploration of the history and cultures of black slavery throughout the Americas, i.e., the United States, the Caribbean, and Latin America, by comparative perspective (2) How film writers and directors handle particular periods and the problems peculiar to them and (3) How films reflect the social and cultural politics of the specific periods in which they were made, as well as a reflection of the periods that the films represent. All films about slavery contain multiple focal points beyond the primary theme of bondage. For example, both “Amistad” and “A House Divided” target slavery and its laws in the United States. However, the first film also prioritizes free African identity versus Creole slave identity through the Atlantic slave trade, while the second film also focuses on alienated relations between a slave mother and her quasi-free daughter, as a controversial case snakes its way through courtroom drama. Furthermore, while “The Courage to Love” and “Feast of All Saints” are inseparable from slavery, because the main characters are well-to-do free blacks (who owned slaves themselves), both films say a great deal about the origins of the African American middle-class and the material values that contributed to its identity in the South. Some cultural critics, especially African American feminists and womanists, identify the conflation of multiple themes as “intersectionality,” wherein several central topics form a conjunction or an intersection. This is to say that well-rounded films about bondage do not center on bondage alone. As a topic, slavery itself converges at the confluence of race, class, gender, sexuality, nationality, regionalism, politics and government, culture, and resistance. As we explore some of the nuances of movie analysis, such as film-as-history, film-as-culture, filmic narration, and film as optical arts through audiovisual economy, we also consider the structures and functions of filmic intersectionality as both pedagogy and entertainment.

### **373B**

#### **Issues in African American Studies: “The Toni Morrison Novels”**

Toni Morrison is one of the most celebrated writers of contemporary English-language prose. Her numerous literary awards include the Pulitzer Prize at the national level, and the Nobel Prize at the international level. Though known largely for her novels, she has also written essays on the cultural politics of literary criticism. A Classicist who began her career as an editor, Morrison underscores the nuances of human behavior and the politics of culture through the performativity of language. Her continuing oeuvre spans the gamut of African American cultural themes from slavery and emancipation to hip hop and beyond. The diversity of her characters, the intricate twists of her plots and storylines, the pure magic of her lyrical forms of expression, together with her insistence on the non-linearity of textual performance, render her one of the most critically acclaimed writers of our time. This course focuses on Morrison’s earlier work in fiction. It also examines an example of her efforts in critical theory as cultural studies, Playing in the Dark. Furthermore, we will critique the filmic version of her most lexically challenging novel, Beloved. As we consider her work, we will pay particular attention to: black-white race relations; black-on-black gender relations; the African American family; domestic settings; and the structures of friendship and community relations. We will also explore samplings of her uses of language style, such as signification (e.g., meaning through representations such as symbols, icons, and indices), on the one hand, and figures of speech (such as metaphors, metonyms, and synecdoches), on the other.

### **373**

#### **Issues in African American Studies: “The African Diaspora in Latin America & the Caribbean”**

African Diaspora Studies focuses on the histories and cultures of communities (large and small) that are populated by African-descended people who live outside the African continent. Brazil holds the world’s largest African diasporic population, followed by the United States. Black diasporic communities of various sizes are also found in the South Pacific, the South Asian sub-continent, the Middle East, and western Europe—especially since World War Two. With representative films, novels, and historical

readings, this course introduces students to the dynamics of African Diaspora Studies in the multinational Caribbean (British, Danish, Dutch, French, and Spanish) and Latin America, including Brazil, from early modern times (i.e., 1500) to the present.

**271**

### **Introduction to African American Studies**

This course explores the African American experience through such themes as: African American Studies as an interdisciplinary theme, historical movements, cultural practices, the African Diaspora, and contemporary issues. Based on the topics covered, students will be asked to assess the various dimensions of African American identity in order to uncover the ways in which Africans and persons of African descent have reacted to a variety of challenges. Finally, this course is designed to encourage and stimulate critical thinking vis-à-vis the African American experience. In addition to our basic collection of interdisciplinary readings, we will also rely on documentary films, full-feature films, and historical novels.

## [\(2\) History Department, Undergraduate Lectures and Seminars and Graduate Seminars](#)

**105-2**

### **Survey of Global History**

This course focuses on internal and cross-continental interactions among the civilizations of Africa, Asia, the Americas, and Europe from 1300 to the present. Particular attention is given to historical comparisons over time, and to the impact of global interdependence on geopolitics, economic affairs, cultural diffusion, social change, healthcare, and the environment. In addition to our basic historical text, required historical novels are: *Desirada* by Maryse Condé, *Season of Migration to the North* by Tayeb Salih, and *The Seawall* or *North China Lover* both by Marguerite Duras. Films include: “Kama Sutra, a Tale of Love,” “Cheddu,” “The Great White Man of Lambaréné,” “The Lover,” “The Crying Game,” and “Black Orpheus” (You may choose between the original award-winning Franco-Brazilian version, “Orfeu Negro” or the updated and radically different “gangsta/hip-hop” Brazilian version, “Orfeu.”)

**302A**

### **Historical Topics: “Race, Class, and Gender in the Americas”**

This course addresses broad historical topics that transcend traditional analytical, chronological, and geographic boundaries. It focuses on race, class, and gender in the Americas as depicted in historical fiction. Here, historical fiction takes the form of two media: novels and movies. Thus we will explore the dimensions of historical reality through novels and films. Until recently, historians viewed the quest for, and the revelation of “social facts” and “objective truths” as the “bottom line” of the profession. Though both determinants remain at the foundation of historical research and teaching, in the last thirty years or so, more historians have acknowledged that “social facts” are relative because they can only be compared to other “social facts” (facts do not stand alone in a vacuum). Furthermore, along the same lines, “objectivity” is a challenging goal, because we all have biases. Thus, the Foucauldian preference for “the truth-claim” rather than “the truth.” Not only is “the truth” subject to misrepresentation and change, it is also subject to polyvalence or multiple meanings. As readers and writers of history, the best we can do is hope that we see and understand things factually and objectively. This is to assert that historians now recognize that novels and films are not merely entertaining escapes from reality. Both media constitute representations of reality as well. With these points in mind, we will navigate broad channels of history and culture in the American hemisphere, from Canada to Argentina, and all major geographic spaces between. The focus on race, class, and gender has a name. It is called “intersectionality,” or more specifically for our concerns, “intersectional history.” The best films, novels, and history books draw on a myriad of sub-themes—for example: race, class, gender, sexuality, nationality, regionalism, politics, government, philosophy, culture, acquiescence

and resistance—that converge at the “intersection” of a principal theme. Therefore, be it fact, fiction, or film, “a text is a text is a text,” be it a history book, a novel, or a representation of visual economy. Hence, novels and movies are as worthy of historical analysis as history books.

### **History 302B**

#### **Historical Topics: “Creoles, Vampires, and Quadroon Balls: Louisiana at the Movies”**

With particular—but not exclusive—leanings toward the City of New Orleans, this special topics class focuses on the history, culture, and politics of the State of Louisiana through film, as entertainment, on the one hand, and as a pedagogical experience, on the other. Nearly all of the movies shown were filmed on location. Why foreground or single out Louisiana? The explanation is rather simple, though the historical process that resulted in the state’s unusual fame is not. The background of Louisiana is different from any other state in the United States, and New Orleans distinguishes itself as the best municipal example, with the Bayou as the best rural example. Through an assortment of films, set as early as the mid-1700s, up to the current post-Katrina period, we will explore Louisiana’s highly differentiated history of race, class, gender, and ultimately ethnic relations. Hence, in the history of the United States, especially the South, the Louisiana experience is unquestionably unique—not better or worse but certainly different. Creole New Orleans is underscored because a colonial culture developed there that was very French and very African at the same time. Added to the mix were the ways that it was influenced by the arrival of other immigrants later—Irishmen, Germans, and Poles, for example—together with the processes that led eventually to the political dominance of the Anglo-American community. The cultural politics of Anglo-American hegemony moved slowly but onward amid considerable Franco-African resistance. In more specific terms, white French-speaking Creoles and French-speaking Creoles of African descent formed, at times, a single cultural unit that manifested itself as political resistance to Anglo-American values of racial segregation in the South after abolition, as the case of Plessy versus Ferguson indicated quite clearly in 1896. How then, has the U.S. film industry, from the 1930s to the present, portrayed the remarkable richness, diversity, and complexity of this Southern, yet “un-Southern,” U.S. city and state? How, for example, did film directors and screenplay writers overcome certain political restrictions (through outright censorship) that attempted to prevent them from reconstructing the past audiovisually with more sociopolitical and sociocultural accuracy, especially regarding films that were made between the 1930s and the 1950s?

### **302E**

#### **Race, Gender, and National Identity in Cuban History and Culture**

This class offers a sociocultural and sociopolitical overview of the history of Cuba’s most visible “minorities” from the eighteenth to the twentieth century: Africans and their descendants; Asians and their descendants; and women. Eight philosophical positions serve as theoretical guides: Taoism (Confucius); phenomenology (Georg Hegel); economic determinism (Karl Marx); the double voice and double consciousness (Mikhail Bakhtin and W.E.B. DuBois); patriarchy (Gerda Lerner and Luce Irigaray); notions of knowledge, power, and ideology (Michel Foucault and Louis Althusser); the gaze (Frantz Fanon and Homi Bhabha); and imagined communities (Benedict Anderson). With these “navigational devices” in mind, the course relies on three principal texts or text-types: (1) Secondary sources, i.e., published books and articles (2) Primary sources, i.e., contemporaneous letters, newspapers, legal statutes, court cases, penal records, and other government documents and (3) films, poetry, autobiographical narratives, and excerpts from novels. The primary objective of these varied source materials is to encourage and stimulate critical thinking beyond the surfaces of “common sense” interpretations of Cuban history and culture.

### **342**

#### **Africa and the West**

This course centers on the countries, communities, and cultures of Western and Central Africa and their relations with other continents, including the Muslim world as well as Western Europe and the Americas.

Major aims are: first, to cultivate an awareness of the varied heritages of African peoples and second, to place African history in the context of world-wide economic and cultural movements and trends. Each lecture will be introduced by a central set of issues for discussion. With lectures, films (e.g., “Mister Johnson,” “Camp Thiaroye,” “Xala,” and “The Blue Eyes of Yonta”) and seminal works in African literature (e.g., *Segu*, *Things Fall Apart*, and *Season of Migration to the North*), we examine Africa’s “triple heritage” of: (1) Traditional religious cultures (2) Islam and (3) Christianity. After discussing acephalous societies, instances of transition to state structures, with examples of African kingdoms and empires, and the impact of the Atlantic slave trade, the course shows how colonial resistance, independence revolutions, and late modern nationalism emerged from African struggles against European colonialism and neo-colonialism (through ongoing economic exploitation based on widely accepted practices of unfair trade from the West). Biographies of African leaders and the roles of women also figure prominently. The course concludes with problems of nation-building, state leadership, and commercial development in contemporary Africa.

### **392**

#### **Caribbean History and Culture**

This course surveys the social, political, cultural, and economic dynamics of Caribbean history from 1492 to the present. Major themes include: slavery, race relations, colonialism, independence movements, national identities (colonial and postcolonial), and the evolution of gender systems. Focusing on differences and similarities—between individual islands and islands grouped by linguistic and colonial affiliation—readings and films will highlight national and transnational currents in the British, Danish, Dutch, French, and Spanish Caribbean islands. In addition to the island and mainland shores that define the Caribbean proper, we will explore the Caribbean Diaspora. At once worldwide and on-going in its growth, Caribbean diasporic communities span the globe from Canada and Western Europe to the Far East and the South Pacific. Thus, with diasporic formations in mind, we will also consider Caribbean identities in the United States, the United Kingdom, Belgium, France, the Netherlands, Portugal, and Spain. The course is designed for students with particular interests in Latin America, Pan-American politics, African Diaspora Studies, immigration, and comparative cultural studies, along with those interested a broad-based introduction to the Caribbean through the lens of interdisciplinary history. Students taking this course will: (1) develop an appreciation for different histories and cultures in the Americas (2) learn to read and observe history and culture carefully and analytically (3) improve their communication skills, both oral and written and (4) enhance their appreciation for local, regional, national and international diversity.

#### **492, Seminar in Historical Topics, “Filmic Habits: Catholic Priests and Nuns at the Movies”**

This seminar examines depictions of Catholic religious (i.e., priests and nuns) from various motion picture industries in the Americas (e.g., Canada, Peru, Mexico, and the U.S.) and Western Europe (e.g., France, Italy, Spain, and the U.K.) from the 1930s to the present. Our filmic foci include neither documentaries nor shorts. While various approaches for analysis will be considered, such as Hegelian phenomenology, Althusserian structuralist Marxism, discourse theory, comparative history, representation, and post-coloniality, our principal concern will center on the extent to which defamiliarization—the rendering of something familiar into something strange, for the sake of artistic creation—is useful and applicable to religious films that are predicated on history, historical fiction, and contemporary affairs. Though many of the films will be shown during film lab sessions, students will also have the opportunity to select from others listed in order to include them in their comparative critiques by categories or themes. Each cluster represents a two-to-four-page paper that reviews two or more films per category. Films not viewed in class or film lab will be placed on library reserve at the beginning of the semester. Films shown during class time or lab time will be placed on library reserve after each group viewing.

## 495D

### **Southern History at the Movies: The Celluloid South from Thomas Jefferson to Jefferson Davis**

Focusing on race, gender, and regionalism based on geo-political difference, socioeconomic change, and sociocultural disparity—as well as a variety of comparative perspectives—students in this class will investigate two types of history: (1) The history of the period of the film selected, with its principal sub-themes—such as the slavery and the Constitution, the expansion of cotton production, gendered identities, cultural contrasts between the North and the South, the impact of the South on U.S. foreign diplomacy, and the Civil War—and (2) The history of the film itself, including contemporaneous issues that influenced the making of the film, from screenplay or novel (or both) to studio production. Regarding the first criterion, for example, "Amistad," concerns itself with: the constitutionality of the African slave trade to the United States three decades after it was outlawed; northern animosity toward Spanish colonial Cuba vs. southern desires to annex it; and notions of African "otherness" among northern abolitionists. Vis-à-vis the second criterion, in the 1930s "Gone with the Wind" met the sociocultural needs of a nation shaken by the Great Depression. Reflecting different times and concerns between the 1960s and the 1970s, "Drum," "Mandingo," and "Slaves," addressed ideas then current about the Women's Liberation Movement, sexual freedom in general, and interracial sex in particular. It also mirrored radical shifts in political concerns among young African Americans from the Civil Rights Movement to the Black Power Movement. With the rise of "The Me Generation" in the 1980s, movie producers made fewer films about slavery and life in the Antebellum South. (The television epic, "North and South," is the greatest exception to the hiatus.) Then, in the 1990s, departing from a host of earlier movies about black bondage in the United States, "Enslavement" emerged clearly as a post-feminist critique of the role of middle class white women in the history of the abolitionist movement.

## 641

### **Readings in Global History: "Comparative Slavery and Race Relations"**

This seminar focuses on the comparative history of involuntary servitude, and the sociopolitical and sociocultural practices that developed as a result of it, in the Caribbean, Latin America, and the United States from approximately 1512 to 1888. Though greater emphasis is placed on the largest and longest form of forced servitude in the American hemisphere—black slavery—readings and discussions will also address: Native American slavery, indentured servitude, and Asian (Chinese, Filipino, and South Asian) contract labor. Representative authors include: Hilary Beckles, Herman Bennett, Charles Boxer, María Elena Díaz, George Frederickson, Gwendolyn Midlo Hall, Eugene Genovese, Michael Gómez, Stuart Hall, Mary Karasch, Bernard Moitt, Nell Painter, Robert Paquette, Ann Pescatello, Rebecca Scott, Verene Shepherd, Anne Stoler, Frank Tannenbaum, and Debra Gray White.

## 641

### **Readings in Global History: "Readings in Global History: Atlantic Communities"**

Focusing on the interdisciplinarity of history, this seminar constitutes an advanced introduction to the study of Atlantic communities. Though it touches all Atlantic shores—from Europe and Africa to the Americas and back—greater geo-political emphasis is placed on the history and cultures of Caribbean societies. Task areas are divided into four sections: (1) Theory, which includes works by Benedict Anderson, Homi Bhabha, Stuart Hall, Paul Gilroy, Gerda Lerner, and Ann Stoler, all vis-à-vis Hegel, Marx, DuBois, Fanon, Derrida, and Foucault (2) Secondary sources (3) Compilations of primary sources and (4) Samplings of pertinent novels, autobiographical narratives, and films as historical texts.

### **(3) History Department, 590: Graduate Independent Studies**

2012 The Interdisciplinarity of U.S. Slave Narratives, Mariedith Ashford, American Studies\*

2012 Senior Sisters: The Roles of Elderly Black Women in U.S. Films, Juanita Crider, American Studies\*

- 2012 Postcoloniality in African American and Latin American Studies, Antonio Ramos, American Studies\*
- 2012 Readings in Pre-colonial African History, Naeema Webb, American Studies\*\*
- 2011 Black Priests and Nuns in U.S. Catholic History, Heather Moore, Education Studies\*
- 2011 Postcolonial Theory in African American Literature, Tony Perry, American Studies\*^
- 2010 Two Nations, One Island: Histories of Hispaniola, Elizabeth Canela, American Studies Program\*^
- 2010 Black Women Writers on Neo-African Religious Traditions, Lydia Magras, English Department\*\*
- 2009 “Dating, Marriage, and Manhood in African American Films, Arthur Banton, History Department\*\*
- 2009 “History and Postcolonial Theory,” Kirk Fatool, History Department\*\*\*^
- 2009 “Liberated African Women in Nineteenth-Century Cuba,” Adrianna Lozano, History Department\*\*
- 2008 “African American Popular Culture through Films,” Arthur Banton, History Department\*\*
- 2007 “Pre-Colonial West African Historiography,” Damian Miller, History Department\*^
- 2007 “Women’s History in Latin America and the Caribbean,” Adrianna Lozano, History Department\*\*
- 2007 “Women’s Narratives from the African Diaspora,” Jolivette Anderson, English Department\*
- 2007 “African Americans in African History,” Marie-Jacqueline Mougoué, History Department\*^
- 2007 “Women in Latin American and Caribbean History and Culture,” Lisa Penn, History Department\*^
- 2007 “Black Reconstruction,” Jonathan Fluitt, History Department\*^
- 2007 “African American Pedagogy in Postcolonial Theory, Steven Clark, Curriculum and Instruction Department\*\*
- 2006 “Latin American History through Literature, Ronald Geier, History Department\*^
- 2006 “Mother-Daughter Relations in Black Autobiographical Narratives,” Courtney Enaye, English Department\*\*\*^
- 2006 “Mother-Daughter Morphologies in Black Autobiography,” Ernest Gibson, English Department\*\*\*^
- 2005 “Postcolonial Pedagogies: Freire, Hall, and Spivak,” Omari Dyson, Curriculum & Instruction Department\*\*\*^
- 2005 “Postcolonial Pedagogies: Freire, Hall, and hooks,” Kevin Brooks, Curriculum & Instruction Department\*\*\*^
- 2004 “Historiographies of Slavery,” Raymond Krohn, History Department\*\*\*^
- 2003 “Historiographies of Slavery,” Tyler Johnson, History Department\*\*\*^
- 2003 “Marcus Garvey across the Disciplines,” Samuel London, History Department\*\*\*^

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