

AFST B101: Introduction to Black Studies

Bryn Mawr College | The Program in Africana Studies | Fall 2026

Tue & Thurs 10:10-11:30 a.m. | Old Library 224 | Professor Trish Whitfield

Office Hours: Wednesdays 10am-12pm or by appointment | twhitfield@brynmawr.edu

Course description: This interdisciplinary course situates the study of Black lives, known interchangeably as African American Studies, Black Studies, Africana Studies, or African Diaspora Studies, within the context of ongoing struggles against anti-Black racism. We will explore the founding principles and purposes of the field, the evolution of its imperatives, its key debates, and the lives and missions of its progenitors and practitioners. In doing so we will survey, broadly and deeply, the diverse historical, political, social, cultural, religious/spiritual, and economic experiences and expressions of the African Diaspora in the Americas and beyond.

Course learning objectives:

1. You will develop an understanding of Black Studies as an **interdisciplinary approach**, that spans the social sciences, humanities, and natural sciences, in conceptualizing and investigating the impact and meanings of race, class, gender, sexuality, ethnicity, culture, politics, nation, diaspora, philosophy and religion (etc.) in the experiences and societies of different Black communities.
2. You will acquire breadth of knowledge through this course and will develop an **introductory understanding of Black movements (locally and globally)**, identities, politics, arts and popular cultures, and interrelationships of race, class, gender, sexuality, ethnicity, nation/nationalism/nation-state, imperial borders, and religion/spirituality in Black social/political life.
3. You will acquire skills in **critical thinking, research, and written and oral communication**. These skills developed from the inter-discipline of Black Studies will be widely applicable in other fields of study. Upon completion of this course, you will be able to critically evaluate information, positions, and arguments, and formulate strong arguments supported by evidence.

Course Assignments & Grading Policy: We remain living, surviving, and quite honestly trying our very best to exist in a new normal in the face of a continued global health pandemic, state-sanctioned violence against Black Lives, white supremacist democracies, imperial violence of nation-state borders, and horrific genocide of Palestinians. My pedagogical goal in this course is to have you intellectually and politically engage in close reading discussions on weekly course readings and multimedia content. **This course will not have a midterm or final exam but analytical writing assignments based on the reading/content materials assigned.**

(3) Theoretical Anchor Papers (50% of your final grade): One of the most foundational Black Studies pedagogical practices is to have students critically engage, debate, discuss, and dialogue about theoretical and methodological frameworks on Black lives across nation-state borders within a global

and local context. You will be writing (3) theoretical framework papers at the end of every 4-5 weeks, due dates are clearly noted below, please plan accordingly. **I do not accept late work at all.** These text-based papers will be anchored on your critical engagement of the week's readings and film analysis. I will provide you all

with an anchor/guiding question based on the course readings seven days prior to each due date. These are not summary or journal entries; **they are expected to be 2-4 full-pages, doubled-spaced, 12" New Times Roman font of critical analysis.** Your sources/evidence are the course readings below. You have the option of getting your lowest grades dropped or re-submission for an entirely new grade, only if you submit the assigned tasks on-time. **You cannot drop your lowest grade if you do not submit an assignment for your lowest grade.**

You will receive a thoroughly detailed guideline/writing prompt a week prior to due date.

Due dates are as follows:

Due Sunday, October 4, 2026, by 11:59pm (EST) on Moodle

Due Sunday, November 15, 2026, by 11:59pm (EST) on Moodle.

Due Sunday, December 13, 2026, by 11:59pm (EST) on Moodle.

(1) Class Facilitation: (25% of your final grade): Facilitating discussions give all of us an opportunity to think aloud with each other in ways that can productively generate discussion, debate, and new forms of knowledge in the community of this course. Starting Week Three of the course, students will select individually or collectively (in groups of 2 to 4) to facilitate a conversation on the readings assigned for the day without a lengthy summary of the text, but rather a more nuanced presentation to build a dialogue on the readings. Please prepare engaging class facilitations with an interactive PowerPoint or any other visual aid medium, be creative (out of the box) in your approach and always keep in mind the multiple forms of learners in space: visual, audio, artistic, etc. **Please prepare to facilitate class discussion on the assigned readings of the session for 30-45 minutes.** **The final date to submit all of your class facilitation materials on Moodle by Sunday, December 13, 2026 at 11:59p.m. (EST).**

Participation/Contribution: (25% of your final grade): Your participation and scholarly engagement with the course materials are fundamental to your own development as a critical thinker and global citizen. I will be taking attendance on a weekly basis; there will be a sign-in sheet provided for every class session. **Everyone has a maximum of two unexcused absences, use them up or not, you have them.** Once your absences go beyond the two unexcused absences, every other absence will go towards a grade deduction at the end of the semester for final grades. We have only 14 class sessions together and we only meet twice a week, so please plan your schedule accordingly. Please keep in mind that this is a 100-level course that requires weekly close reading, critical thinking, and discussion-based lectures. I expect everyone to have read in advance and contribute to the intellectual community; we all are collectively building for the semester. I respect all diverse and inclusive modes of participation not simply orally, written as well and small group conversations or just one-on-ones.

Black Studies Speaker Series: As an interdisciplinary and transdisciplinary field such as Black Study is grounded in intellectual and political community exchange. The Program in Africana Studies at Bryn Mawr College has curated a Speakers series that showcase and invites some of the most cutting-edge

Black Studies thinkers and doers in the field, **your attendance is always encouraged, we do not hold our regular class sessions so our Black Studies Speaker Series guests can have our full intellectual engagement.**

A Note of Suggested Readings: Black Studies is a vastly transdisciplinary field that transcends normative modes and modalities of knowledge production and intersects with multiple fields of inquiry such as history, literature, philosophy, political science, anthropology, sociology, geography, urban studies, health studies, economics, and so many more fields. I provide you with suggested readings for all of our class sessions, not as an added pressure of requiring you to reading more texts, but so that you may return to these suggested readings when you have the time, space, and bandwidth to engage with them in a deeper, more nuanced and critical ways without the parameters of the semester. Also, I wanted to showcase the theoretical and methodological richness of both the field of study, we call Black Studies, but the breadth of knowledge production on Black lives, not simply as footnotes in human history but the very cradle of human civilization.

Course Readings & Assignment Schedule

***Subject to change at the discretion of Professor Whitfield.**

Students will be notified 24 hours prior to any changes made to Moodle.

Week 1: Origins/New Beginnings/Our Why's?

Wednesday, September 3, 2025

- Professor Whitfield's Positionality: First-Gen Black Studies Scholar
 - Course Overview: Weekly Close Readings, Analytical Writing, & Critical Thinking Discussions
- In-Class Reading:**

- [Keeanga-Yamahtta Taylor](#), "The Meaning of African American Studies," *The New Yorker*, (February 3, 2023).

Anchor Question:

- How do Black Studies redefine our understanding of higher education and traditional history?

Visual Archive:

- American Experience PBS, "[Zora Neale Hurston: Claiming A Space](#)," (February 6, 2024).

Suggested Readings:

[Martha Biondi](#), "Introduction: The Black Revolution on Campus," in *Black Revolution on Campus*. (Los Angeles: University of California Press, 2014): pp. 1-12.

[Maulana Karenga](#), "Black Studies: A Critical Reassessment," in *Dispatches from the Ebony Tower: Intellectuals Confront the African American Experience*. (New York: Columbia University Press, 2000): pp. 171-176.

[Martin Kilson](#), “Black Studies Revisited,” in *Dispatches from the Ebony Tower: Intellectuals Confront the African American Experience*. (New York: Columbia University Press, 2000): pp. 162-170.

Week 2: Situating the Field of Black Studies: Knowledge-Making Marronage

Wednesday, September 10, 2025

Required Readings:

- [Sylvia Wynter](#), “On How We Mistook the Map for the Territory, and Reimprisoned Ourselves in Our Unbearable Wrongness of Being, of *Desêtre*: Black Studies Toward the Human Project,” in *Not Only the Master’s Tools: African-American Studies in Theory and Practice*, edited by Lewis R. Gordon and Jane Anna Gordon. (New York: Routledge, 2016): pp. 107-117.
- [Darlene Clark Hine](#), “A Black Studies Manifesto: Characteristics of a Black Studies Mind,” *The Black Scholar*, Vol. 44, No. 2, (Summer 2014): pp. 11-15.
- [Josh Myers](#), “Introduction: Living June Jordan,” in *Of Black Study*. (London: Pluto Press, 2023): pp. 2-19.

Anchor Question:

- In what ways does a "Black Studies Mind" map out new possibilities for understanding human freedom?

Visual Archive:

- Greta Schiller and Andrea Weiss, “[The Five Demands](#),” (February 14, 2024).

Suggested Readings:

[Roderick A. Ferguson](#), “The Golden Era of Instructed Minorities,” in *The Reorder of Things: The University and Its Pedagogies of Minority Difference*. (Minneapolis: University of Minnesota Press, 2012): pp. 181-208.

[Alexander G. Weheliye](#), “Introduction: Now,” in *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human*. (Durham: Duke University Press, 2014): pp. 1-16.

[C.L.R. James](#), “The Black Scholar Interviews: C.L.R. James,” *The Black Scholar*, Vol. 2, No. 1, Black Studies, (September 1970): pp. 35-43.

Week 3: Theorizing Blackness: The Afterlives of Slavery and Colonialism

Wednesday, September 17, 2025

Required Readings:

- [Saidiya V. Hartman](#), “Venus in Two Acts,” *Small Axe: A Caribbean Journal of Criticism*, Vol. 12, No. 2 (June 2008): pp. 1-14.

- [Aimé Césaire](#), *Discourse on Colonialism*. (New York: Monthly Review Press, 2000): pp. 31-46.
- [Frantz Fanon](#), “The Fact of Blackness,” *Theories of Race and Racism: A Reader*, edited by Les Back and John Solomos. (New York: Routledge, 2002): pp. 257-266.

Anchor Question:

- How do the historical traumas of slavery and colonialism shape contemporary social structures and the archives we rely on?

Visual Archives:

- “[Ethnic Notions](#)” by Marlon Riggs (1997).

Suggested Readings:

[Arturo Alfonso Schomburg](#), “The Negro Digs Up His Past,” *Survey Graphic Magazine*. (New York: Survey Associates), March 1, 1925: pp. 670-672.

[W.E.B Du Bois](#), “Of Our Spiritual Strivings,” in *The Souls of Black Folk*. (Chicago: A.C. McClurg and Company, 1903): pp. 1-7.

[Fred Moten](#), “Blackness,” in *Keywords for African American Studies*, edited by Erica R. Edwards, Roderick A. Ferguson, and Jeffrey O. G. Ogbar. (New York: New York University Press, 2018): pp. 27-29.

Week 4: Embodied Archives of the Flesh: Black Feminist Ethnography

Wednesday, September 24, 2025

Required Readings:

- [Maya J. Berry](#), “Introduction,” in *Defending Rumba in Havana: The Sacred and the Black Corporeal Undercommons*. (Durham: Duke University Press, 2024): pp. 1-43.
- [Jennifer L. Freeman Marshall](#), “Introduction “Twice as Much Praises or Twice as Much Blame,” and “On Firsts, Foremothers, and the “Walker Effect,” in *Ain’t I an Anthropologist: Zora Neale Hurston Beyond the Literary Icon*. (Urbana-Champaign: University of Illinois Press, 2023): pp. 16-47 and 43-65.

Anchor Question:

- How can the human body, movement, and performance serve as valid academic archives for researching Black life?

Visual Archive:

- Sam Pollard, “[Zora Neale Hurston: Jump at the Sun](#),” (2008).

Suggested Readings:

[Savannah Shange](#), “Black Girl Ordinary: Flesh, Carcerality, and the Refusal of Ethnography,” *Transforming Anthropology: Journal of the Association of Black Anthropologists*, Vol. 27, No. 1, (April 2019): pp. 1-19.

Maya J. Berry, [Claudia Chávez Argüelles](#), [Shanya Cordis](#), [Sarah Ihmoud](#), and [Elizabeth Velásquez Estrada](#), “Toward a Fugitive Anthropology: Gender, Race, and Violence in the Field,” *Cultural Anthropology*, Vol. 32, No. 4 (2014): pp. 537-565.

Week 5: Black Women's Geographies: The Unmappability of Black Womanhood

Wednesday, October 1, 2025

Required Readings:

- [Katherine McKittrick](#), "The Last Place They Thought Of: Black Women's Geographies," in *Demonic Grounds: Black Women and the Cartographies of Struggle*. (Minneapolis: University of Minnesota Press, 2006): pp. 37-63.
- [Keisha-Khan Y. Perry](#), "Geographies of Power: Black Women Mobilizing Intersectionality in Brazil," *Meridians: feminism, race, transnationalism*, Vol. 14, No. 1 (2016): pp. 94-120.

Anchor Question:

- How do Black women creatively claim physical and social spaces when traditional maps try to exclude or contain them?

Visual Archive:

- NowThis, "[The Life of Brazil's Marielle Franco](#)," (April 15, 2018).

Suggested Readings:

[Ashanté M. Reese](#), "D.C. is mambo sauce": Black Cultural Production in a Gentrifying City," *Human Geography*, Vol. 13, No. 3, Radical Food Geographies, (November 2020): pp. 253-262.

[Brandi T. Summers](#), "Black Insurgent Aesthetics and the Public Imaginary," *Urban Geography*, Vol. 43, No. 6 (2022): pp. 837-847.

[Camilla Hawthorne](#) and [Jovan Scott Lewis](#), "Introduction: Black Geographies: Material Praxis of Black Life and Study," in *The Black Geographic: Praxis, Resistance, Futurity*. (Durham: Duke University Press, 2023): pp. 1-26.

1st Theoretical Anchor Paper Due

Sunday, October 5, 2025, by 11:59pm (EST) on Moodle

No Late Papers will be accepted

Week 6: Indigenous Blackness: Entangled Intersections of Blackness and Indigeneity

Wednesday, October 8, 2025

Required Readings:

- [Jarvis C. McInnis](#), "Introduction: Regenerating Black Life in Plantation Ruins," in *Afterlives of the Plantation: Plotting Agrarian Futures in the Global Black South*. (New York: Columbia University Press, 2025): pp. 1-40.
- [Tiffany Lethabo King](#), "At the Pores of the Plantation," in *The Black Shoals: Offshore Formations of Black and Native Studies*. (Durham: Duke University Press, 2019): pp. 111-140.

Anchor Question:

- Where do the histories, lands, and political struggles of Black and Native peoples meet and blur?

Visual Archive:

- Goldman Environmental Prize, “[Francia Márquez 2018 Acceptance Speech](#),” (May 2, 2018).
 - Causa Justa Tele Sur, “[Tierra Negra \(Garifuna\)](#),” (March 18, 2014)
- Suggested Readings:
- Jarvis C. McInnis, “Black Women’s Geographies and the Afterlives of the Sugar Plantation,” *American Literary History*, Vol. 31, No. 4, (Winter 2019): pp. 741-774.
- [Kyle T. Mays](#), “A Provocation of the Modes of Black Indigeneity: Culture, Language, Possibilities,” *Ethnic Studies Review*, Vol. 44, No. 2, (2021): pp. 41-50.
- Paul Joseph López Oro, “Black Caribs/Garifuna: Maroon Geographies of Indigenous Blackness,” *Small Axe: A Journal of Caribbean Criticism*, Vol. 25, No. 3 (November 2021): pp. 134-146.

Week 7: Fall Break (No Class in Session)

Wednesday, October 15, 2025

- Rest, Recharge, & Repeat

Week 8: Ungendering Blackness: The Sexual Violence of Gender

Wednesday, October 22, 2025

Required Readings:

- [Patrice D. Douglass](#), “Suspended Absences and the Substrates of Naming the Female Slave,” in *Engendering Blackness: Slavery and the Ontology of Sexual Violence*. (Palo Alto: Stanford University Press, 2025): pp. 62-95.
- [Angela Y. Davis](#), “Reflection on the Black Woman’s Role in the Community of Slaves,” *The Black Scholar*, Vol. 12, No. 6, The Black Woman, (November 1977): pp. 2-15.

Anchor Question:

- How did chattel slavery disrupt, violate, and alter traditional definitions of gender and womanhood for enslaved Black people?

Visual Archive:

- Nicole London and Stanley Nelson, “[Harriet Tubman: Visions of Freedom](#),” (2022).

Suggested Readings:

[Darlene Clark Hine](#), “Rape and the Inner Lives of Black Women in the Middle West,” *Signs: Journal of Women in Culture and Society*, Vol. 14, No. 4, Common Grounds and Crossroads: Race, Ethnicity, and Class in Women’s Lives, (Summer 1989): pp. 912-920.

[Sarah Haley](#), [Shoniqua Roach](#), [Emily Owens](#), and [Keeanga-Yamhatta Taylor](#), “Confinement, Interiority, Black Feminist Study: A Forum on Davis’s “Reflections” at 50,” *The Black Scholar*, Vol. 51, No. 1, (2021): pp. 3-19.

Week 9: The 1619 Project: A Black Studies Origin Story

Wednesday, October 29, 2025

Required Readings

- [Nikole Hannah-Jones](#), "Democracy," in *The 1619 Project: A New Origin Story*. (New York: One World, 2021): pp. 7-38.
- [Pero Gaglo Dagbovie](#), "Approaches to Teaching and Learning African American History," in *African American History Reconsidered*. (Urbana-Champaign: University of Illinois Press, 2010): pp. 48-76.

Anchor Question:

- How does shifting the origin story of America to the arrival of enslaved Africans change our understanding of modern democracy?

Visual Archive:

- Margaret Brown "[Descendant](#)," (January 2022).

Suggested Reading:

[Ivan Van Sertima](#), *They Came Before Columbus: The African Presence in Ancient America*. (New York: Random House, 1976).

[Melville J. Herskovits](#), *The Myth of the Negro Past*. (Boston: Beacon Press, 1941/1990).

Week 10: African Diaspora Theory: Debates, Concepts, & Contradictions

Wednesday, November 5, 2025

Required Readings:

- [Tiffany Ruby Patterson](#) and [Robin D. G. Kelley](#), "Unfinished Migrations: Reflections of the African Diaspora and the Making of the Modern World," *African Studies Review*, Vol. 43, No. 1, Special Issue on the Diaspora, (April 2000): pp. 11-45.
- [Edmund T. Gordon](#) and [Mark D. Anderson](#), "The African Diaspora: Toward an Ethnography of Diasporic Identification," *The Journal of American Folklore*, Vol. 112, No. 445, Theorizing the Hybrid, (Summer 1999): pp. 282-296.

Anchor Question:

- What connects diverse global Black populations across different borders, and what distinct differences keep them unique?

Visual Archive:

- Vincent Brown, "[Herskovits at the Heart of Blackness](#)," (2009).

Suggested Readings:

[Kim D. Butler](#), "Defining Diaspora, Refining a Discourse," *Diaspora: A Journal of Transnational Studies*, Vol. 10, No. 2, (Fall 2001): pp. 189-219.

[Katherine McKittrick](#), "I Entered the Lists...Diaspora Catalogues: The List, The Unbearable, and Tormented Chronologies-Three Narratives and a Weltanschauung," *XCP: Cross Cultural Poetics*, Vol. 17, (2007): pp. 7-29.

[Richard Iton](#), "Round Trips on the Black Star Line," in *In Search of the Black Fantastic: Politics and Popular Culture in the Post-Civil Rights Era*. (New York: Oxford University Press, 2008): pp. 195-258.

Week 11: Black Queer Studies: 25 Years of Field-Making Activist-Scholarship

Wednesday, November 12, 2025

Required Readings:

- [E. Patrick Johnson](#) and [Mae G. Henderson](#), "Introduction: Queering Black Studies/"Quaring" Queer Studies," in *Black Queer Studies: A Critical Anthology*, edited by E. Patrick Johnson and Mae G. Henderson. (Durham: Duke University Press, 2005): pp. 2-15.
- [Jafari S. Allen](#), "Black/Queer/Diaspora at the Current Conjuncture," *GLQ: A Journal of Lesbian and Gay Studies*, Vol. 18, No. 2-3 (2012): pp. 211-248.
- [Rinaldo Walcott](#), "Outside in Black Studies: Readings from a Queer Place in the Diaspora," in *Black Queer Studies: A Critical Anthology*, edited by E. Patrick Johnson and Mae G. Henderson. (Durham: Duke University Press, 2005): pp. 90-105.

Anchor Question:

- How does injecting queer theory into Black Studies expand our view of Black liberation and identity?

Visual Archive:

- Marlon Riggs, "[Tongues Untied](#)," (1989).

Suggested Readings:

[Lyndon K. Gill](#), "Conclusion: Black Queer Diaspora and Erotic Potentiality," in *Erotic Islands: Arts and Activism in the Queer Caribbean*. (Durham: Duke University Press, 2018): pp. 197-216.

[Mecca Jamilah Sullivan](#), "Introduction: Black Queer Feminist Poetics: Rereading the Intersection," in *The Poetics of Difference: Queer Feminist Forms in the African Diaspora*. (Urbana-Champaign: University of Illinois Press, 2021): pp. 1-29.

2nd Theoretical Anchor Paper Due

Sunday, November 16, 2025, by 11:59pm (EST) on Moodle

No Late Papers will be accepted

Week 12: Black Queer Feminisms: Inter-generational Intersectionality's

Wednesday, November 19, 2025

Required Readings:

- [The Combahee River Collective](#), "A Black Feminist Statement," (April 1977): pp. 1-8.
- [Beverly Guy-Sheftall](#), "Introduction: The Evolution of Feminist Consciousness among African American Women," in *Words of Fire: An Anthology of African-American Feminist Thought*. (New York: The New Press, 1995): pp. 1-22.

Anchor Question:

- Why is an integrated critique of racism, sexism, classism, and homophobia necessary for any liberation project to succeed?

Visual Archive:

- Shari Frilot, "[Black Nations/Queer Nations?: Lesbian and Gay Sexualities in the African Diaspora](#)," (1995).

Suggested Readings:

[Omise'eke Natasha Tinsley](#), "Black Atlantic, Queer Atlantic: Queer Imaginings of the Middle Passage," *GLQ: A Journal of Lesbian and Gay Studies*, Vol. 14, No 2-3 (2008): pp. 191-215.

[Kimberlé W. Crenshaw](#), "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," *Stanford Law Review*, Vol. 43, No. 6, (July 1991): pp. 1241-1299.

[Cathy J. Cohen](#), "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics," *GLQ: A Journal of Lesbian and Gay Studies*, Vol. 3, No. 4, (May 1, 1997): pp. 437-465.

Week 13: Turkey/Tofu/Pernil Break (No Class Session)

Wednesday, November 26, 2025

- Rest, Recharge, & Repeat

Week 14: Conjuring Ancestral Memory: The Politics of Black World-Making

Wednesday, December 3, 2025

Required Readings:

- [Toni Morrison](#), "The Site of Memory," in *Inventing the Truth: The Art and Craft of Memoir*, edited by William K. Zinsser. (New York: Houghton Mifflin, 1995): pp. 83-102.
- [LeRhonda S. Manigault-Bryant](#), "Prologue: Talking to the Dead" and "Introduction: Gullah/Geechee Women," in *Talking to the Dead: Religion, Music, and Lived Memory among Gullah/Geechee Women*. (Durham: Duke University Press, 2014): pp. xiii-xx and 1-23.

Anchor Question:

- How do memory, oral storytelling, and spiritual traditions bridge the gap between historical erasure and modern survival?

Visual Archive:

- Julie Dash, "[Daughters of the Dust](#)," (1991).

Suggested Readings:

Jonathan Scott Holloway, "Introduction: The Scars of Memory" and "The Black Body as Archive of Memory," in *Jim Crow Wisdom: Memory and Identity in Black America Since 1940*. (Chapel Hill: University of North Carolina Press, 2013): pp. 1-13 and 67-101.

James A. Manigault-Bryant and LeRhonda S. Manigault-Bryant, "Conjuring Pasts and Ethnographic Presents in Zora Neale Hurston's Modernity," *Journal of Africana Religions*, Vol. 4, No. 2, (2016): pp. 225-235.

Week 15: The Futures of Black Studies at Bryn Mawr and Beyond

Wednesday, December 10, 2025: Last day of class

Required Readings:

- [Mark Christian](#), “Black Studies in the 21st Century: Longevity Has Its Place,” *Journal of Black Studies*, Vol. 36, No. 5, (May 2006): pp. 698-719.
- [Abdul Alkalimat](#), “Epilogue,” in *The Future of Black Studies*. (London: Pluto Press, 2022): pp. 219-224.
- [Joshua M. Myers](#), “Conclusion: Dreams (Toni Cade Bambara),” in *Of Black Study*. (London: Pluto Press, 2023): pp. 193-205.

Anchor Question:

- What are the future responsibilities and radical possibilities of Black Studies within contemporary universities and global communities?

Visual Archive:

- Stephen Satterfield, “[High on the Hog: How African American Cuisine Transformed America](#),” (2021).

3rd Theoretical Anchor Paper Due

Sunday, December 14, 2025, by 11:59pm (EST) on Moodle

No Late Papers will be accepted