

## Application Details

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### Research and Development Minigrants for 2017-2018: Application Review

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**Application Title:** Femme Noire: Black Women and the Evolution of Contemporary Eighteenth Century French Culture, 1684-1805

**Application ID:** #000054

**Review Deadline:** Jan 27, 2017 11:59:00 PM

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**Primary Appointment Title:** Assistant Professor

#### Proposal Summary:

##### *Proposal Summary*

I am requesting a 2017-2018 Faculty Research & Development Grant for Research, Scholarship, & Creative Activity (RSCA); it will be utilized towards the completion of my book project entitled *Femme Noire: Black Women and the Evolution of Contemporary Eighteenth Century French Culture, 1684-1805*. Beginning with French racial colonial legislation and François Bernier's 1684 treatise of race and beauty (*Nouvelle division de la terre par les différentes espèces ou races qui l'habitent*), and ending with the alleged torture of Suzanne Simon L'Ouverture (wife of Haitian Revolutionary Leader, Toussaint L'Ouverture) by Napoleon Bonaparte in 1803, this full length manuscript illuminates the ways in which certain tropes about black women emerge in response to both the presence of *particular* black women, and also to the convulsive changes in French culture and society, only to take on a life of their own, to circulate and be redeployed once again, slightly altered or fully resurrected in new historical contexts. This project highlights how the context of colonial slavery produced stereotypes consumed in the metropole. It also investigates both the continued eroticization of the black female body and the simultaneous need to disavow that body. Finally, it speaks to the continuing reinforcement of the unsuitability of blacks to be included in the definition of Frenchness – and thereby the French nation.

#### Comments to the Administrator(s):

There is no co-applicant. But it would not let me submit unless I added something. So I uploaded my own CV twice. Thank you.

## CURRICULUM VITÆ

- NAME:** Robin Mitchell, Ph.D.  
Assistant Professor, Department of History  
**California State University, Channel Islands**  
Madera Hall, Office 2612, One University Drive  
Camarillo, California 93012  
(805) 437-3876  
[robin.mitchell@csuci.edu](mailto:robin.mitchell@csuci.edu)
- EDUCATION:** **University of California, Berkeley**, Berkeley, California Ph.D., Late Modern European History, with a Designated Emphasis in Women, Gender and Sexuality from the Gender and Women's Studies Department, December 2010.  
  
Dissertation: "*Les ombres noires de Saint Domingue: The Impact of Black Women on Gender & Racial Boundaries in Eighteenth- and Nineteenth-Century France*"  
  
Committee Co-Chairs: Professor Tyler Stovall and Professor Susanna Barrows; Secondary Members: Professor Carla Hesse and Professor Darcy Grigsby  
  
**University of California, Santa Cruz**, Santa Cruz, California M.A., Late Modern European History, June 2001.  
  
**Mills College**, Oakland, California B.A., with Honors, Ethnic Studies, with an emphasis in Nineteenth-Century African American Literature, May 1998.
- ACADEMIC APPOINTMENTS:** **California State University, Channel Islands**, Assistant Professor, History Program, Camarillo, California, 2016-present.  
  
**DePaul University**, Assistant Professor, Department of Women's and Gender Studies; Affiliated Faculty, Department of History, the American Studies Program, the Critical Ethnic Studies Program, and the African and Black Diaspora Studies Program, Chicago, Illinois, 2011-2016.
- PUBLICATIONS:**
- **Book(s)**  
(Manuscript) *Vénus Noire: Black Women, Colonial Fantasies, and the Production of Race & Gender in Nineteenth-Century France, 1804-1848*, The University of Georgia Press, under contract.  
  
(Manuscript) *Femme Noire: Black Women and the Evolution of Contemporary Eighteenth Century French Culture, 1684-1805*.
  - **Peer-Reviewed Book Chapter(s)**  
"Shaking the Racial and Gender Foundations of France: The Influences of "Sarah Baartmann" in the Production of Frenchness," *Black French Women and the Struggle for Equality, 1848-2015* (Lincoln: University of Nebraska Press), under contract.  
  
"Another Means of Understanding the Gaze: Sarah Bartmann and the Development of Nineteenth-Century French National Identity," *They Called Her Hottentot: The Art, Science, and Fiction of Sarah Baartman*, eds. Deborah Willis and Carla Williams (Philadelphia: Temple University Press, 2010), 32-46.

**PUBLICATIONS  
(CONTINUED):**

• **Peer-Reviewed Journal Articles**

“ ‘Ourika Mania’ : Interrogating Race, Class, Space, and Place in Early 19<sup>th</sup>-Century France,”  
“Black Paris and the Lived Experiences of Black Subjects,” *African and Black Diaspora: An  
International Journal*, Volume 10, No. 2, (2015) 2017.

“L’Affaire de la Nègresse Henriette Lucille: Race, Gender, and Social Status in Eighteenth-  
Century France,” *Transnational Subjects: History, Society and Culture*, Volume 2, Number 1 (April  
2012), 21-48.

“Manifestos, Declarations, and Statements,” *Praxis: Journal of Gender & Cultural Critiques*, Volume  
22, Numbers 1 & 2, Spring & Fall, 2010, 57-59 (57-104).

• **Entries in Peer-Reviewed Dictionaries**

“Pauline, ou sœur Thérèse” and “Jeanne Marie Marthe Duval” in *Dictionnaire des gens de couleur dans  
la France moderne (Dictionary of People of Color in Early Modern France)*, edited by Erick Noël. Droz:  
Genève, 2013. Volume 2: “Nantes et la Bretagne,” 10-11 and 640-641.

• **Book Reviews**

Review of *Representation and Black Womanhood: The Legacy of Sarah Baartman*, edited by Natasha  
Gordon-Chipembere, in *African and Black Diaspora: An International Journal*, Volume 6, Issue 1,  
(January 2013), 81-84.

**SCHOLARLY PAPERS  
PRESENTED:**

• **Invited Conferences**

Invited Public Lecture, “La Vénus Noire: Black Women in the Making of France,” University of  
Rochester, History Department, October 21-22, 2016.

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of France: The Influence of Black Women in the Production of Frenchness,” March 20-21, 2014.

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D.C, Conference Paper: “Difficult Questions: Challenging the *Status Quo* about Who Can Teach  
and Write French Histories,” April 20-23, 2017.

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Colonial Historical Society*, Binghamton, New York, Conference Paper: “Madame Toussaint  
Louverture in the (Re)Making of Post-Haitian French National Identity,” May 7-9, 2015.

Conference Presenter, *Consortium on the Revolutionary Era, 1750-1850*, High Point, North Carolina,  
Conference Paper: “Race, Gender, & Revolution: The Torture of Suzanne Simone Baptiste,  
Madame Toussaint Louverture,” February 19-21, 2015.

Conference Presenter, *46<sup>th</sup> Annual Conference, Association of Caribbean Historians*, Fort-de-France,  
Martinique, Conference Paper: “*Le cas particulier qui regard les Nègresses*: The Black Female Body in  
the Making of Eighteenth-Century French Subjectivity & Citizenship,” May 10-17, 2014.

Conference Presenter, *Legacies of Empire: The 39<sup>th</sup> Annual Meeting of the French Colonial Historical*

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Conference Presenter, "(Post)Colonial French Identities," *The Idea of France* Conference, University of Pittsburg, Conference Paper: "*Les Femmes Noires*: Black Women and the Aftermath of the Haitian Revolution in the Re-Definition of Frenchness," November 2011.

Conference Presenter, "Seneca Falls Dialogues," *Women's Institute for Leadership and Learning Conference*, Seneca Falls, New York. Conference Paper: "Manifestos, Statements and Declarations," October 2010.

Invited Speaker, Ralph R. Watkins Africana Studies Lecture Series at the SUNY College at Oneonta, "*La Blanche Négresse*: Ourika and the Re-Assimilation of Colonial Elites in Post-Haitian Revolutionary France," March 17, 2010.

Invited Speaker, Women's and Gender Studies "Gender out of Bounds" Faculty Speaker Series at the SUNY College at Oneonta, "Chocolate-Covered Cherry: Representations of Black Female Sexuality in the Making of Nineteenth-Century French National Identity," October 20, 2009.

Conference Presenter, *Society for French Historical Studies* Conference, Rutgers University, "In/visible Presences: Race, Culture and the Construction of Identities," Conference Paper: "Another Means of Understanding the Gaze: Sarah Bartmann and the Development of Nineteenth-Century French National Identity," April 2008.

Invited Speaker, Ethnic Studies Department, "Workshop on Applying to Graduate School and Law School," Mills College, November 13, 2007.

Guest Lecturer, "Representations of *La Belle Hottentote* in Early Nineteenth-Century Paris," Introduction to Gender and Women's Studies, UC Berkeley, Fall 2006.

Guest Lecturer, "Africans and African Americans in Nineteenth- and Twentieth-Century Paris," for Colorado College, Paris, France Semester Abroad Program, Fall 2005.

**AWARDS AND  
RECOGNITIONS:**

• **Awards and Recognitions Prior to CSUCI**

Recipient, "Excellence in Teaching" Award, DePaul University, 2015-2016.

Recipient, Gerald Paetsch Academic Advising Award, DePaul University, 2014-2015.

Recipient, "Woman of Spirit and Action" Award: student nominated for faculty who have contributed to their growth and development, DePaul University, 2013-2014; and 2014-2015.

Nominee, "Excellence in Teaching" Award, DePaul University, 2013-2014.

Recipient, University Research Council (URC) Research Grant, DePaul University, 2013-2014.

Recipient, DePaul University ENGAGE Award: 25 faculty members and instructors at DePaul who have "contributed most to students' learning and development as socially responsible leaders in the DePaul-Vincentian tradition," 2014, 2013 and 2012.

**AWARDS AND  
RECOGNITIONS  
CONTINUED):**

Dissertation Fellowship, Women's and Gender Studies, SUNY College at Oneonta, 2009-2010.  
Outstanding Graduate Student Instructor Award, Gender and Women's Studies, UC Berkeley, 2009.  
Mentored Research Fellowship, Office of the President, UC Berkeley, 2007-2008.  
Research Travel Grant, Gender and Women's Studies, UC Berkeley, 2007.  
Graduate Opportunity Dissertation Fellowship, UC Berkeley, 2005-2006.  
Dean's Normative Time Fellowship, UC Berkeley, 2004-2005.  
Ehrman Travel Fellowship to Paris, France, UC Berkeley, 2004-2005; Fall 2003. Graduate Opportunity Summer Fellowship to Paris, France, 2002.  
Multi-Year Graduate Opportunity Fellowship, UC Berkeley, 2001.

**MEMBERSHIPS IN  
PROFESSIONAL  
ORGANIZATIONS AND  
OFFICIAL POSITIONS:**

Member, American Historical Association, 2016-Present.  
Member, *Association of Caribbean Historians*, 2014-Present.  
Member, *French Colonial Historical Society*, 2013-Present.  
Member, *Society for French Historical Studies*, 2007-Present.  
Member, *Association of Black Women Historians*, 2006-Present.

**SERVICE:**

• **Department Service**

Faculty Advisor, *Phi Alpha Theta*, History National Honor Society, 2016 to present.  
Creation and Maintenance, CI History Program Facebook page, 2016 to present.

• **Department Service Prior to CSUCI – DePaul University**

Faculty Department Representative, LAS Honors Convocation, 2014-2015; 2013-2014  
Faculty Advisor, Women's and Gender Studies Honor Society, *Triota*, 2010-2016.  
Member, Women's and Gender Studies Curriculum Committee, DePaul University, 2014-2016.  
Member, WGS Graduate Admissions Committee, DePaul University, 2014.  
Department Representative, LAS Admitted Student Day, DePaul University, March 2012; LAS Fall Visit Day, April 2014; November 2011; and Prospective Student Visit Day, 2011.  
Member, Women's and Gender Studies Assessment Committee, DePaul University, 2013-2016.  
Faculty Advisor, WGS Newsletter, 2013-2015.  
Member, Women's and Gender Studies Committee for Scholarship & Awards, DePaul University, 2012-2016.  
Member, Women's and Gender Studies Academic Program Review, DePaul University, 2012-2013.  
Member, Women's and Gender Studies Graduate Handbook Committee, DePaul University, 2012.  
Member, Women's and Gender Studies Advisory Board, DePaul University, 2011-2012.  
Chair, Women's and Gender Studies Committee for Retention and Recruitment, DePaul University, 2011-2012.

• **Master's Degree Capstone Committees – DePaul University**

**WGS (Chaired):**

*Clare Stuber*, "(In)Articulating the Specter: Queer Communicative Resistance in the Hysterical Supernatural," 2015, with distinction  
*Amy Neubauer* (In progress), 2015

**SERVICE  
(CONTINUED):**

*Carolyn Luna*, “Feminist Comedians: Fey, Kaling, and Peohler Maneuver the Double-Edged Sword” (In progress), 2015  
*Lee Westrick*, “(Re)Born This Way,” 2014  
*Amanda Helms*, “Poor forsaken colored girls:” Rebecca Latimer Felton, white supremacy, and prison reform, 1865-1900,” 2013

**WGS (On Committee):**

*Elizabeth Nichin*, “The Feminist Beauty Project: Online Pedagogies and a Critique of the Beauty Industry,” 2015  
*Katie Heinekamp*, “Please, Don’t Let Me Be Misunderstood: Intentionality, Queer Gestures, and Feminist Accountability,” 2015, with distinction  
*Celia DeBoer*, “Working Women and the Lilly Ledbetter Act: A Case Study on Misleading Rhetoric of Equal Pay,” 2014  
*Brittany Boulton*, “Anti-Racist, Inter-Generational, Sustainable Feminist Coalitions: The Necessarily Wordy Answer to How Advocates Can Create and Sustain Progressive Public Policy,” 2014  
*Buki Ogundipe*, “The Afrogaze: Graphic Narratives, Storytelling and Afrofuturist Possibilities,” 2014  
*Joy Ellison*, “Recycled Rhetoric: Brand Israel “Pinkwashing” in Historical Context,” 2013  
*Joy Boggs*, “Men or Monsters? Applied Uses of the Commercial Rap Artist,” 2013  
*Aleya Crable*, “Transforming the Classical Ballet Space,” 2012  
*Tanja Messing*, “On Gender Identity: A Comparative Analysis of Iranian Women's Experiences in Iran and America,” 2011

**History (Chaired):**

*Joseph Williams*, “The Least of These”: Black Club Women and the Social Gospel Movement, 2015

• **College Service prior to CSUCI – DePaul University**

Invited Speaker, S.T.R.O.N.G. (Sisters Together Recognizing Our Never-Ending Growth) Meeting, DePaul University, 2016, 2014.  
Untenured Interdisciplinary Studies Representative, DePaul College Senate, 2014-2016.  
Member, African and Black Diaspora Steering Committee, DePaul University, 2012-2014.  
Board Member, Humanities Grade Challenge Review Board, DePaul University, 2014-2016.  
Invited Speaker, “Sexual Violence Awareness Month,” Vincent & Louise House, DePaul University, February 2012-2014.  
Participant, History Honors 102, “Art & Culture in Paris & New York, 1880-1920, Department of History, DePaul University, 2014.  
Panel Chair, “Gender Identities,” 10th Annual Student History Conference, Department of History, DePaul University, May 2, 2014.  
Panel Member, “Strengths of a Community: A Discussion between Students, Faculty, and Staff of Color,” DePaul University, May 2012.

• **University Service**

Steering Committee for a Digital Scholarship Initiative, 2016-Present.  
Executive Board, Black Faculty and Staff Association, California State University, Channel Islands, 2016-Present.  
Search Committee, Asian History Search, California State University, Channel Islands, 2016-2017.  
Faculty Mentor, Coalition for Women of Color, California State University, Channel Islands, 2016-Present.

**SERVICE  
(CONTINUED):**

- **University Service prior to CSUCI – DePaul University**

LAS Awards Committee, DePaul University, 2015-2017.  
Gerald Paetsch Selection Committee, DePaul University, 2015.  
Faculty/Staff Planning Committee, “Passport to DePaul: Black Global Village” University Event, DePaul University, 2014.  
Fulbright Campus Committee, DePaul University, 2013-2014; and 2014-2015.  
Faculty Field Director, DePaul Study Abroad with Alliance Française, Paris 2014 (cancelled due to budget concerns).  
Speaker, New Faculty Orientation, Office of Academic Affairs, DePaul University, 2012.

- **External Service**

Conference Program Committee, *French Colonial Historical Society*, Ottawa, Canada, 2016, 2015-2016.  
Second Reader, Museum Studies Master’s Candidate Thesis, SUNY College at Oneonta (Cooperstown), Spring 2010.  
Board Member, Mills College Board of Trustees, 2000-2003.  
Mentor Program Coordinator, Upward Bound Program, Mills College, 1995-1998.

**SERVICE TO THE  
COMMUNITY:**

Historian, *The Legacy Project*, Chicago, 2014, 2013 & 2012.  
Peer Review, *The Society for French Colonial History Society Journal*, 2012.  
Volunteer, Chicago Gay & Lesbian Hall of Fame Induction Ceremony, November 9, 2011.

**COURSES TAUGHT:**

- **CSUCI**

Course Instructor, History 212, “World Civilizations since 1500,” California State University, Channel Islands, Spring 2017. Fulfills lower-division History requirement.  
Course Instructor, History 300, “The Historian’s Craft,” California State University, Channel Islands, Spring 2017. Fulfills upper-division History requirement.  
Course Instructor, History 414, “Women and Gender in History,” California State University, Channel Islands, Spring 2017. Fulfills upper-division History Requirement.  
Course Instructor, History 318, “Age of Revolution, 1648-1871,” California State University, Channel Islands, Fall 2016. Fulfilled upper-division History requirement.  
Course Instructor, Anthropology and History 442, “The African Diaspora,” California State University, Channel Islands, Fall 2016. Cross-listed. Fulfilled upper-division History and Anthropology requirements.  
Course Instructor, History 365, “Themes in World History: Scandal, Crime, and Spectacle in 19<sup>th</sup> Century France and England,” California State University, Channel Islands, Fall 2016. Fulfilled upper-division History Requirement.

- **DePaul University**

Course Instructor, Women’s and Gender Studies 395, “Women’s and Gender Studies Advanced Seminar,” DePaul University, Spring 2016, Spring 2015, and Winter, 2014. Fulfilled upper-division Women’s and Gender Studies requirement.  
Course Instructor, Women’s and Gender Studies 255, “Deconstructing the Diva,” DePaul University, Winter 2016, Fall 2015, Winter 2015, Spring, 2014, Winter 2013, Spring 2013 and Spring 2012. Fulfilled lower-division Women’s and Gender Studies requirement. Cross-listed with American Studies Program.  
Course Instructor, Women’s and Gender Studies 386/486, “Black Women’s Experiences,” DePaul University, Fall 2015, Fall, 2014, Fall 2013 and Fall 2012. Fulfilled upper-division and graduate level Women’s and Gender Studies requirement. Cross-listed with the African and

**COURSES TAUGHT  
(CONTINUED):**

Black Diaspora Program (ABD 386).

Course Instructor, Women's and Gender Studies 250, "Feminist Frameworks," DePaul University, Winter 2016, Spring, 2015, Winter 2015, Winter 2014, Fall 2013, Spring 2013, Winter 2012, and Fall 2011. Fulfilled lower-division Women's and Gender Studies requirement.

Course Instructor, Women's and Gender Studies 100, "Women's Lives: Race, Class, and Gender," DePaul University, Fall 2014, Fall 2013, Fall 2012, Spring 2012, Winter 2012, and Fall 2011. Fulfills lower-division Women's and Gender Studies requirement.

- **DePaul University – Independent Studies**

Independent Study Instructor, Women's and Gender Studies 499, "Gender in 18<sup>th</sup>-Century France," Fall 2015.

Independent Study Instructor, Women's and Gender Studies 499, "Wicked Women: Gender, Sex, and Scandal in Nineteenth-Century American History," Fall 2014.

Independent Study Instructor, Women's and Gender Studies 399, "Technology and the Gendered Body," Spring 2012.

Internship Supervisor, Women's and Gender Studies 392, "Gender, Culture, and the Arts," Spring 2012.

- **Other Institutions**

Course Instructor, Women's and Gender Studies 290, "Women, Race, and Representation: An Introduction," SUNY College at Oneonta, Spring 2011. Fulfilled lower-division Women's and Gender Studies Department requirement for the minor. Cross-listed with the Africana and Latino Studies (ALS) Department.

Course Instructor, Women's and Gender Studies 238, "Women in Western History," SUNY College at Oneonta, Spring 2011. Fulfilled upper-division Women's and Gender Studies Department requirement for the minor. Cross-listed with the History Department.

Course Instructor, Women's and Gender Studies 300, "Wicked Women: Gender, Sex, and Scandal in Nineteenth-Century American History," SUNY College at Oneonta, Spring 2010. Fulfilled upper-division Women's and Gender Studies Department requirement for the minor.

Course Instructor, Women's and Gender Studies 294, "Manifestos, Statements, and Declarations: Introduction to Feminist Theory," SUNY College at Oneonta, Spring 2009 / Fall 2010. Fulfilled lower-division Women's and Gender Studies Department requirement for the minor. Cross-listed with the Africana and Latino Studies (ALS) Department

Course Instructor, Women's and Gender Studies 130, "Gender, Power, and Difference: Introduction to Gender and Women's Studies," SUNY College at Oneonta, Fall 2009 / Spring 2010 / Fall 2010 / Spring 2011. Fulfilled lower-division Women's and Gender Studies Department requirement for the minor.

Course Instructor, Women's and Gender Studies 294, "Scandal and Spectacle: Race, Class, Gender, and Sexualities in Nineteenth-Century England and France," SUNY College at Oneonta, Fall 2009. Fulfilled upper-division Women's and Gender Studies Department requirement for the minor. Cross-listed with the History Department.

Course Instructor, Gender and Women's Studies 111, "Scandal and Spectacle: Race, Class, Gender, and Sexualities in Nineteenth-Century England and France," UC Berkeley, Summer 2009. Fulfilled upper-division Gender and Women's Studies Department requirement for the minor. Cross-listed with the History Department.

Graduate Student Instructor (GSI), Gender and Women's Studies 20, "Introduction to Feminist



**COURSES TAUGHT  
(CONTINUED):**

Theory,” Professor Charis Thompson, UC Berkeley, Spring 2009.

Course Instructor, History 103, “A Tale of Two ‘Imperial’ Cities (1814-1914): Race, Gender, and the Colonial Project in Nineteenth-Century London and Paris,” UC Berkeley, Fall 2008. Fulfilled upper-division History Department requirement.

Graduate Student Instructor (GSI), History 7B, “From the Civil War to the Present,” Professor Leon Litwack, UC Berkeley, Spring 2007.

Graduate Student Instructor (GSI), Gender and Women’s Studies 10, “Introduction to Gender and Women’s Studies,” Susan George, Lecturer, UC Berkeley, Fall 2006.

Graduate Student Instructor (GSI), International and Area Studies 45, “Survey of World History,” Raj Arunachalam, Lecturer, UC Berkeley, Summer 2003.

## CURRICULUM VITÆ

- NAME:** Robin Mitchell, Ph.D.  
Assistant Professor, Department of History  
**California State University, Channel Islands**  
Madera Hall, Office 2612, One University Drive  
Camarillo, California 93012  
(805) 437-3876  
[robin.mitchell@csuci.edu](mailto:robin.mitchell@csuci.edu)
- EDUCATION:** **University of California, Berkeley**, Berkeley, California Ph.D., Late Modern European History, with a Designated Emphasis in Women, Gender and Sexuality from the Gender and Women's Studies Department, December 2010.  
Dissertation: "*Les ombres noires de Saint Domingue: The Impact of Black Women on Gender & Racial Boundaries in Eighteenth- and Nineteenth-Century France*"  
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of France: The Influence of Black Women in the Production of Frenchness,” March 20-21, 2014.

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Louverture in the (Re)Making of Post-Haitian French National Identity,” May 7-9, 2015.

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Conference Paper: “Race, Gender, & Revolution: The Torture of Suzanne Simone Baptiste,  
Madame Toussaint Louverture,” February 19-21, 2015.

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Martinique, Conference Paper: “*Le cas particulier qui regard les Nègresses*: The Black Female Body in  
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Conference Presenter, *Legacies of Empire: The 39<sup>th</sup> Annual Meeting of the French Colonial Historical*

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Conference Presenter, "(Post)Colonial French Identities," *The Idea of France* Conference, University of Pittsburg, Conference Paper: "*Les Femmes Noires*: Black Women and the Aftermath of the Haitian Revolution in the Re-Definition of Frenchness," November 2011.

Conference Presenter, "Seneca Falls Dialogues," *Women's Institute for Leadership and Learning Conference*, Seneca Falls, New York. Conference Paper: "Manifestos, Statements and Declarations," October 2010.

Invited Speaker, Ralph R. Watkins Africana Studies Lecture Series at the SUNY College at Oneonta, "*La Blanche Négresse*: Ourika and the Re-Assimilation of Colonial Elites in Post-Haitian Revolutionary France," March 17, 2010.

Invited Speaker, Women's and Gender Studies "Gender out of Bounds" Faculty Speaker Series at the SUNY College at Oneonta, "Chocolate-Covered Cherry: Representations of Black Female Sexuality in the Making of Nineteenth-Century French National Identity," October 20, 2009.

Conference Presenter, *Society for French Historical Studies* Conference, Rutgers University, "In/visible Presences: Race, Culture and the Construction of Identities," Conference Paper: "Another Means of Understanding the Gaze: Sarah Bartmann and the Development of Nineteenth-Century French National Identity," April 2008.

Invited Speaker, Ethnic Studies Department, "Workshop on Applying to Graduate School and Law School," Mills College, November 13, 2007.

Guest Lecturer, "Representations of *La Belle Hottentote* in Early Nineteenth-Century Paris," Introduction to Gender and Women's Studies, UC Berkeley, Fall 2006.

Guest Lecturer, "Africans and African Americans in Nineteenth- and Twentieth-Century Paris," for Colorado College, Paris, France Semester Abroad Program, Fall 2005.

**AWARDS AND  
RECOGNITIONS:**

• **Awards and Recognitions Prior to CSUCI**

Recipient, "Excellence in Teaching" Award, DePaul University, 2015-2016.

Recipient, Gerald Paetsch Academic Advising Award, DePaul University, 2014-2015.

Recipient, "Woman of Spirit and Action" Award: student nominated for faculty who have contributed to their growth and development, DePaul University, 2013-2014; and 2014-2015.

Nominee, "Excellence in Teaching" Award, DePaul University, 2013-2014.

Recipient, University Research Council (URC) Research Grant, DePaul University, 2013-2014.

Recipient, DePaul University ENGAGE Award: 25 faculty members and instructors at DePaul who have "contributed most to students' learning and development as socially responsible leaders in the DePaul-Vincentian tradition," 2014, 2013 and 2012.

**AWARDS AND  
RECOGNITIONS  
CONTINUED):**

Dissertation Fellowship, Women's and Gender Studies, SUNY College at Oneonta, 2009-2010.  
Outstanding Graduate Student Instructor Award, Gender and Women's Studies, UC Berkeley, 2009.  
Mentored Research Fellowship, Office of the President, UC Berkeley, 2007-2008.  
Research Travel Grant, Gender and Women's Studies, UC Berkeley, 2007.  
Graduate Opportunity Dissertation Fellowship, UC Berkeley, 2005-2006.  
Dean's Normative Time Fellowship, UC Berkeley, 2004-2005.  
Ehrman Travel Fellowship to Paris, France, UC Berkeley, 2004-2005; Fall 2003. Graduate Opportunity Summer Fellowship to Paris, France, 2002.  
Multi-Year Graduate Opportunity Fellowship, UC Berkeley, 2001.

**MEMBERSHIPS IN  
PROFESSIONAL  
ORGANIZATIONS AND  
OFFICIAL POSITIONS:**

Member, American Historical Association, 2016-Present.  
Member, *Association of Caribbean Historians*, 2014-Present.  
Member, *French Colonial Historical Society*, 2013-Present.  
Member, *Society for French Historical Studies*, 2007-Present.  
Member, *Association of Black Women Historians*, 2006-Present.

**SERVICE:**

• **Department Service**

Faculty Advisor, *Phi Alpha Theta*, History National Honor Society, 2016 to present.  
Creation and Maintenance, CI History Program Facebook page, 2016 to present.

• **Department Service Prior to CSUCI – DePaul University**

Faculty Department Representative, LAS Honors Convocation, 2014-2015; 2013-2014  
Faculty Advisor, Women's and Gender Studies Honor Society, *Triota*, 2010-2016.  
Member, Women's and Gender Studies Curriculum Committee, DePaul University, 2014-2016.  
Member, WGS Graduate Admissions Committee, DePaul University, 2014.  
Department Representative, LAS Admitted Student Day, DePaul University, March 2012; LAS Fall Visit Day, April 2014; November 2011; and Prospective Student Visit Day, 2011.  
Member, Women's and Gender Studies Assessment Committee, DePaul University, 2013-2016.  
Faculty Advisor, WGS Newsletter, 2013-2015.  
Member, Women's and Gender Studies Committee for Scholarship & Awards, DePaul University, 2012-2016.  
Member, Women's and Gender Studies Academic Program Review, DePaul University, 2012-2013.  
Member, Women's and Gender Studies Graduate Handbook Committee, DePaul University, 2012.  
Member, Women's and Gender Studies Advisory Board, DePaul University, 2011-2012.  
Chair, Women's and Gender Studies Committee for Retention and Recruitment, DePaul University, 2011-2012.

• **Master's Degree Capstone Committees – DePaul University**

**WGS (Chaired):**

*Clare Stuber*, "(In)Articulating the Specter: Queer Communicative Resistance in the Hysterical Supernatural," 2015, with distinction  
*Amy Neubauer* (In progress), 2015

**SERVICE  
(CONTINUED):**

*Carolyn Luna*, “Feminist Comedians: Fey, Kaling, and Peohler Maneuver the Double-Edged Sword” (In progress), 2015

*Lee Westrick*, “(Re)Born This Way,” 2014

*Amanda Helms*, “Poor forsaken colored girls:” Rebecca Latimer Felton, white supremacy, and prison reform, 1865-1900,” 2013

**WGS (On Committee):**

*Elizabeth Nichin*, “The Feminist Beauty Project: Online Pedagogies and a Critique of the Beauty Industry,” 2015

*Katie Heinekamp*, “Please, Don’t Let Me Be Misunderstood: Intentionality, Queer Gestures, and Feminist Accountability,” 2015, with distinction

*Celia DeBoer*, “Working Women and the Lilly Ledbetter Act: A Case Study on Misleading Rhetoric of Equal Pay,” 2014

*Brittany Boulton*, “Anti-Racist, Inter-Generational, Sustainable Feminist Coalitions: The Necessarily Wordy Answer to How Advocates Can Create and Sustain Progressive Public Policy,” 2014

*Buki Ogundipe*, “The Afrogaze: Graphic Narratives, Storytelling and Afrofuturist Possibilities,” 2014

*Joy Ellison*, “Recycled Rhetoric: Brand Israel “Pinkwashing” in Historical Context,” 2013

*Joy Boggs*, “Men or Monsters? Applied Uses of the Commercial Rap Artist,” 2013

*Aleya Crable*, “Transforming the Classical Ballet Space,” 2012

*Tanja Messing*, “On Gender Identity: A Comparative Analysis of Iranian Women's Experiences in Iran and America,” 2011

**History (Chaired):**

*Joseph Williams*, “The Least of These”: Black Club Women and the Social Gospel Movement, 2015

• **College Service prior to CSUCI – DePaul University**

Invited Speaker, S.T.R.O.N.G. (Sisters Together Recognizing Our Never-Ending Growth) Meeting, DePaul University, 2016, 2014.

Untenured Interdisciplinary Studies Representative, DePaul College Senate, 2014-2016.

Member, African and Black Diaspora Steering Committee, DePaul University, 2012-2014.

Board Member, Humanities Grade Challenge Review Board, DePaul University, 2014-2016.

Invited Speaker, “Sexual Violence Awareness Month,” Vincent & Louise House, DePaul University, February 2012-2014.

Participant, History Honors 102, “Art & Culture in Paris & New York, 1880-1920, Department of History, DePaul University, 2014.

Panel Chair, “Gender Identities,” 10th Annual Student History Conference, Department of History, DePaul University, May 2, 2014.

Panel Member, “Strengths of a Community: A Discussion between Students, Faculty, and Staff of Color,” DePaul University, May 2012.

• **University Service**

Steering Committee for a Digital Scholarship Initiative, 2016-Present.

Executive Board, Black Faculty and Staff Association, California State University, Channel Islands, 2016-Present.

Search Committee, Asian History Search, California State University, Channel Islands, 2016-2017.

Faculty Mentor, Coalition for Women of Color, California State University, Channel Islands, 2016-Present.

**SERVICE  
(CONTINUED):**

- **University Service prior to CSUCI – DePaul University**

LAS Awards Committee, DePaul University, 2015-2017.  
Gerald Paetsch Selection Committee, DePaul University, 2015.  
Faculty/Staff Planning Committee, “Passport to DePaul: Black Global Village” University Event, DePaul University, 2014.  
Fulbright Campus Committee, DePaul University, 2013-2014; and 2014-2015.  
Faculty Field Director, DePaul Study Abroad with Alliance Française, Paris 2014 (cancelled due to budget concerns).  
Speaker, New Faculty Orientation, Office of Academic Affairs, DePaul University, 2012.

- **External Service**

Conference Program Committee, *French Colonial Historical Society*, Ottawa, Canada, 2016, 2015-2016.  
Second Reader, Museum Studies Master’s Candidate Thesis, SUNY College at Oneonta (Cooperstown), Spring 2010.  
Board Member, Mills College Board of Trustees, 2000-2003.  
Mentor Program Coordinator, Upward Bound Program, Mills College, 1995-1998.

**SERVICE TO THE  
COMMUNITY:**

Historian, *The Legacy Project*, Chicago, 2014, 2013 & 2012.  
Peer Review, *The Society for French Colonial History Society Journal*, 2012.  
Volunteer, Chicago Gay & Lesbian Hall of Fame Induction Ceremony, November 9, 2011.

**COURSES TAUGHT:**

- **CSUCI**

Course Instructor, History 212, “World Civilizations since 1500,” California State University, Channel Islands, Spring 2017. Fulfills lower-division History requirement.  
Course Instructor, History 300, “The Historian’s Craft,” California State University, Channel Islands, Spring 2017. Fulfills upper-division History requirement.  
Course Instructor, History 414, “Women and Gender in History,” California State University, Channel Islands, Spring 2017. Fulfills upper-division History Requirement.  
Course Instructor, History 318, “Age of Revolution, 1648-1871,” California State University, Channel Islands, Fall 2016. Fulfilled upper-division History requirement.  
Course Instructor, Anthropology and History 442, “The African Diaspora,” California State University, Channel Islands, Fall 2016. Cross-listed. Fulfilled upper-division History and Anthropology requirements.  
Course Instructor, History 365, “Themes in World History: Scandal, Crime, and Spectacle in 19<sup>th</sup> Century France and England,” California State University, Channel Islands, Fall 2016. Fulfilled upper-division History Requirement.

- **DePaul University**

Course Instructor, Women’s and Gender Studies 395, “Women’s and Gender Studies Advanced Seminar,” DePaul University, Spring 2016, Spring 2015, and Winter, 2014. Fulfilled upper-division Women’s and Gender Studies requirement.  
Course Instructor, Women’s and Gender Studies 255, “Deconstructing the Diva,” DePaul University, Winter 2016, Fall 2015, Winter 2015, Spring, 2014, Winter 2013, Spring 2013 and Spring 2012. Fulfilled lower-division Women’s and Gender Studies requirement. Cross-listed with American Studies Program.  
Course Instructor, Women’s and Gender Studies 386/486, “Black Women’s Experiences,” DePaul University, Fall 2015, Fall, 2014, Fall 2013 and Fall 2012. Fulfilled upper-division and graduate level Women’s and Gender Studies requirement. Cross-listed with the African and

**COURSES TAUGHT  
(CONTINUED):**

Black Diaspora Program (ABD 386).

Course Instructor, Women's and Gender Studies 250, "Feminist Frameworks," DePaul University, Winter 2016, Spring, 2015, Winter 2015, Winter 2014, Fall 2013, Spring 2013, Winter 2012, and Fall 2011. Fulfilled lower-division Women's and Gender Studies requirement.

Course Instructor, Women's and Gender Studies 100, "Women's Lives: Race, Class, and Gender," DePaul University, Fall 2014, Fall 2013, Fall 2012, Spring 2012, Winter 2012, and Fall 2011. Fulfills lower-division Women's and Gender Studies requirement.

- **DePaul University – Independent Studies**

Independent Study Instructor, Women's and Gender Studies 499, "Gender in 18<sup>th</sup>-Century France," Fall 2015.

Independent Study Instructor, Women's and Gender Studies 499, "Wicked Women: Gender, Sex, and Scandal in Nineteenth-Century American History," Fall 2014.

Independent Study Instructor, Women's and Gender Studies 399, "Technology and the Gendered Body," Spring 2012.

Internship Supervisor, Women's and Gender Studies 392, "Gender, Culture, and the Arts," Spring 2012.

- **Other Institutions**

Course Instructor, Women's and Gender Studies 290, "Women, Race, and Representation: An Introduction," SUNY College at Oneonta, Spring 2011. Fulfilled lower-division Women's and Gender Studies Department requirement for the minor. Cross-listed with the Africana and Latino Studies (ALS) Department.

Course Instructor, Women's and Gender Studies 238, "Women in Western History," SUNY College at Oneonta, Spring 2011. Fulfilled upper-division Women's and Gender Studies Department requirement for the minor. Cross-listed with the History Department.

Course Instructor, Women's and Gender Studies 300, "Wicked Women: Gender, Sex, and Scandal in Nineteenth-Century American History," SUNY College at Oneonta, Spring 2010. Fulfilled upper-division Women's and Gender Studies Department requirement for the minor.

Course Instructor, Women's and Gender Studies 294, "Manifestos, Statements, and Declarations: Introduction to Feminist Theory," SUNY College at Oneonta, Spring 2009 / Fall 2010. Fulfilled lower-division Women's and Gender Studies Department requirement for the minor. Cross-listed with the Africana and Latino Studies (ALS) Department

Course Instructor, Women's and Gender Studies 130, "Gender, Power, and Difference: Introduction to Gender and Women's Studies," SUNY College at Oneonta, Fall 2009 / Spring 2010 / Fall 2010 / Spring 2011. Fulfilled lower-division Women's and Gender Studies Department requirement for the minor.

Course Instructor, Women's and Gender Studies 294, "Scandal and Spectacle: Race, Class, Gender, and Sexualities in Nineteenth-Century England and France," SUNY College at Oneonta, Fall 2009. Fulfilled upper-division Women's and Gender Studies Department requirement for the minor. Cross-listed with the History Department.

Course Instructor, Gender and Women's Studies 111, "Scandal and Spectacle: Race, Class, Gender, and Sexualities in Nineteenth-Century England and France," UC Berkeley, Summer 2009. Fulfilled upper-division Gender and Women's Studies Department requirement for the minor. Cross-listed with the History Department.

Graduate Student Instructor (GSI), Gender and Women's Studies 20, "Introduction to Feminist



**COURSES TAUGHT  
(CONTINUED):**

Theory,” Professor Charis Thompson, UC Berkeley, Spring 2009.

Course Instructor, History 103, “A Tale of Two ‘Imperial’ Cities (1814-1914): Race, Gender, and the Colonial Project in Nineteenth-Century London and Paris,” UC Berkeley, Fall 2008. Fulfilled upper-division History Department requirement.

Graduate Student Instructor (GSI), History 7B, “From the Civil War to the Present,” Professor Leon Litwack, UC Berkeley, Spring 2007.

Graduate Student Instructor (GSI), Gender and Women’s Studies 10, “Introduction to Gender and Women’s Studies,” Susan George, Lecturer, UC Berkeley, Fall 2006.

Graduate Student Instructor (GSI), International and Area Studies 45, “Survey of World History,” Raj Arunachalam, Lecturer, UC Berkeley, Summer 2003.

## Proposal Narrative

### *Proposal Summary*

I am requesting a 2017-2018 Faculty Research & Development Grant for Research, Scholarship, & Creative Activity (RSCA); it will be utilized towards the completion of my book project entitled *Femme Noire: Black Women and the Evolution of Contemporary Eighteenth Century French Culture, 1684-1805*. Beginning with French racial colonial legislation and François Bernier's 1684 treatise of race and beauty (*Nouvelle division de la terre par les différentes espèces ou races qui l'habitent*), and ending with the alleged torture of Suzanne Simon L'Ouverture (wife of Haitian Revolutionary Leader, Toussaint L'Ouverture) by Napoleon Bonaparte in 1803, this full length manuscript illuminates the ways in which certain tropes about black women emerge in response to both the presence of *particular* black women, and also to the convulsive changes in French culture and society, only to take on a life of their own, to circulate and be redeployed once again, slightly altered or fully resurrected in new historical contexts. This project highlights how the context of colonial slavery produced stereotypes consumed in the metropole. It also investigates both the continued eroticization of the black female body and the simultaneous need to disavow that body. Finally, it speaks to the continuing reinforcement of the unsuitability of blacks to be included in the definition of Frenchness – and thereby the French nation.

### *Project Goals and Outcomes*

The focus of my project is making significant research and translation progress towards the completion of my book project. Chapter titles include: Racial Discourse; Legislation, 1684-1783; Black Habits: Black Female Bodies Hidden & On Display, 1695- 1790; French Revolution: Symbols of Republican Liberty, 1789-1794; Haitian Revolution: Symbols of Physical and Sexual Savagery, 1791-1803; and Suzanne L'Ouverture, 1802-1805. The manuscript has received multiple indications of interest from publishers, including the University of Georgia Press (who is publishing my first manuscript). As I indicate in greater detail below, I plan to spend the bulk of the school year 2017-2018 writing the manuscript (a detailed outline is complete and can be provided upon request) and completing the next draft of my bibliography. In addition, there are several primary source documents that I discovered during my last trip to France that need to be organized and translated. My plan is to complete those translations during the grant timeframe; I can then move to more complicated data analysis. Finally, I will complete two of the five manuscript chapters during the project. There are a number of steps that will be taken in order to realize my project goals. Therefore, I am also requesting funding for a student research assistant who will aid me in translation (from French to English), data collection (including library and archival research), data management (including bibliographic work) and data analysis. Finally, I am asking for reassigned time. The need for reassigned time is multi-fold; 1) teaching a full load of classes (with class prep, grading, office hours, etc.) makes it impossible to do the type of concentrated and detailed analysis that my project requires; 2) the level and intensity of the data analysis; and 3) the level of training involved for my research assistant will be considerable.

### *Significance of the Research Project*

This project highlights, based upon new research, how the context of colonial slavery produced stereotypes consumed in the metropole. These competing narratives reflected

competing definitions about “Frenchness,” and illustrate how both white French men and women produced very different representations of black women/women of color. In short, images of blacks were deployed textually at different moments of the revolutions/invocation and reflected changing French political culture of this turbulent time. The context for explaining cultural representations of black women can be found not only in high art and scientific discourse, but in the racial anxiety first experienced within France’s black colonies, and later in the social and political disorder that the Haitian Revolution cast upon the shores of France itself. The historical source(s) of racial anxiety are difficult to pin down: the highly negative discourse applied to black slaves is apparent in some of the earliest 17<sup>th</sup>-C. French missionary accounts (Sue Peabody, *Journal of Social History*, 2004), but there was clearly a second wave of anxiety that emerged around racial mixing in the colonies in the late 17<sup>th</sup> and early 18<sup>th</sup> centuries; this turns even more rigid/deliberate by the mid-18<sup>th</sup> C., when, for the first time, it circulates more widely in the metropole. This project nuances and historicizes French colonial identity by situating representations of black women, and it investigates both the continued eroticization of the black female body and the simultaneous need to disavow that body. Finally, it speaks to the continuing reinforcement of the unsuitability of blacks to included in the definition of Frenchness – and thereby the French nation.

No one has yet tackled the historical presence of and discursive focus on black women in the metropole. In arguing that representations of black women are critical to the investigation, this manuscript fills a gap in monographic literature about French racial history in the metropole. My work, even as it addresses previously excluded bodies, should be seen as part of an on-going conversation about Frenchness and French national identity; clearly, they are not the same visions, nor did they remain static. Rather, Frenchness was (and is) contested. Like Frenchness, blackness was not definitively defined; they both changed over time. How were the anxieties over changing definitions and representations of Frenchness projected onto black bodies, particularly black female bodies? These are some of the questions that my project engages. Because of the inter-disciplinary focus of my work, this project is the convergence of historical and literary modes of analysis in an effort to create a dialogue between both disciplinary approaches. This is particularly important because our knowledge of the past is shaped by artifacts and texts; these in turn are shaped by the cultures that produce them. This work will make significant contributions to the fields of French and Atlantic history, literary and art criticism, gender and women’s studies, race studies, and will appeal to both scholars and undergraduates in these fields. However, its primary contribution is to the cultural history of France. Finally, *Femme Noire* will contribute to the historiography of nationalism and national identity, filling a historical “hole” of French national identities before the French and Haitian Revolutions.

### *Research Plan and Methodology*

This manuscript brings into simultaneous dialogue images, paintings, prints, and sculpture – sometimes satirical, sometimes not. It also examines legal cases, rulings, legislation, and key debates in Parliament to contextualize the changing social and political environments in which these representations of black women circulated. From the world of literature, I draw on plays, poems, memoirs, and letters (both real and satirical). Fashion also plays an important part in my discussion, though it is not just items of clothing that concern me, but the historical meaning they conveyed to both black and white French men and women. Finally, this project examines various pamphlets, advertisements, scientific papers, and newspapers. This allows us

to ask about the cultural work assigned to black women's bodies, even though their actual number would not suggest so much attention.

I plan to spend the bulk of the school year 2018-2019 writing the manuscript. There are also a number of documents that I discovered during my last trip to France that need to be organized and translated. As I stated in *Project Goals and Outcomes*, I am also requesting funding for a student research assistant who will aid in translation (from French to English), data collection (including library and archival research), data management (including bibliographic work) and data analysis. I have experience working with student research assistants. In fact, there is a CSUCI student (who is fluent in French) that has indicated great excitement in assisting me. She would translate several documents (including the trial documents of an enslaved woman named Henriette Lucille, who sued her "owner" for her freedom in 1870), and the letters of Poncet de la Grave from 1777, who argued that black women were vectors of disease. I can then move to more complicated data analysis. My current assistant (for my first manuscript) who came to work for me as an undergraduate (and then as a graduate student) has been able to parlay her experience into professional editing (name upon request). For example, I introduced her to professional editors (one who ultimately hired her). She tells me this would have been impossible without my extensive mentoring. Expected learning outcomes for this new research assistant will include: understanding, through direct experience, how scholarly research is conducted, reviewed, and prepared for publication; gaining the ability to organize and manage primary and secondary source materials; and developing research skills through direct observation and participation in the process of preparing a book length manuscript.

#### *Professional Development Benefits for Faculty*

As tenure-track faculty, publishing scholarly work is essential to professional success. This project represents my second academic manuscript, and its publication is critical to fulfilling the continuing expectations of the University for tenure and promotion. Completing the project will also keep my scholarship relevant both in the United States and abroad. It will be impossible to complete without travel to France, assistance in translation, and concentrated amounts of time to read and analyze the primary source materials already collected. At this time, I do not intend to pursue external funding.

#### *Benefits to the University, School, Program, and the Applicant's Teaching*

This following is what my anonymous reader said about my first manuscript which will be turned in early 2017 (actual reviews and book contract can be furnished upon request):

"This innovative interdisciplinary book proposal makes several important and unique contributions to the literary, art-historical and historical study of 18<sup>th</sup> and 19<sup>th</sup>-century France. Although there is a growing literature on particular people of color who traveled to or through France and on the legal status and historical conditions of people of color in France, the history of nineteenth century French discourse on race and gender is relatively under-scrutinized and under-theorized. Probably the closest parallel to this project is Christopher Miller's superb study, *French Atlantic Triangle* (Duke, 2008), but Miller's approach is almost exclusively textual (literary and filmic) and really does not concern itself with visual imagery or the black women's lives upon which the images are based. Mitchell's proposal is a powerful and engaging antidote to Andrew Curran's brilliant but intellectually chilly book on Enlightenment's scientific racial discourse on blackness.... Mitchell's proposal, unlike others grounded in legal or demographic approaches, works to theorize the cultural work that imagined black women played in the

construction of French discourses of identity in the nineteenth century. I say “imagined” because, while Mitchell’s work pays attention to the real experiences of specific women in France, her greatest contribution is her analysis of the particular ways that literary and visual images of these women contributed to stereotyping and the symbolic discourse inherent in emerging bourgeois norms of “Frenchness” over the course of the nineteenth century, a subject of much current scholarly attention. She has collected an impressive set of illustrations, including paintings and other iconography from the late eighteenth and early nineteenth centuries, which offer new sites for interpretation and will prove appealing for classroom use. . . . I am aware of several projects in varying stages of production that will likely complement, but in no way replace, Robin Mitchell’s proposed book; indeed, I suspect that each will enhance the visibility of the others.”

I believe (and it has been indicated to me by scholars in our field) that the second manuscript will contribute significantly to the field as well, and thus enhance the intellectual culture of the institution. Moreover, deepening my disciplinary expertise makes me an even more effective and innovative teacher-scholar of French History within the CSUCI History Program.

#### *Dissemination Plan*

I have workshopped some of the chapters at national and international conferences (this work will continue at a conference in Aix-en-Provence this summer). As I indicated above, the manuscript has received multiple indications of interest from publishers, including the University of Georgia Press (who is publishing my first manuscript). The text of the book will be approximately 90,000 words (122,000 with endnotes, appendix, and bibliography), as well as charts and illustrations.

#### *Project Timeline (One Semester)*

Weeks One through Four: Training for Research Assistant; Establish a timeline for deliverables; Organize primary source materials; Re-read and organize existing chapters based upon updated outline; and Begin translations of primary documents.

Weeks Five through Eight: Continue translation of primary source materials; Data collection (including library and archival research); Data management (including bibliographic work); Data analysis; and Begin re-writes of chapters four and five.

Weeks Nine through Twelve: Data management (including bibliographic work); Data analysis; and Continue re-writes of chapters four and five.

Weeks Thirteen through Sixteen: Complete re-writes of chapters four and five.

#### *Project Assessment*

The project will be assessed and evaluated to determine the degree of success achieved based upon the agreed upon timeline (two chapters of the manuscript, primary source translations completed, completion of the next draft of the bibliography, analysis of data translated, and the expected learning outcomes for the research assistant as stated above. I am confident, with assistance, of meeting these goals.

*Proposal Budget*

I am requesting a 2017-2018 Faculty Research & Development Grant for Research, Scholarship, & Creative Activity (RSCA); it will be utilized towards the completion of my book project entitled *Femme Noire: Black Women and the Evolution of Contemporary Eighteenth Century French Culture, 1684-1805*. The following is the itemized proposed budget and justification for the amounts requested.

**Itemized Proposed Budget**

Reassigned time (based on 3 units) \$ 6,000.00

- I am requesting a reduction in course load. The need for reassigned time is multi-fold; 1) teaching a full load of classes (with class prep, grading, office hours, etc.) makes it impossible to do the type of concentrated and detailed analysis that my project requires; 2) the level and intensity of the data analysis; and 3) the level of training involved for my research assistant will be considerable.
- I am requesting the reassigned time in Fall of 2018.

SUBTOTAL: \$ 6,000.00

Student Research Assistant (French Speaking) \$ 2,000.00

- I am requesting funding for a student research assistant who will aid in translation (from French to English), data collection (including library and archival research), data management (including bibliographic work) and data analysis. There is a CSUCI student (who is fluent in French) that has indicated great excitement in assisting me. She would translate several documents I found (including the trial documents of an enslaved women named Henriette Lucille, who sued her “owner” for her freedom in 1870), and the letters of Poncet de la Grave, 1777, who argued that black women were vectors of disease. I can then move to more complicated data analysis. My current assistant (for my first manuscript) who came to work for me as an undergraduate (and then as a graduate student) has been able to parlay her experience into professional editing (name upon request). She tells me this would have been impossible without my extensive mentoring.
- Expected learning outcomes for this new research assistant will include: understanding, through direct experience, how scholarly research is conducted, reviewed, and prepared for publication; gaining the ability to organize and manage primary and secondary source materials; and developing research skills through direct observation and participation in the process of preparing a book length manuscript.

SUBTOTAL: \$ 2,000.00

**Grand Total Requested:** **\$ 8,000.00**

The proposed budget is reasonable in the context of the project description, and the project costs are necessary to achieve project goals and outcomes.

## Research and Development Minigrants for 2017-2018: Review Form

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**Routing Step:** Initial Committee Review

**Application Title:** Femme Noire: Black Women and the Evolution of Contemporary Eighteenth Century French Culture, 1684-1805

**Application ID:** #000054

**Review Deadline:** Jan 27, 2017 11:59:00 PM

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### \*Project Goals and Outcomes:

*The proposal sets clear goals and outcomes for the project, and it explains the steps that will be taken to realize project goals.*

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### Rating Scale 1 (1 weakest to 11 strongest):

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### \*Research Plan and Methodology:

*The proposal conveys a complete and well thought-out plan for the project that describes the activities of all individuals involved in the project. If support is requested for student research assistance, the proposal must also include a description of their role in the project and how the faculty*

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### Rating Scale 2 (1 weakest to 11 strongest):

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### \*Professional Development Benefits for the Faculty:

*The proposed makes clear how the project will advance each individual applicant's or research, scholarship, creative activity, or innovation in teaching. The proposal discusses whether the applicant(s) intend to pursue external funding and identifies those external funding opportunities.*

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### Rating Scale 3 (1 weakest to 11 strongest):

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### \*Project Benefits:

*To what extent does the proposed qualify for special consideration (e.g., applicant is probationary, applicant has not had minigrant funding in the past, applicant has been especially successful in the use of past minigrant funding, project scope is particularly ambitious but realizable).*

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**Rating Scale 4 (1 weakest to 11 strongest):**

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**\*Dissemination Plans:**

*The level and type of dissemination is appropriate for the project, its goals, and its outcomes.*

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**Rating Scale 5 (1 weakest to 11 strongest):**

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**\*Project Timeline:**

*The project goals and objectives are attainable within the timeline of the proposal.*

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**Rating Scale 6 (1 weakest to 11 strongest):**

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**\*Project Assessment:**

*The proposal describes how the product(s) of the project will be assessed and evaluated to determine the degree of success achieved.*

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**Rating Scale 7 (1 weakest to 11 strongest):**

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**\*Project Budget:**

*The proposed budget is reasonable in the context of the project description, and the project costs are necessary to achieve project goals and outcomes.*

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**Rating Scale 8 (1 weakest to 11 strongest):**



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**\*Other considerations:**

*To what extent does the proposed qualify for special consideration (e.g., applicant is probationary, applicant has not had minigrant funding in the past, applicant has been especially successful in the use of past minigrant funding, project scope is particularly ambitious but realizable).*

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**Rating Scale 9 (1 weakest to 11 strongest):**

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