

AFR 014:301/HIST 512:363–African American Women’s History
Fall 2018
Lucy Stone Hall-B105

MR: 12:00 – 1:20 PM
Office Hours: TBA

Course Description:

This course will explore the historical experiences of everyday black women as well as those of famous figures in African American women's history. Specifically, students will gain a solid foundation in the history of black women in the United States from Reconstruction to the present. At the same time, students will learn to think critically about race, gender, and sexuality as it occurs in the lives of African American women and in scholarship about them. We will draw on primary and secondary sources and explore African American womanhood through music, art, and film.

Grading:

Participation/Discussion	25%
Midterm Exam	25%
Paper	25%
Final Exam /Project	25%

Required Texts:

Betty Collier-Thomas and V. P. Franklin (eds.), *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement*.
Paula Giddings, *When and Where I Enter: The Impact of Black Women on Race and Sex in America*.
Beverly Guy-Sheftall. *Words of Fire: An Anthology of African-American Feminist Thought*. (WOF)

Assigned Readings:

Thursday, September 6:	Course Introduction Hannah Rosen, “Not That Sort of Woman.” (Online PDF)
Monday, September 10:	Giddings, Ch. 1. “To Sell My Life as Dearly as Possible” Screen: <i>Ida B. Wells: A Passion for Justice</i>
Thursday, September 13:	Giddings, Ch. 2. “Casting of the Die” Ida B. Wells, “Lynch Law in America,” (1900) (WOF)

- Monday, September 17: Giddings, Ch. 3. "To Choose Again, Freely"
Screen: *The African Americans, Many Rivers to Cross, 1861 – 1896, Episode 3* (sec. 21:23–53:10)
- Thursday, September 20: Giddings, Ch. 5. "Defending Our Name"
- Monday, September 24: Kali Nicole Gross, *Colored Amazons*, Ch.2,
"Service Savors of Slavery." ([Online PDF](#))
- Thursday, September 27: Giddings, Ch. 6. "To Be a Woman, Sublime."
Anna Julia Cooper, "The Status of Woman in America" (WOF) pp. 43–49
- Monday, October 1: Darlene Clark Hine, "Rape and the Inner Lives of Black Women in the Middle West: Preliminary Thoughts on the Culture of Dissemblance."
(WOF)
Kali Nicole Gross, *Colored Amazons*, Ch. 3,
"Tricking the Tricks." ([Online PDF](#))
- Thursday, October 4: Tiffany Gill, *Beauty Shop Politics*, Ch. 1, "Beauty Pioneers: Racial Uplift and Gender in the Creation of a Black Business Community."
([Online PDF](#))
- Monday, October 8: Talitha LeFlouria, "Under the Sting of the Lash': Gendered Violence, Terror, and Resistance in the South's Convict Labor Camps." ([Online PDF](#))
- Thursday, October 11: **Midterm**
- Monday, October 15: Giddings, Ch. 7. "The Quest for Suffrage"
Alice Dunbar-Nelson, "The Negro Woman and the Ballot." (WOF)
- Thursday, October 18: Eric Garber, "A Spectacle in Harlem." ([Online PDF](#))
- Monday, October 22: Giddings, Ch. 12. "Enter Mary McLeod Bethune"
Screen: *African Americans: Mary McLeod Bethune*
- Thursday, October 25: Giddings, Ch. 13. "Black Braintruster: Mary McCleod Bethune and the Roosevelt Administration"; AND Giddings, Ch. 14. "A Second World War and After"

- Monday, October 29: Ruth Feldstein, "I Wanted the Whole World to See: Race, Gender, and Constructions of Motherhood in the Death of Emmett Till." (Online PDF)
- Thursday, November 1: Collier-Thomas/Franklin, *Sisters in the Struggle*, Chapter 9, "Anger, Memory, and Personal Power: Fannie Lou Hamer and Civil Rights Leadership." (Online PDF)
- Monday, November 5: Giddings, Ch. 16: "SNCC Coming Full Circle"
Screen: *4 Little Girls*
- Thursday, November 8: Collier-Thomas/Franklin, Chapters 11, "Black Women and Black Power"; AND Collier-Thomas/Franklin, Chapter 12, "Ironies of the Saint: Malcolm X, Black Women, and the Price of Protection."
- Monday, November 19: **Papers Due**
- Thursday, November 25: **Thanksgiving Recess (11/22-11/25)**
- Monday, November 26: Giddings, Ch. 18. "Strong Women and Strutting Men: The Moynihan Report"
Screen: *Shirley Chisholm: Unbought and Unbossed*
- Thursday, November 29: Collier-Thomas/Franklin, Ch. 14, "'Joanne is You and Joanne is Me': A Consideration of African American Women and the 'Free Joan Little Movement, 1974-75.'"
- Monday, December 3: Giddings, Ch. 19. "A Failure of Consensus A Black Feminist Statement: Combahee River Collective" (WOF)
- Thursday, December 7: Elsa Barkley Brown, "Imaging Lynching: African American Women, Communities of Struggle, and Collective Memory," in *African American Women Speak Out on Anita Hill-Clarence Thomas*, ed. Geneva Smitherman (1995) (Online PDF)

Paper Assignment

Historians often assert that themes such as accomplishment, cultural expression, and resistance to oppression distinguish the history of black women in America. Explain whether you agree or disagree and be sure to explain why. In your papers you must also identify and discuss additional themes that have shaped black women's history (consider all materials we have used thus far).

- Your answer must include a **thesis** in the introduction and the essay must be your own original work. **Cheating and/or plagiarism will result in an F.**
- Be sure to **defend** your thesis with specific, relevant examples from class readings, lectures, and/or films used in class.
- You must **cite** your sources (e.g. Giddings, p. 8, lecture notes 9/17/18, etc.) in order to receive full credit.
- Essays should be between **5 to 7 double-spaced pages, using a 12-point font and 1-inch margins (including citations).**

Grading rubric

A: Essay is organized and clearly written with no grammatical errors or typos. Introduction includes a strong thesis. Thesis is supported with well-integrated, specific evidence from readings, lecture notes, etc. Essay demonstrates a thorough knowledge of course material.

B: Essay demonstrates a solid grasp of the course material. Contains a weak or uninspired thesis. Supporting examples are adequate but lack a textured analysis. There are a few grammatical, stylistic, and/or organization problems.

C: Has a weak thesis and lacks supporting evidence. May include a shallow analysis, numerous grammatical errors, and substantial organizational issues. Uses a conversational or casual tone that is inappropriate in formal writing.

D: Missing a thesis; evidence does not support an argument. Fails to demonstrate a grasp of the course materials and central themes. May also include significant grammatical errors, no analysis, and/or little organization.

F: Typically written at the last minute. Contains no thesis, a poor understanding and use of course material, insufficient evidence, and serious writing problems.

Due via Sakai: November 1, 2018 @1:30 p.m.: Late Papers Will Not Be Accepted

Policies and Procedures

Rutgers Academic Integrity Policy:

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the university's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. This academic integrity policy is designed to guide students as they prepare assignments, take examinations, and perform the work necessary to complete their degree requirements. Full explanation of the policy may be found at: http://catalogs.rutgers.edu/generated/nb-ug_current/pg1370.html

Violations of Academic Integrity:

This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are given, but neither the types of violations nor the lists of examples are exhaustive.

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation, and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.

Cheating: Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results and reports, analyses, etc., as one's own work when they were, in fact, prepared by others. Some common examples are:

- Receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student's work or answers on a quiz or examination.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during a quiz or examination.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.

- Preprogramming a calculator or other electronic device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination for one.
- Having someone else prepare a term paper or other assignment for one.

Fabrication: Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples are:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying research papers or reports by selectively omitting or altering data that do not support one's conclusions or claimed experimental precision.

Facilitation of Dishonesty: Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who intentionally facilitates a violation of academic integrity can be considered to be as culpable as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation.

Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to work on a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source prior to the examination.
- Distributing or selling a term paper to other students.
- Taking an examination for another student.

Academic Sabotage: Academic sabotage is deliberately impeding the academic progress of others. Some examples are:

- Intentionally destroying or obstructing another student's work.
- Stealing or defacing books, journals, or other library or university materials.
- Altering computer files that contain data, reports, or assignments belonging to another student.
- Removing posted or reserve material or otherwise preventing other students' access to it.

Violation of Research or Professional Ethics: Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. Some examples are:

- Violating a canon of the ethical or professional code of the profession for which a student is preparing.

- Using unethical or improper means of acquiring, analyzing, or reporting data in a senior thesis project, a master's or doctoral research project, grant-funded research, or research submitted for publication.
- Misuse of grant or institutional funds.
- Violating professional ethics in performing one's duties as a teaching assistant or graduate assistant.

Violations Involving Potentially Criminal Activity: Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty. Some examples are:

- Stealing an examination from a faculty member's or university office or from electronic files.
- Selling or distributing a stolen examination.
- Forging a change-of-grade form.
- Falsifying a university transcript.

Special Accommodation Policy:

Students with disabilities at Rutgers are entitled to the same benefits, the same quality of student life, and are subject to the same academic requirements as other students. Rutgers is committed to providing reasonable accommodations to meet the needs of eligible students. The Office of Disability Services (phone: 848-445-6800, 800-852-7899 [TTY only], 800-852-7897 [voice only]; email: dsoffice@rci.rutgers.edu; website: <https://ods.rutgers.edu>) coordinates accommodations for students with disabilities. Complaints or grievances regarding Rutgers' compliance with the Americans with Disabilities Act of 1990 or Section 504 of the Rehabilitation Act should be directed to the appropriate office as identified in the Office of Disability Services Grievance Procedures: <https://ods.rutgers.edu/ods-resources/grievance>.

Use of E-Mail for Correspondence to Students:

You are responsible for reading your e-mail for course-related information and announcements. Please keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with course-related communications, some of which may be time-critical.

Religious/High Holy Days:

Please notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Attendance:

Regular and punctual attendance is required. Missing more than one class will result in the loss of credit towards your final grade. Exceptions will be made only for extended medical or personal problems that can be satisfactorily documented. Therefore, *students are expected to attend all classes; if you expect to miss one or two*

classes please use the University absence reporting website: <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email will automatically be sent to me.