

**College Curriculum Proposal Approval and Routing Form**

TITLE OF PROPOSAL: African American Women's History

Originating Faculty: Dr. Ashley Howard

Department/College: History/CAS Chairperson: Dr. David Moore

Contact Phone/Email: (504)865-3555 / ahoward2@loyno.edu

Type of Proposal (Check all that apply):

New Major<sup>1</sup>  New Minor  New Concentration  Revise Existing Program

New Course  Change to Existing Course  Discontinue Program

Undergraduate  Graduate  Online  Professional & Cont. Studies  Other

**1. Resources and Fees:**

If this is a proposed revision, are there existing fees? No  Yes  \$

Will course or program fees be required for this course/program? No  Yes  \$

Are new resources needed for implementing this proposal? No  Yes

*If yes, include complete description and dollar amount in proposal.*

**2. College Review and Approvals:**

a. Department/School David W. Moore (Chair) Date: 2-21-17  
Approved  Not Approved

b. College Curriculum Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Approved  Not Approved

c. College Dean \_\_\_\_\_ Date: \_\_\_\_\_  
Supported  Not Supported

**3. Intercollegiate Review and Recommendations Required as applicable to proposal:**

a. Online Education Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

b. Professional and Continuing Studies Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

c. Graduate Council \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

**4. University<sup>2</sup> Recommendations Required as applicable to proposal:**

a. University Courses & Curriculum Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

b. Standing Council for Academic Planning \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Recommended  Not Recommended

<sup>1</sup> New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

<sup>2</sup> Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: History / College of Arts and Sciences

Chairperson: Dr. David Moore

Course Title: Af. Am. Women's History (Limit 28 Characters or Less)

Course Number: H I S T - A 2 7 8

Term:  Fall  Spring  Summer Credit Hours:  Major  Required  Elective

Effective Term F17 Course I.D. (SUBJ-LEVL) HISTA294 Contact Hours 3

Grade Type-Normal Maximum Capacity 20

Activity Type-Lecture

Inter-disciplinary Classification (s) : African and African American Studies; Women and Gender Studies

Common Curriculum Classification (s) Diversity

Pre-requisites/Registration Controls: NONE

New Resources and Fees

c. If this is a revised course, was there a course fee? Yes \_\_\_\_\_ \$ \_\_\_\_\_  
No \_\_\_\_\_

d. Will a course fee be required for this course? Yes \_\_\_\_\_ No

e. Are new resources needed for implementing this course? Yes \_\_\_\_\_ No   
*If yes, provide descriptions and dollar amounts in Section V.*

Course Description: (maximum 350 spaces)

This course will explore the cultural, social and political history of African American women from slavery to the present. Interdisciplinary in approach, we will utilize books, primary sources, art, and film to explore how African American women navigated the intersection of race, class, gender, and sexuality in defining themselves. Major themes will include labor, social movements, community and institution building, violence, and resistance.

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Will course or program fees be required for this course/program? No  Yes  \$   
Are new resources needed for implementing this proposal? No  Yes   
*If yes, include complete description and dollar amount in proposal.*

**2. College Review and Approvals:**

- a. Department/School \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
Approved  Not Approved
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Recommended  Not Recommended
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Recommended  Not Recommended
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Recommended  Not Recommended

<sup>1</sup> New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

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Complete the following sections:

- I. Justification- This course adds value to the existing curriculum by offering an in-depth investigation of the experiences of individuals on gendered and racial margins. This class will augment the course offerings in three programs (History, African and African American Studies, Women and Gender Studies.) This course meets the student learning outcomes in each of these programs including achieving proficiency in the critical reading of texts, achieving proficiency in historical writing, and taking an intersectional approach, to name just a few. As was stated in the revolutionary document the Combahee River Collective Statement (1974) "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." Stemming from this assertion, this course meets the history department and college strategic plans by reflecting on "the diverse experience of human societies" and working "for a more just world," respectively.
- II. Impact on the Curriculum- This course, already offered once as an experimental course, encourages students to read complex theoretical work, synthesize secondary documents, and analyze primary documents. Students then collate these ideas in their own words through critical writing assignments, aligning with the stated learning objectives for the history department. Additionally, this course will add to our small number of gender-based history courses, offering more diversity in how our students view history. This course will be added to our inventory of history electives and thus will not impact the distribution requirements for the major.
- III. Impact of a new course on frequency of course offerings- This course will not change the number of courses offered by the department, as it will substitute for a departmental course already in the inventory. It is anticipated that this course will be offered on a biannual basis and possible substitution courses would be A272 Black Leadership in the U.S. or A280 African American Culture and History. It is anticipated that this course will not have any effect on enrollment in other department courses nor will it prevent other required courses from being offered. There is no service learning component to this course.

This course will impact other programs by adding to their course inventory, namely African and African American Studies and Women and Gender Studies. Both programs crosslisted this course when previously offered as an experimental class (Spring 2013). Please see attached syllabus. (Attachment A)

- IV. Please see attached assessment plan. (Attachment B)
- V. Impact on the budget- There will be no negative impact on the university budget. When previously offered, this was a very popular course and attracted students from across the colleges. The history department is sufficiently staffed to teach this course and the library has ample resources for the course material. Apart from the library media staff uploading streaming video, this course proposal will require no additional support service or equipment. This course will not have a student fee attached to it nor will it need additional physical space. I do not anticipate that this course will impact other departments in terms of staffing, equipment, or service budgets.

## Attachment A- Proposed Syllabus

History A294: African American Women  
Loyola University New Orleans  
Fall 2017

Dr. Ashley M. Howard  
Office: 422 Bobet Hall  
Class: TBD  
Office Hours: TBD  
Tel.: (504) 864-3555  
E-mail: [ahoward2@loyno.edu](mailto:ahoward2@loyno.edu)

This course will explore the cultural, social and political history of African American women from slavery to the present. Interdisciplinary in approach, we will utilize books, primary sources, art, and film to explore how African American women navigated the intersection of race, class, gender, and sexuality in defining themselves. Major themes will include labor, social movements, community and institution building, violence, and incarceration.

### Course Objectives:

- Gain an understanding of the chronology and major themes of African American history;
- Analyze primary and secondary historical sources;
- Present written ideas in a clear, concise, and organized fashion;
- Demonstrate knowledge of the relationship between past and present.

### Course Themes:

- Intersectionality;
- Centering black women's experience, networks, and activism;
- Black feminist theory;
- Conflict as an agent of change.

### Course Texts:

#### *Required*

- Butler, Octavia E. *Kindred*. (Boston: Beacon Press, 1988)
- Clark-Lewis, Elizabeth. *Living in, Living Out: African American Domesticity in Washington, D.C. 1910-1940*. (Washington, D.C.: Smithsonian Institution, 2010)
- Lee, Chana Kai. *For Freedom's Sake: The Life of Fannie Lou Hamer*. (Urbana: University of Illinois Press, 2000)
- Richie, Beth. *Arrested Justice: Black Women, Violence, and America's Prison Nation*. (New York: NYU Press, 2012)

#### *Recommended*

- Jones, Jacqueline. *Labor of Love, Labor of Sorrow: Black Women, Work, Slavery and the Family from Slavery to the Present*. (New York: Basic Books, 2009)

**Communication:** I encourage you all to stop by at least once this semester for office hours. You do not need a specific question, I am happy just to chat. I check e-mail infrequently, but all e-mails will receive a response within twenty-four hours.

**Attendance:** Attendance is mandatory. Though your reason may be legitimate, your presence will be missed. Each student will receive three “free” absences without an excuse. All subsequent absences will result in a deduction of two (2) percentage points from your final grade. Students who miss more than twelve (12) classes will not pass the course.

**Participation:** This course is discussion-based seminar. It is essential that you arrive prepared. Proper preparation includes but is not limited to: bringing your written notes, introducing discussion questions, and articulating historical precedents and modern-day correlations.

**Course Work:** Throughout the semester you will be graded on five essays (5 pages each), one film review (3 pages each), and ten reading responses (1-2 pages each). Written work must include thesis statements, cited examples, and conform to the basic rules of good academic writing.

**Writing Center:** Writing is a process. You should start your writing assignments well before the due date and have another person review your work before you turn it in. Free peer writing consultation is available in the Writing Center, located in Bobet 100. The center is open Monday-Thursday 9 a.m.-9 p.m., Friday 9 a.m.-4 p.m., and Sunday 4 p.m.-9 p.m. No appointment necessary. For any additional questions about the Writing Center, call 865-2297.

**Late Assignments:** All assignments are to be handed in at the beginning of class. Assignments will not be accepted via e-mail. Late assignments will be reduced by one letter grade for each day they are late. Any assignment not submitted will receive a zero. Please take care to save your work frequently and hold on to any graded materials until the end of the semester.

**Departmental Statement on Plagiarism:** “Plagiarism – the use of another person’s ideas or wording without giving proper credit – results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”

William G. Campbell, Stephen V. Ballou, and Carole Slade, *Form and Style: Thesis, Reports, Term Papers*, 6th edition (Boston: Houghton Mifflin, 1982), p. 52.

**Complaints:** I will make every effort to grade fairly and consistently. I will discuss grades two days after assignments have been returned. This allows you to time to digest my comments and schedule a meeting to discuss them in person.

**Emergency/Evacuation Policy:**

In the event that there is an interruption to our course due to the cancellation of classes by the university as a result of an emergency, we will continue our course on *Blackboard* within 48 hours after cancellation.

All students are required to sign on to *Blackboard* and to keep up with course assignments within 48 hours of evacuation and routinely check for announcements and course materials associated with each class. Class handouts will be posted under “course materials.”

Students should be familiar with their responsibilities during emergencies, including pre-evacuation and post-evacuation for hurricanes. This information is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Additional emergency-planning information is also available at <http://academicaffairs.loyno.edu/emergency-planning>

**Students with Disabilities:** If you have a disability and wish to receive accommodations, please contact Richelle Voelker, Director of Disability Services, at 865-2900. If you wish to receive test accommodations (e.g. extended test time), you will need to provide me with an official Accommodation Form from Disability Services located in Marquette 112.

**Course Expectations:**

1. **Be prepared.** Come to class with the assignments read, any writing assignments completed, and ready to actively participate in discussion.
2. **Be courteous.** The classroom is a place for the exchange of ideas. Take care to listen, react, and respond respectfully to one another’s opinions. No intimidating or insulting behavior will be tolerated.
3. **Be responsible.** No computers will be allowed in the classroom. Do not fall asleep, pass notes, text message, or engage in anything that would be less than appropriate behavior for a college classroom. At times, I will ask you to stop. More often than not I will say nothing, and you will receive a zero for participation.
4. **Be yourself.** Each of us has unique perspectives, experiences, and understandings of the world we live in, please share them within the context of the course. This only broadens our collective historical knowledge.

**Course Grade:**

Paper I (2/4)	10%
Paper II (3/4)	10%
Paper III (4/3)	15%
Paper IV (5/1)	15%
Film Review I (4/15)	5%
Responses	20%
Participation	25%
<hr/>	
100% of total Course Grade	

***Grading Scale***

- A 94-100 Superlative
- A- 90-93 Excellent
- B+ 86-89 Very good
- B 83-85 Good
- B- 80-82 Fairly Good
- C+ 76-79 Very satisfactory
- C 73-75 Satisfactory
- C- 70-72 Almost satisfactory
- D+ 65-69 Minimal pass
- D 60-64 Minimal pass
- F below 60 Fail

**A Final Word on History:** Frequently we all get wrapped up in performance measures: what grade we will receive, how many points we need for an “A,” etc. I hope at some point, even for a brief moment, this class can transcend that. This “a-ha” moment comes in many forms, from finally figuring out a joke in *Forrest Gump* to out maneuvering your parents in a discussion. I look forward to hearing these experiences as they come in.



## Week 1:

XX: Course Overview//What is African American Women's History?

XX: Black Feminist Thought

- *Reading assignment: Kindred*, p. 9-18
- *Discussion:* Patricia Hill Collins, "The Social Construction of Black Feminist Thought;" Frances Beale, "Double Jeopardy: To Be Black and Female"

## Week 2

XX: Black Feminist Thought

- *Reading assignment: Kindred*, p. 18-52
- *Discussion:* Alice Walker, "In Search of Our Mother's Gardens;" Darlene Clark Hine "Rape and the Inner Lives of Black Women: Thoughts on the Culture of Dissemblance"

XX: Black Women in Slavery (labor)

- *Reading assignment: Kindred* p. 52-108
- *Discussion:* Sojourner Truth, "Ain't I A Woman," Harriet Jacobs, "The Trials of Girlhood" and "The Jealous Mistress" in *Incidents in the Life of a Slave Girl*
- *Background:* Jones, *Labor of Love*, p. 9-43

## Week 3

XX: No class

- *Reading assignment: Kindred*, p. 108-189

XX: Black Women in Slavery

- *Reading assignment: Kindred* p. 189-240
- *Discussion:* Jennifer Morgan, "'Hannah and Hir Children': Reproduction and Creolization Among Enslaved Women," p. 107-144

## Week 4

XX: *Kindred*

- *Reading assignment: Kindred*, p. 240-262

XX: Free Women of Color

- *Discussion:* Wilma King, "Out of Bounds: Emancipated and Enslaved Women in Antebellum America" and Joan M. Martin "Placage and the Louisiana Gens de Couleur Libre: How Race and Sex Defined the Lifestyles of Free Women of Color"
- *Background: Labor of Love*, p. 43-77

## Week 5

XX: Black Women in the Nadir

- *Discussion:* Ida B. Wells-Barnett “The Remedy” from the Red Record; Mary Church Terrell, “Lynching from the Negro Point of View,” and Gwendolyn Brooks, “Ballad of Pearl May Lee”
- *Background:* *Labor of Love*, p. 77-103
- **Homework:** Kindred paper due

XX: African American Clubwomen

- *Reading assignment:* *Living In, Living Out*, p.1-50
- *Discussion:* Stephanie Shaw, “Black Club Women and the Creation of the National Association of Colored Women” and Charlotte Hawkins Brown, “The Negro and the Social Graces”
- *Background:* *Labor of Love*, p. 131-163

## Week 6

XX: No Class

**Homework:** Watch and take notes on *The Help*

## Week 7

XX: Black Women in the Great Depression

- *Reading Assignment:* *Living In, Living Out*, p.51-97
- *Discussion:* Ella Baker and Marva Collins, excerpt “*Bronx Slave Market*” and Robert Boyd “Race, Labor, and Market Disadvantage, and Survivalist Entrepreneurship: Black Women in the Urban North During the Great Depression”
- *Background:* *Labor of Love*, p. 163-195

XX: Black Women in Two World Wars

- *Reading Assignment:* *Living In, Living Out*, p.98-146
- *Discussion:* *Black Rosie the Riveter*; Watch *Invisible Warriors* trailer; Excerpt from *One Woman’s Army* by Charity Adams Early
- *Background:* *Labor of Love*, p. 195-229

## Week 8

XX: *Living In, Living Out*

- *Reading Assignment:* *Living In, Living Out*, p.147-172; ABWH Statement on the Help; Excerpts from *Telling Memories Among Southern Women*

XX: Civil Rights Organizing

- *Discussion*: “Rethinking Social Movement Theory: Race, Class, Gender, and Culture” in *How Long, How Long*
- *Background Reading*: *Labor of Love*, p. 195-229

## Week 9

XX: Civil Rights

- *Discussion*: Danielle McGuire “It Was if All of Us had Been Raped” in *At the Dark End of the Street*; SNCC 1964 Position Paper on Women
- **Homework**: Domestic Labor paper due

XX: Black Power

- *Reading Assignment*: *For Freedom’s Sake*, p.1-60
- *Discussion*: Tracye Matthews “Nobody asks what a man’s role in the Revolution is: Gender and Sexual Politics in the Black Panther Party, 1966-1817” in *The Black Panther Party Reconsidered*
- *Background Reading*: *Labor of Love*, p. 229-267

## Week 10

XX: Black Power

- *Reading Assignment*: *For Freedom’s Sake*, p.61-102
- “Black Women, Urban Politics, and Engendering Black Power” in *Black Power Movement*

XX: Black Feminism

- *Reading Assignment*: *For Freedom’s Sake*, p.103-135
- *Discussion*: “Black Feminists Respond to Black Power Masculinism,” in *Black Power Movement*

## Week 11

XX: Black Feminism

- *Reading Assignment*: *For Freedom’s Sake*, p.136-162
- *Discussion*: Mission statements of NBFO, Combahee River Collective, and Third World Feminist Alliance; Excerpt from a *Place of Rage?* Black Macho and the Myth of the Black Superwoman

XX: *For Freedom’s Sake*

- *For Freedom’s Sake*, p.163-183

## Week 12

XX: No class

Homework: Watch and take notes on the film *Pariah*

### Week 13

XX: No Class

XX: Black Women and Sexual Orientation

- Discussion: Excerpt from *Black Queer Studies: A Critical Anthology*
- *Background: Labor of Love, Labor of Sorrow*, p. 267-269
- **Homework:** For Freedom's Sake paper due

### Week 14

XX: Welfare Reform

- *Reading Assignment: Arrested Justice*, p. 1-23;
- *Discussion:* "Sunlight at Early Dawn" in the *Politics of Public Housing*; Johnnie Tillmon "Welfare is a Women's Issue"

XX: Reproductive Rights

- *Reading Assignment: Arrested Justice*, p. 23-65
- *Discussion:* "Making Reproduction a Crime" in *Killing the Black Body*

### Week 15

XX: Hip Hop

- *Reading Assignment: Arrested Justice*, p. 65-99
- *Discussion:* "The Effects of Images of African American Women In Hip Hop Videos on Early Adolescents' Attitudes Toward Physical Attractiveness and Interpersonal Relationships;" Watch on You Tube "Ladies First" Queen Latifah; "Stupid Hoe" Nicki Minaj
- **Homework:** Film Review due

XX: Domestic Violence

- *Reading Assignment: Arrested Justice*, p. 99-125
- *Discussion:* "Compounding the Triple Jeopardy: Battering in Lesbian of Color Relationships," "Nashville: Domestic Violence and Incarcerated Women in Poor Black Neighborhoods," and "Rethinking Battered Woman Syndrome: A Black Feminist Perspective" excerpted from *Domestic Violence at the Margins*

### Week 16

XX: Black Women and Katrina

- *Reading Assignment: Arrested Justice* p. 125-157
- *Discussion:* "Setting the Stage for Disaster," "Mothering After Disaster," "The Katrina Effect: African American Women's Networks and Poverty in New Orleans After Katrina," Excerpt from *The Women of Katrina*

XX: *Arrested Justice*

- *Reading Assignment: Arrested Justice* p. 157-167

## Week 17

XX: In The News

- Selection of current event primary documents available on Blackboard.

XX: Recap discussion

- Elizabeth Catlett slide show; “The Verbal Karate of Ms. Florence Kennedy, Esq.”
- **Homework:** Arrested Justice paper due

## Assignments

### Essay # 1

In the book *Kindred* the protagonist states "I don't have a name for the thing that happened to me, but I don't feel safe anymore." Provide specific examples that made Dana feel unsafe. In which of these experiences did she feel unsafe because she was black? Because she was a woman? Because she was a black woman? (5 pages)

### Essay #2

Compare and contrast the lives of the women in *Living In, Living Out* with the lives of the black women in *The Help*? What do you think accounts for these similarities and differences? (5 pages)

### Essay #3

How did the intersection of race, class, and gender influence Fannie Lou Hamer's understanding and approach to activism? What specific events in her life shaped and informed her sense of injustice in the world? (5 pages)

### Essay #4

In *Arrested Justice*, criminologist Beth Richie unpacks how race, class, and gender biases align to oppress black women in the modern era. Looking back at the experiences of African American women throughout history, how is this modern intersectional oppression a continuation of previous experiences? How is it divergent?

### Film Review

Taking the point of view of a college instructor consider whether the film *Pariah* is a useful teaching tool for the classroom. Provide specific examples supporting your opinion relating the film to the readings and broader course themes. (3 pages)

### Reading Response

Over the course of the semester you will be required to complete ten (10) responses on the week's readings. Your response should address the ways in which the articles challenge, affirm, or complicate the course themes. These brief essays should be a critical assessment of the author's argument, in which you identify the central thesis and supporting evidence. All responses are due in class on Wednesday the week the readings were assigned.

## Participation

Participation is graded each day on a scale from 0 (lowest) through 4 (highest), using the criteria below. These scores roughly correlate as 4=A; 3=B and so on. I expect the average level of participation to satisfy the criteria for a "3."

Score	Expectations
0	<ul style="list-style-type: none"><li>• Absent.</li><li>• Engaged in disruptive behavior.</li></ul>
1	<ul style="list-style-type: none"><li>• Present, not disruptive.</li><li>• Responds when called on but does not offer much.</li><li>• Demonstrates very infrequent involvement in discussion.</li></ul>
2	<ul style="list-style-type: none"><li>• Demonstrates adequate preparation: knows reading facts, but does not show evidence of trying to interpret or analyze them.</li><li>• Demonstrates sporadic involvement.</li></ul>
3	<ul style="list-style-type: none"><li>• Demonstrates good preparation: knows reading facts well, has thought through implications of them.</li><li>• Offers interpretations and analysis of material (more than just facts) to class.</li><li>• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li><li>• Demonstrates consistent ongoing involvement.</li></ul>
4	<ul style="list-style-type: none"><li>• Demonstrates excellent preparation: relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</li><li>• Puts together pieces of the discussion to develop new approaches that take the class further.</li><li>• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments</li><li>• Demonstrates ongoing very active involvement.</li></ul>

## Written Assignment Guidelines

1. **Formatting:** All papers must have standard formatting
  - a. Double-spaced
  - b. Typed
  - c. Page numbered
  - d. Stapled
  - e. 1" margin on all sides
  - f. Titled
  - g. 12 point standard font-Times New Roman
  - h. Chicago Manual of Style citation  
<http://www.chicagomanualofstyle.org.proxy2.library.uiuc.edu/home.html>
2. **Thesis:** All history papers must have a thesis which represents your argument. It is not a restatement of the question. Your thesis statement should be assertive and decisive.
3. **Evidence:** These are facts, quotes, and examples which prove your thesis. If it does not achieve this function, it should not be in your paper.
4. **Proofread:** Typing the last keystroke, printing, and then immediately handing the assignment to me, is not the best practice. Take time to check for small typographical errors. Nothing lowers your grade faster than sloppy work.
5. **Plagiarism:** Do not cheat, copy, steal, or "paraphrase" other people's work. All sources consulted, whether quoted directly or not, should be cited. If you have any questions regarding this, please come see me. Once your paper has been handed in, it is too late.

## Questions to Ask When Reading

1. What is the main problem the author is addressing?
2. Who is the author's audience?
3. What is the main historical question the author is asking/answering?
4. What is the author's purpose and thesis?
5. What evidence is the author using?
6. What is at stake? (The "so-what" question)
7. How does this relate to other course materials?



### Stylistic Rules for Essays

1. No one-sentence paragraphs.
2. No sentences more than two or three lines in length.
3. Do not begin consecutive sentences with the same word.
4. Minimize the use of “this” or “that” as the subject of the sentence. Replace with “this book” or “that plow.”
5. Always write in complete sentences.
6. Have strong first and last sentences in each paragraph.
7. Try to have smooth transitions between the last sentence of one paragraph and the first paragraph of the next.
8. Never use the abbreviation for a month or a day in the text.
9. Abbreviations can be used for organizations if the full name is used first. For example: National Association for the Advancement of Colored People (NAACP)
10. Do not use contractions such as “don’t,” or “won’t” use “do not” or “will not.”
11. Use individuals’ names sparingly in papers.
12. Underline or italicize book titles, plays, and albums. Place quotation marks around chapters, article titles and song names.
13. Use concrete examples to illustrate your generalizations.
14. Writing is work. Do not put it off until the last minute. Expect to revise.
15. PROOFREAD

History A294: African American Women  
Fall 2017

Grading Checklist for Papers

Student \_\_\_\_\_

Grade \_\_\_\_\_

**Strengths**

**Suggestions**

Addresses the question prompt	_____	Better prompt engagement	_____
Thesis/argument clear	_____	Need clearer focus; vague	_____
Clear outline; well-organized	_____	Structure needs work	_____
Good intro/conclusion	_____	Rework intro/conclusion	_____
Good, effective quotations from primary sources	_____	Use more/better quotations from primary sources	_____
Thorough analysis	_____	Need deeper analysis	_____
Good use of specific detail	_____	More detail needed	_____
Good internal logic	_____	Check contradictions	_____
Good command of topic	_____	Fact/concept errors	_____
Clear; well-written	_____	Fix awkward language	_____
Well-documented	_____	Cite sources	_____
Formal, appropriate language	_____	Fix language (colloquial, contractions, etc)	_____
Minimal spelling errors/typos	_____	Proofread	_____
Grammar/syntax	_____	Fix grammar/syntax	_____

**Additional Comments:**

Attachment B-Assessment Plan

IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:

A. Learning Outcomes and Corresponding Assignments

Learning Outcomes	Assignments/Activities to Achieve these Outcomes
HIST 1-Achieve proficiency in the critical reading of texts.	Course readings
HIST 2-Achieve proficiency in the analysis of texts.	In-class discussion, reading responses
HIST 3-Achieve proficiency in historical writing.	Papers I-IV
HIST 4-Achieve proficiency in making historical analogies and synthesizing historical events.	Film Review
AAAS 1-Engage in the methodologies and critical interventions of the field of African American studies	Course Readings
AAAS 2- Privilege people of African descent as producers of knowledge not simply subjects of study	Course Readings
AAAS 3- Take an intersectional approach to show how race interacts with other social statuses (ethnicity, gender, sexual orientation, social class, religion, ability, etc)	Course Readings

B-G At the end of this course I want students to understand the following things: general knowledge of the chronology and major events of African American history; intersectionality and black feminist theory. The two main methods for evaluation student success will be written assignments (papers, film reviews, and reading responses) and in-class discussions. These will be graded on an A-F scale. Students who have been positively impacted by this course will be able to articulate dominant trend and chronology in African American history and successfully apply theory to historical evidence, gauged through writing assignments and content of in-class discussions. The observation of discussion will occur at every class occasion; student writing will be assessed weekly. In addition to the end of course teaching evaluations, a midterm evaluation will also be administered to determine class satisfaction. The instructor will utilize Blackboard and LORA for the administrative and academic oversight of this course. There is no foreseeable impact of this course on accreditation or certification.

## COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: History / College of Arts and Sciences

Chairperson: Dr. David Moore

Course Title: Af. Am. Women's History (Limit 28 Characters or Less)

Course Number: H I S T - A 2 7 8

Term:  Fall  Spring  Summer Credit Hours:  Major  Required  Elective

Effective Term F17 Course I.D. (SUBJ-LEVL) HISTA294 Contact Hours 3

Grade Type-Normal Maximum Capacity 20

Activity Type-Lecture

Inter-disciplinary Classification (s) : African and African American Studies; Women and Gender Studies

Common Curriculum Classification (s) Diversity

Pre-requisites/Registration Controls: NONE

### New Resources and Fees

- c. If this is a revised course, was there a course fee? Yes \_\_\_\_\_ \$ \_\_\_\_\_  
No \_\_\_\_\_
- d. Will a course fee be required for this course? Yes \_\_\_\_\_ No
- e. Are new resources needed for implementing this course? Yes \_\_\_\_\_ No   
*If yes, provide descriptions and dollar amounts in Section V.*

Course Description: (maximum 350 spaces)

This course will explore the cultural, social and political history of African American women from slavery to the present. Interdisciplinary in approach, we will utilize books, primary sources, art, and film to explore how African American women navigated the intersection of race, class, gender, and sexuality in defining themselves. Major themes will include labor, social movements, community and institution building, violence, and resistance.

**College Curriculum Proposal Approval and Routing Form**

TITLE OF PROPOSAL: African American Women's History

Originating Faculty: Dr. Ashley Howard

Department/College: History/CAS Chairperson: Dr. David Moore

Contact Phone/Email: (504)865-3555 / ahoward2@loyno.edu

Type of Proposal (Check all that apply):

New Major<sup>1</sup>  New Minor  New Concentration  Revise Existing Program

New Course  Change to Existing Course  Discontinue Program

Undergraduate  Graduate  Online  Professional & Cont. Studies  Other

**1. Resources and Fees:**

If this is a proposed revision, are there existing fees? No  Yes  \$   
Will course or program fees be required for this course/program? No  Yes  \$   
Are new resources needed for implementing this proposal? No  Yes   
*If yes, include complete description and dollar amount in proposal.*

**2. College Review and Approvals:**

- a. Department/School \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
 Approved  Not Approved
- b. College Curriculum Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
 Approved  Not Approved
- c. College Dean \_\_\_\_\_ Date: \_\_\_\_\_  
 Supported  Not Supported

**3. Intercollegiate Review and Recommendations Required as applicable to proposal:**

- a. Online Education Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
 Recommended  Not Recommended
- b. Professional and Continuing Studies Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
 Recommended  Not Recommended
- c. Graduate Council \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
 Recommended  Not Recommended

**4. University<sup>2</sup> Recommendations Required as applicable to proposal:**

- a. University Courses & Curriculum Committee \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
 Recommended  Not Recommended
- b. Standing Council for Academic Planning \_\_\_\_\_ (Chair) Date: \_\_\_\_\_  
 Recommended  Not Recommended

<sup>1</sup> New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

<sup>2</sup> Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

Complete the following sections:

- I. Justification- This course adds value to the existing curriculum by offering an in-depth investigation of the experiences of individuals on gendered and racial margins. This class will augment the course offerings in three programs (History, African and African American Studies, Women and Gender Studies.) This course meets the student learning outcomes in each of these programs including achieving proficiency in the critical reading of texts, achieving proficiency in historical writing, and taking an intersectional approach, to name just a few. As was stated in the revolutionary document the Combahee River Collective Statement (1974) "If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression." Stemming from this assertion, this course meets the history department and college strategic plans by reflecting on "the diverse experience of human societies" and working "for a more just world," respectively.
- II. Impact on the Curriculum- This course, already offered once as an experimental course, encourages students to read complex theoretical work, synthesize secondary documents, and analyze primary documents. Students then collate these ideas in their own words through critical writing assignments, aligning with the stated learning objectives for the history department. Additionally, this course will add to our small number of gender-based history courses, offering more diversity in how our students view history. This course will be added to our inventory of history electives and thus will not impact the distribution requirements for the major.
- III. Impact of a new course on frequency of course offerings- This course will not change the number of courses offered by the department, as it will substitute for a departmental course already in the inventory. It is anticipated that this course will be offered on a biannual basis and possible substitution courses would be A272 Black Leadership in the U.S. or A280 African American Culture and History. It is anticipated that this course will not have any effect on enrollment in other department courses nor will it prevent other required courses from being offered. There is no service learning component to this course.

This course will impact other programs by adding to their course inventory, namely African and African American Studies and Women and Gender Studies. Both programs crosslisted this course when previously offered as an experimental class (Spring 2013). Please see attached syllabus. (Attachment A)

- IV. Please see attached assessment plan. (Attachment B)
- V. Impact on the budget- There will be no negative impact on the university budget. When previously offered, this was a very popular course and attracted students from across the colleges. The history department is sufficiently staffed to teach this course and the library has ample resources for the course material. Apart from the library media staff uploading streaming video, this course proposal will require no additional support service or equipment. This course will not have a student fee attached to it nor will it need additional physical space. I do not anticipate that this course will impact other departments in terms of staffing, equipment, or service budgets.

## Attachment A- Proposed Syllabus

History A294: African American Women  
Loyola University New Orleans  
Fall 2017

Dr. Ashley M. Howard  
Office: 422 Bobet Hall  
Class: TBD  
Office Hours: TBD  
Tel.: (504) 864-3555  
E-mail: [ahoward2@loyno.edu](mailto:ahoward2@loyno.edu)

This course will explore the cultural, social and political history of African American women from slavery to the present. Interdisciplinary in approach, we will utilize books, primary sources, art, and film to explore how African American women navigated the intersection of race, class, gender, and sexuality in defining themselves. Major themes will include labor, social movements, community and institution building, violence, and incarceration.

### Course Objectives:

- Gain an understanding of the chronology and major themes of African American history;
- Analyze primary and secondary historical sources;
- Present written ideas in a clear, concise, and organized fashion;
- Demonstrate knowledge of the relationship between past and present.

### Course Themes:

- Intersectionality;
- Centering black women's experience, networks, and activism;
- Black feminist theory;
- Conflict as an agent of change.

### Course Texts:

#### *Required*

- Butler, Octavia E. *Kindred*. (Boston: Beacon Press, 1988)
- Clark-Lewis, Elizabeth. *Living in, Living Out: African American Domesticity in Washington, D.C. 1910-1940*. (Washington, D.C.: Smithsonian Institute, 2010)
- Lee, Chana Kai. *For Freedom's Sake: The Life of Fannie Lou Hamer*. (Urbana: University of Illinois Press, 2000)
- Richie, Beth. *Arrested Justice: Black Women, Violence, and America's Prison Nation*. (New York: NYU Press, 2012)

#### *Recommended*

- Jones, Jacqueline. *Labor of Love, Labor of Sorrow: Black Women, Work, Slavery and the Family from Slavery to the Present*. (New York: Basic Books, 2009)

**Communication:** I encourage you all to stop by at least once this semester for office hours. You do not need a specific question, I am happy just to chat. I check e-mail infrequently, but all e-mails will receive a response within twenty-four hours.

**Attendance:** Attendance is mandatory. Though your reason may be legitimate, your presence will be missed. Each student will receive three “free” absences without an excuse. All subsequent absences will result in a deduction of two (2) percentage points from your final grade. Students who miss more than twelve (12) classes will not pass the course.

**Participation:** This course is discussion-based seminar. It is essential that you arrive prepared. Proper preparation includes but is not limited to: bringing your written notes, introducing discussion questions, and articulating historical precedents and modern-day correlations.

**Course Work:** Throughout the semester you will be graded on five essays (5 pages each), one film review (3 pages each), and ten reading responses (1-2 pages each). Written work must include thesis statements, cited examples, and conform to the basic rules of good academic writing.

**Writing Center:** Writing is a process. You should start your writing assignments well before the due date and have another person review your work before you turn it in. Free peer writing consultation is available in the Writing Center, located in Bobet 100. The center is open Monday-Thursday 9 a.m.-9 p.m., Friday 9 a.m.-4 p.m., and Sunday 4 p.m.-9 p.m. No appointment necessary. For any additional questions about the Writing Center, call 865-2297.

**Late Assignments:** All assignments are to be handed in at the beginning of class. Assignments will not be accepted via e-mail. Late assignments will be reduced by one letter grade for each day they are late. Any assignment not submitted will receive a zero. Please take care to save your work frequently and hold on to any graded materials until the end of the semester.

**Departmental Statement on Plagiarism:** “Plagiarism – the use of another person’s ideas or wording without giving proper credit – results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”



William G. Campbell, Stephen V. Ballou, and Carole Slade, *Form and Style: Thesis, Reports, Term Papers*, 6th edition (Boston: Houghton Mifflin, 1982), p. 52.

**Complaints:** I will make every effort to grade fairly and consistently. I will discuss grades two days after assignments have been returned. This allows you to time to digest my comments and schedule a meeting to discuss them in person.

**Emergency/Evacuation Policy:**

In the event that there is an interruption to our course due to the cancellation of classes by the university as a result of an emergency, we will continue our course on *Blackboard* within 48 hours after cancellation.

All students are required to sign on to *Blackboard* and to keep up with course assignments within 48 hours of evacuation and routinely check for announcements and course materials associated with each class. Class handouts will be posted under “course materials.”

Students should be familiar with their responsibilities during emergencies, including pre-evacuation and post-evacuation for hurricanes. This information is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

Additional emergency-planning information is also available at <http://academicaffairs.loyno.edu/emergency-planning>

**Students with Disabilities:** If you have a disability and wish to receive accommodations, please contact Richelle Voelker, Director of Disability Services, at 865-2900. If you wish to receive test accommodations (e.g. extended test time), you will need to provide me with an official Accommodation Form from Disability Services located in Marquette 112.

**Course Expectations:**

1. **Be prepared.** Come to class with the assignments read, any writing assignments completed, and ready to actively participate in discussion.
2. **Be courteous.** The classroom is a place for the exchange of ideas. Take care to listen, react, and respond respectfully to one another’s opinions. No intimidating or insulting behavior will be tolerated.
3. **Be responsible.** No computers will be allowed in the classroom. Do not fall asleep, pass notes, text message, or engage in anything that would be less than appropriate behavior for a college classroom. At times, I will ask you to stop. More often than not I will say nothing, and you will receive a zero for participation.
4. **Be yourself.** Each of us has unique perspectives, experiences, and understandings of the world we live in, please share them within the context of the course. This only broadens our collective historical knowledge.

**Course Grade:**

Paper I (2/4)	10%
Paper II (3/4)	10%
Paper III (4/3)	15%
Paper IV (5/1)	15%
Film Review I (4/15)	5%
Responses	20%
Participation	25%
	<hr/>
	100% of total Course Grade

***Grading Scale***

- A 94-100 Superlative
- A- 90-93 Excellent
- B+ 86-89 Very good
- B 83-85 Good
- B- 80-82 Fairly Good
- C+ 76-79 Very satisfactory
- C 73-75 Satisfactory
- C- 70-72 Almost satisfactory
- D+ 65-69 Minimal pass
- D 60-64 Minimal pass
- F below 60 Fail

**A Final Word on History:** Frequently we all get wrapped up in performance measures: what grade we will receive, how many points we need for an “A,” etc. I hope at some point, even for a brief moment, this class can transcend that. This “a-ha” moment comes in many forms, from finally figuring out a joke in *Forrest Gump* to out maneuvering your parents in a discussion. I look forward to hearing these experiences as they come in.

## Week 1:

XX: Course Overview//What is African American Women's History?

XX: Black Feminist Thought

- *Reading assignment: Kindred*, p. 9-18
- *Discussion:* Patricia Hill Collins, "The Social Construction of Black Feminist Thought;" Frances Beale, "Double Jeopardy: To Be Black and Female"

## Week 2

XX: Black Feminist Thought

- *Reading assignment: Kindred*, p. 18-52
- *Discussion:* Alice Walker, "In Search of Our Mother's Gardens;" Darlene Clark Hine "Rape and the Inner Lives of Black Women: Thoughts on the Culture of Dissemblance"

XX: Black Women in Slavery (labor)

- *Reading assignment: Kindred* p. 52-108
- *Discussion:* Sojourner Truth, "Ain't I A Woman," Harriet Jacobs, "The Trials of Girlhood" and "The Jealous Mistress" in *Incidents in the Life of a Slave Girl*
- *Background:* Jones, *Labor of Love*, p. 9-43

## Week 3

XX: No class

- *Reading assignment: Kindred*, p. 108-189

XX: Black Women in Slavery

- *Reading assignment: Kindred* p. 189-240
- *Discussion:* Jennifer Morgan, "'Hannah and Hir Children': Reproduction and Creolization Among Enslaved Women," p. 107-144

## Week 4

XX: *Kindred*

- *Reading assignment: Kindred*, p. 240-262

XX: Free Women of Color

- *Discussion:* Wilma King, "Out of Bounds: Emancipated and Enslaved Women in Antebellum America" and Joan M. Martin "Placage and the Louisiana Gens de Couleur Libre: How Race and Sex Defined the Lifestyles of Free Women of Color"
- *Background: Labor of Love*, p. 43-77

## Week 5

XX: Black Women in the Nadir

- *Discussion:* Ida B. Wells-Barnett “The Remedy” from the Red Record; Mary Church Terrell, “Lynching from the Negro Point of View,” and Gwendolyn Brooks, “Ballad of Pearl May Lee”
- *Background:* *Labor of Love*, p. 77-103
- **Homework:** Kindred paper due

XX: African American Clubwomen

- *Reading assignment:* *Living In, Living Out*, p.1-50
- *Discussion:* Stephanie Shaw, “Black Club Women and the Creation of the National Association of Colored Women” and Charlotte Hawkins Brown, “The Negro and the Social Graces”
- *Background:* *Labor of Love*, p. 131-163

## Week 6

XX: No Class

**Homework:** Watch and take notes on *The Help*

## Week 7

XX: Black Women in the Great Depression

- *Reading Assignment:* *Living In, Living Out*, p.51-97
- *Discussion:* Ella Baker and Marva Collins, excerpt “*Bronx Slave Market*” and Robert Boyd “Race, Labor, and Market Disadvantage, and Survivalist Entrepreneurship: Black Women in the Urban North During the Great Depression”
- *Background:* *Labor of Love*, p. 163-195

XX: Black Women in Two World Wars

- *Reading Assignment:* *Living In, Living Out*, p.98-146
- *Discussion:* *Black Rosie the Riveter*; Watch *Invisible Warriors* trailer; Excerpt from *One Woman’s Army* by Charity Adams Early
- *Background:* *Labor of Love*, p. 195-229

## Week 8

XX: *Living In, Living Out*

- *Reading Assignment:* *Living In, Living Out*, p.147-172; ABWH Statement on the Help; Excerpts from *Telling Memories Among Southern Women*

XX: Civil Rights Organizing

- *Discussion*: “Rethinking Social Movement Theory: Race, Class, Gender, and Culture” in *How Long, How Long*
- *Background Reading*: *Labor of Love*, p. 195-229

## Week 9

XX: Civil Rights

- *Discussion*: Danielle McGuire “It Was if All of Us had Been Raped” in *At the Dark End of the Street*; SNCC 1964 Position Paper on Women
- **Homework**: Domestic Labor paper due

XX: Black Power

- *Reading Assignment*: *For Freedom’s Sake*, p.1-60
- *Discussion*: Tracye Matthews “Nobody asks what a man’s role in the Revolution is: Gender and Sexual Politics in the Black Panther Party, 1966-1817” in *The Black Panther Party Reconsidered*
- *Background Reading*: *Labor of Love*, p. 229-267

## Week 10

XX: Black Power

- *Reading Assignment*: *For Freedom’s Sake*, p.61-102
- “Black Women, Urban Politics, and Engendering Black Power” in *Black Power Movement*

XX: Black Feminism

- *Reading Assignment*: *For Freedom’s Sake*, p.103-135
- *Discussion*: “Black Feminists Respond to Black Power Masculinism,” in *Black Power Movement*

## Week 11

XX: Black Feminism

- *Reading Assignment*: *For Freedom’s Sake*, p.136-162
- *Discussion*: Mission statements of NBFO, Combahee River Collective, and Third World Feminist Alliance; Excerpt from a *Place of Rage?* Black Macho and the Myth of the Black Superwoman

XX: *For Freedom’s Sake*

- *For Freedom’s Sake*, p.163-183

## Week 12

XX: No class

Homework: Watch and take notes on the film *Pariah*

### Week 13

XX: No Class

XX: Black Women and Sexual Orientation

- Discussion: Excerpt from *Black Queer Studies: A Critical Anthology*
- *Background: Labor of Love, Labor of Sorrow*, p. 267-269
- **Homework:** For Freedom's Sake paper due

### Week 14

XX: Welfare Reform

- *Reading Assignment: Arrested Justice*, p. 1-23;
- *Discussion:* "Sunlight at Early Dawn" in the *Politics of Public Housing*; Johnnie Tillmon "Welfare is a Women's Issue"

XX: Reproductive Rights

- *Reading Assignment: Arrested Justice*, p. 23-65
- *Discussion:* "Making Reproduction a Crime" in *Killing the Black Body*

### Week 15

XX: Hip Hop

- *Reading Assignment: Arrested Justice*, p. 65-99
- *Discussion:* "The Effects of Images of African American Women In Hip Hop Videos on Early Adolescents' Attitudes Toward Physical Attractiveness and Interpersonal Relationships;" Watch on You Tube "Ladies First" Queen Latifah; "Stupid Hoe" Nicki Minaj
- **Homework:** Film Review due

XX: Domestic Violence

- *Reading Assignment: Arrested Justice*, p. 99-125
- *Discussion:* "Compounding the Triple Jeopardy: Battering in Lesbian of Color Relationships," "Nashville: Domestic Violence and Incarcerated Women in Poor Black Neighborhoods," and "Rethinking Battered Woman Syndrome: A Black Feminist Perspective" excerpted from *Domestic Violence at the Margins*

### Week 16

XX: Black Women and Katrina

- *Reading Assignment: Arrested Justice* p. 125-157
- *Discussion:* "Setting the Stage for Disaster," "Mothering After Disaster," "The Katrina Effect: African American Women's Networks and Poverty in New Orleans After Katrina," Excerpt from *The Women of Katrina*

XX: *Arrested Justice*

- *Reading Assignment: Arrested Justice* p. 157-167

## Week 17

XX: In The News

- Selection of current event primary documents available on Blackboard.

XX: Recap discussion

- Elizabeth Catlett slide show; “The Verbal Karate of Ms. Florence Kennedy, Esq.”
- **Homework:** Arrested Justice paper due

## Assignments

### Essay # 1

In the book *Kindred* the protagonist states "I don't have a name for the thing that happened to me, but I don't feel safe anymore." Provide specific examples that made Dana feel unsafe. In which of these experiences did she feel unsafe because she was black? Because she was a woman? Because she was a black woman? (5 pages)

### Essay #2

Compare and contrast the lives of the women in *Living In, Living Out* with the lives of the black women in *The Help*? What do you think accounts for these similarities and differences? (5 pages)

### Essay #3

How did the intersection of race, class, and gender influence Fannie Lou Hamer's understanding and approach to activism? What specific events in her life shaped and informed her sense of injustice in the world? (5 pages)

### Essay #4

In *Arrested Justice*, criminologist Beth Richie unpacks how race, class, and gender biases align to oppress black women in the modern era. Looking back at the experiences of African American women throughout history, how is this modern intersectional oppression a continuation of previous experiences? How is it divergent?

### Film Review

Taking the point of view of a college instructor consider whether the film *Pariah* is a useful teaching tool for the classroom. Provide specific examples supporting your opinion relating the film to the readings and broader course themes. (3 pages)

### Reading Response

Over the course of the semester you will be required to complete ten (10) responses on the week's readings. Your response should address the ways in which the articles challenge, affirm, or complicate the course themes. These brief essays should be a critical assessment of the author's argument, in which you identify the central thesis and supporting evidence. All responses are due in class on Wednesday the week the readings were assigned.



## Participation

Participation is graded each day on a scale from 0 (lowest) through 4 (highest), using the criteria below. These scores roughly correlate as 4=A; 3=B and so on. I expect the average level of participation to satisfy the criteria for a "3."

Score	Expectations
0	<ul style="list-style-type: none"><li>• Absent.</li><li>• Engaged in disruptive behavior.</li></ul>
1	<ul style="list-style-type: none"><li>• Present, not disruptive.</li><li>• Responds when called on but does not offer much.</li><li>• Demonstrates very infrequent involvement in discussion.</li></ul>
2	<ul style="list-style-type: none"><li>• Demonstrates adequate preparation: knows reading facts, but does not show evidence of trying to interpret or analyze them.</li><li>• Demonstrates sporadic involvement.</li></ul>
3	<ul style="list-style-type: none"><li>• Demonstrates good preparation: knows reading facts well, has thought through implications of them.</li><li>• Offers interpretations and analysis of material (more than just facts) to class.</li><li>• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li><li>• Demonstrates consistent ongoing involvement.</li></ul>
4	<ul style="list-style-type: none"><li>• Demonstrates excellent preparation: relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</li><li>• Puts together pieces of the discussion to develop new approaches that take the class further.</li><li>• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments</li><li>• Demonstrates ongoing very active involvement.</li></ul>

## Written Assignment Guidelines

1. **Formatting:** All papers must have standard formatting
  - a. Double-spaced
  - b. Typed
  - c. Page numbered
  - d. Stapled
  - e. 1" margin on all sides
  - f. Titled
  - g. 12 point standard font-Times New Roman
  - h. Chicago Manual of Style citation  
<http://www.chicagomanualofstyle.org.proxy2.library.uiuc.edu/home.html>
2. **Thesis:** All history papers must have a thesis which represents your argument. It is not a restatement of the question. Your thesis statement should be assertive and decisive.
3. **Evidence:** These are facts, quotes, and examples which prove your thesis. If it does not achieve this function, it should not be in your paper.
4. **Proofread:** Typing the last keystroke, printing, and then immediately handing the assignment to me, is not the best practice. Take time to check for small typographical errors. Nothing lowers your grade faster than sloppy work.
5. **Plagiarism:** Do not cheat, copy, steal, or "paraphrase" other people's work. All sources consulted, whether quoted directly or not, should be cited. If you have any questions regarding this, please come see me. Once your paper has been handed in, it is too late.

## Questions to Ask When Reading

1. What is the main problem the author is addressing?
2. Who is the author's audience?
3. What is the main historical question the author is asking/answering?
4. What is the author's purpose and thesis?
5. What evidence is the author using?
6. What is at stake? (The "so-what" question)
7. How does this relate to other course materials?

### Stylistic Rules for Essays

1. No one-sentence paragraphs.
2. No sentences more than two or three lines in length.
3. Do not begin consecutive sentences with the same word.
4. Minimize the use of “this” or “that” as the subject of the sentence. Replace with “this book” or “that plow.”
5. Always write in complete sentences.
6. Have strong first and last sentences in each paragraph.
7. Try to have smooth transitions between the last sentence of one paragraph and the first paragraph of the next.
8. Never use the abbreviation for a month or a day in the text.
9. Abbreviations can be used for organizations if the full name is used first. For example: National Association for the Advancement of Colored People (NAACP)
10. Do not use contractions such as “don’t,” or “won’t” use “do not” or “will not.”
11. Use individuals’ names sparingly in papers.
12. Underline or italicize book titles, plays, and albums. Place quotation marks around chapters, article titles and song names.
13. Use concrete examples to illustrate your generalizations.
14. Writing is work. Do not put it off until the last minute. Expect to revise.
15. PROOFREAD

History A294: African American Women  
Fall 2017

Grading Checklist for Papers

Student \_\_\_\_\_

Grade \_\_\_\_\_

**Strengths**

**Suggestions**

Addresses the question prompt	_____	Better prompt engagement	_____
Thesis/argument clear	_____	Need clearer focus; vague	_____
Clear outline; well-organized	_____	Structure needs work	_____
Good intro/conclusion	_____	Rework intro/conclusion	_____
Good, effective quotations from primary sources	_____	Use more/better quotations from primary sources	_____
Thorough analysis	_____	Need deeper analysis	_____
Good use of specific detail	_____	More detail needed	_____
Good internal logic	_____	Check contradictions	_____
Good command of topic	_____	Fact/concept errors	_____
Clear; well-written	_____	Fix awkward language	_____
Well-documented	_____	Cite sources	_____
Formal, appropriate language	_____	Fix language (colloquial, contractions, etc)	_____
Minimal spelling errors/typos	_____	Proofread	_____
Grammar/syntax	_____	Fix grammar/syntax	_____

**Additional Comments:**

Attachment B-Assessment Plan

IV. Attach a detailed plan for assessment of the proposed course that includes the following elements:

A. Learning Outcomes and Corresponding Assignments

Learning Outcomes	Assignments/Activities to Achieve these Outcomes
HIST 1-Achieve proficiency in the critical reading of texts.	Course readings
HIST 2-Achieve proficiency in the analysis of texts.	In-class discussion, reading responses
HIST 3-Achieve proficiency in historical writing.	Papers I-IV
HIST 4-Achieve proficiency in making historical analogies and synthesizing historical events.	Film Review
AAAS 1-Engage in the methodologies and critical interventions of the field of African American studies	Course Readings
AAAS 2- Privilege people of African descent as producers of knowledge not simply subjects of study	Course Readings
AAAS 3- Take an intersectional approach to show how race interacts with other social statuses (ethnicity, gender, sexual orientation, social class, religion, ability, etc)	Course Readings

B-G At the end of this course I want students to understand the following things: general knowledge of the chronology and major events of African American history; intersectionality and black feminist theory. The two main methods for evaluation student success will be written assignments (papers, film reviews, and reading responses) and in-class discussions. These will be graded on an A-F scale. Students who have been positively impacted by this course will be able to articulate dominant trend and chronology in African American history and successfully apply theory to historical evidence, gauged through writing assignments and content of in-class discussions. The observation of discussion will occur at every class occasion; student writing will be assessed weekly. In addition to the end of course teaching evaluations, a midterm evaluation will also be administered to determine class satisfaction. The instructor will utilize Blackboard and LORA for the administrative and academic oversight of this course. There is no foreseeable impact of this course on accreditation or certification.