

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

APP 2/26/91

LSC Use Only
Number 148
Action Approved
Date 11-29-90

UWUCC Use Only
Number 36
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE African American Women . HI 366
DEPARTMENT History
CONTACT PERSON William King

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
- Course Approval and Liberal Studies Approval
- Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Mark Rife
Department Curriculum Committee

Neil B. ...
Department Chairperson

John ...
College Curriculum Committee

John ...
College Dean*

Charles D. ...
Director of Liberal Studies
(where applicable)

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted to LSC _____ Semester/Year to be implemented _____ Date to be published in Catalog _____
to UWUCC _____

Course description

African-American Women in History is an upper level course covering major social, economic, and political issues which have affected black women since their introduction into North America to the present.

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u> X </u>	<u> </u>
2. Literacy--writing, reading, speaking, listening	<u> </u>	<u> X </u>
3. Understanding numerical data	<u> </u>	<u> </u>
4. Historical consciousness	<u> r </u>	<u> </u>
5. Scientific inquiry	<u> </u>	<u> </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> </u>	<u> </u>
7. Aesthetic mode of thinking	<u> </u>	<u> </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	<u> </u>	<u> X </u>
C. Understanding the Physical Nature of Human Beings	<u> </u>	<u> r </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u> r </u>
2. Use of computing technology	<u> </u>	<u> </u>

Part II.

A. Intellectual Skills and Modes of Thinking

1. Rather than continuously viewing African American women as victims, they are studied to determine how they responded to historical events as the intersect with gender, class, race, and age issues across geographical regions. This requires asking new questions and deciding, based upon evidence, what to accept or reject.

2. Students are required to interpret historical documents and to complete a research paper; therefore they must gather and analyze data before writing. After evaluating their document analyses, a class discussion follows which focuses upon their interpretations. Participation in the discussion involves speaking, sometimes to amplify their conclusions, and listening.

4. The reading selections are designed to make students more aware of nuances in history and the implications. The authors offer various interpretations; consequently, students will become aware of not only differences in interpretations but how they change over time.

B. Acquiring a Body of Knowledge of Understanding Essential to an Educated Person

History, traditionally, omitted or paid little attention to women, ethnic minorities, and the poor. Neglected groups were viewed as "passive objects" who lacked innovative leadership and followed others willingly. This course is designed to eradicate that void. Additionally, the skills required for successful completion of the course are essential to the successful completion of any course in higher education.

C. Understanding the Physical Nature of Human Beings

Through the reading of biographies and autobiographies students will come to know more about the responses of individuals to historical events. Among the physiological issues dealt with are those of life expectancy, aging, health care and nursing, and the incidence of sickle cell anemia, tuberculosis, and stress among African-American women. Through the readings students will learn about the physiological as well as the social dimension of these issues.

D. Certain Collateral Skills

Full utilization of scholarly journals, monographs, and other forms of print media in the field requires knowledge of the library and library services in addition to research and decision making skills. Knowledge and skills honed in this course are applicable to other undergraduate and graduate courses.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

Syllabi and content of the course will be reviewed regularly by the departmental curriculum committee.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

See syllabus.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

See syllabus.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills: such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

Students should already have a sufficient background in history to succeed in this course because of their social studies courses from high school. A course for beginning history majors would deal more with particular facets of history and with historiography.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

6.

Part III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?

- E. 2. The course requires the interpretation of original historical documents wherein students determine the nature and significance of documents based upon their questions within the broad categories of race, class, gender, age, and region. They also study the document to raise questions about changes over time. See syllabus.
3. Class discussions are based upon a wide range of required and suggested reading which often dispute or confirm general beliefs about the subject. Students are encouraged to participate freely and to evaluate the readings. Course examinations are also based upon the readings.
6. To understand historical changes over time, students are encouraged to compare and contrast social, economic, and political developments in different periods.

7

CHECK LIST — LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

I. ~~Afro-American Women in History is an upper level~~ course covering major issues that have affected black women. An observer noted that "the historical and socio-political experiences of black Women have often gone unrecorded and unrecognized. Where these experiences have been noted our understanding of the phenomenon of her essence in being female as well as black has often been obscured." With this in mind, our task will be designed to study the Afro-American woman in the historical setting with the use of the best and most recent reading available; consequently, you will have a variety of reading selections. Additional bibliographical data will be distributed in class as the class progresses.

II. Objectives:

1. To examine the life cycle of African American women as members from the perspectives of race and gender.
2. To discuss the role of African American women in the areas of politics, business, education, literary and artistic creativity.
3. To analyze the images of and myths about African American women.
4. To study the historical context in which black and white American women interact.
5. To interpret original sources

III. Course Outline

The discussion topics should be completed weekly with few exceptions

1. Introduction

- A. Black Women in historical perspectives
- B. Historiography and Interpretation

Required Reading:

Gerda Lerner, The Majority Finds its Past: Placing Women in History (New York: Oxford, 1979), Ch. 5 "Black Women in the United States: A Problem in Historiography and Interpretation," 63-82.
(reserve)

2. Slavery and Freedom

- A. Status -slave/free
- B. Resistance

C. Life Cycle

Required Reading:

Jones, Labor of Love, Chapters 1-2.
 Lerner, Black Women, Section 1, "Slavery."
 Jacobs, Incidents in the Life of a Slave Girl.

Suggested Readings:

John W. Blassingame, The Slave Community: Plantation Life in the Antebellum South (New York: Oxford, 1972).
 Herbert Gutman, The Black Family in Slavery and Freedom 1750-1925. (New York: Vintage, 1977).
 Joyce Hollyday, "Sojourner Truth: A Pillar of Fire," Sojourners 15 (December 1986): 15-20.
 Darlene Clark Hine and Kate Wittenstein, "Female Slave Resistance: The Economics of Sex in Filomina Chioma Steady, ed., The Black Woman Cross-Culturally (Cambridge: Schenkman, 1981), 289-300.
 Suzanne Leheck, The Free Women of Petersburg: Status and Culture in a Southern Town, 1784-1860 (New York: Norton, 1984).
 Dorothy Porter, "Sarah Parker Remond: Abolitionist and Physician," Journal of Negro History (cited hereafter as JNH) 70 (July 1935): 287-93.
 Loren Schweninger, "A Slave Family in the Antebellum South," JNH 60 (January 1975): 29-44.
 Deborah Gray White, "The Lives of Slave Women," Southern Exposure 12 (Nov/Dec 1984): 32-39.

3. Myths

- A. "The Myth of the Black Matriarchy"
- B. "The Myth of Double Advantage"
- C. "Double Jeopardy: To be Black and Female"
 "tragic Octoroon,"

Required Reading:

Lerner, Black Women, "The Myth of the 'Bad' Black Woman."
 Deborah Grey White, Am't I a Woman: Female Slaves in the Plantation South, Chapters 1, 5, and epilogue. (reserve)

Suggested Reading:

Francis Beale, "Double Jeopardy: To be Black and Female," in Toni Cade, ed., The Black Woman, 90-100. (New York: Mentor: 1970)
 Daren Fulbright, "The Myth of the Double Advantage," in Margaret Simms, ed., Slipping Through the Cracks: The Status of Black Women (New Brunswick: Transaction Books, 1986), 3-45.
 Gloria T. Hull, et al eds., All the Women are White, All the Blacks are Men, But Some of Us are Brave: Black Women's Studies (Old Westbury: The Feminist Press, 1982), 61-102.
 Robert Staples, "The Myth of the Black Matriarchy," in Filomina Chioma Steady, ed., The Black Woman Cross-Culturally (Cambridge:

Schenkman, 1981), 335-48.

4. Education

- A. Slavery as a "school"
- B. Post War Education
- C. Contemporary American Schools

Required Reading:

Lerner, Black Women, Section 2, "The Struggle for Education."
 Gloria T. Hull, Patricia Bell Scott, and Barbara Smith, eds., "Three's a Crowd: The Dilemma of the Black Woman in Higher Education," in All the Women Are White, All the Blacks are Men, But Some of Us Are Brave 115-128. (reserve)

Suggested Reading:

Ray A. Billington, ed., The Journal of Charlotte L. Forten. (New York: Collier, 1961).
 Elizabeth Jacoway, Yankee Missionaries in the South: The Penn School Experiment. (Baton Rouge: Louisiana State University, 1980).
 Simms, Slipping Through the Cracks, 79-138.
 Thomas Webber, Deep Like the Rivers: Education in the Slave Community, 1831-1865 (New York: Norton, 1978).
 "Nannie Burroughs and the Education of Black Women" in Sharon Harley, ed., The Afro-American Women: Struggles and Images (Port Washington: National University Publications, 1978), 97-108.

Test I

5. "Lifting as we Climb"

- A. Clubs
- B. Crusades
- C. "Callings"

Required Reading:

Lerner, Black Women, Section 8, "From Benevolent Societies to National Club Movement."

Giddings, When and Where I Enter, Chapters 1-7, "The Women's Movement and Black Discontent."

Suggested Reading:

Gerda Lerner, "Community Work of Black Club Workers," in The Majority Finds Its Past, 83-93.
 Linda Perkins, "Black Women and Racial "Uplift" Prior to Emancipation in Filomina Chionna Steady, ed., The Black Woman Cross-Culturally (Cambridge: Schenkman, 1981) 301-34.
 Cynthia Neverdon-Morton, "The Black Woman's Struggle for Equality in

the South, 1895-1925," in Sharon Harley, ed., The Afro-American Women: Struggles and Images (Port Washington: National University Publications, 1978), 43-57.

6. Labor of Love

- A. Domestic Works
- B. Factory Jobs
- C. Unemployment and Underemployment

Required Reading:

lerner, Black Women, section 4, "Making a Living."

Jones, Labor of Love, Chapters 3-7.

Karen Tucker Anderson, "Last Hired, First Fired: Black Women Workers During the World War II," Journal of American History, 69 (June 1982): 82-97.

Suggested Readings:

Dolores Aldridge, "Black Women in the Economic Marketplace," Journal of Social and Behavioral Sciences (Winter 1975): 48-62.

Claudia Goldin, "Female Labor Force Participation: The Origin of the Black and White Difference, 1870-1880," Journal of Economic History 37 (July 1977): 87-108.

Sharon Harley, "Northern Black Female Workers: The Jacksonian Era," in Sharon Harley, ed., The Afro-American Women: Struggles and Images (Port Washington: National University Publications, 1978), 5-16.

Simms, Slipping Through the Cracks, 7-78.

"The Changing Status of Negro Women Workers," Monthly Labor Review 87 (June 1964): 671-673.

7. The Arts

- A. Black Women and Literature
- B. Black Women and Music
- C. Black Women and the Theatre

Required Reading:

Trudier Harris, "Moms Mabley: A Study in Humor, Role Playing, and the Violation of Taboo," The Southern Review 24 (Autumn 1988): 763-76. (reserve)

Daphne D. Harrison, "Black Women in the Blues Tradition," in Sharon Harley, ed., The Afro-American Women: Struggles and Images (Port Washington: National University Publications, 1978), 58-73. (reserve)

Irene V. Jackson-Brown, "Black Women and Music" and Andrea B. Rushing, "Images of Black Women in Afro-American Poetry," in Filomina Chioma Steady, ed., The Black Woman Cross-Culturally (Cambridge: Schenkman, 1981), 383-416. (reserve)

Suggested Reading:

Zora Neale Hurston, Their Eyes Were Watching God (Philadelphia: Lippincott Company, 1937).

Toni Morrison, Beloved (New York: Random House, 1987).

Ann Petry, The Street (New York: Pyramid Books, 1976).

Alice Walker, The Color Purple (New York: Pocket Books, 1985).

Barbara Christian, Black Feminist Criticism: Perspectives on Black Women Writers (New York: Pergamon Press, 1985).

Margaret Walker, Daemonic Genius: A Portrait of the Man, A Critical Look at His Work (New York: Warner, 1988).

- B. The Black Woman and the Criminal Justice System
 - A. Racial Disparities
 - B. Crimes Against Poverty
 - C. Crimes against Person

Required Reading:

Robert Chrisman, "Black Prisoners-White Law," The Black Scholar 1 (April/May 1971): 44-46.

Laurence French, "The Incarcerated Black Female," The Black Woman, 369-82. (reserve)

-----, "An Assessment of the Black Female Prisoner in the South," Signs 3 (Winter 1977): 483-88.

Assata Shakur, "Women in Prison," The Black Scholar 9 (April 1978): 8-15.

Suggested Reading:

Cadance Kruttschnitt, "Race Relations and the Female Inmate," Crime and Delinquency 29 (October 1983): 577-92.

Reginald Major, Justice in the Round: The Trial of Angela Davis. (New York: Third Press, 1973).

Mary F. Berry, Black Resistance and White Law: A History of Constitutional Racism in America (New York: Appleton-Century-Crofts, 1971).

Test II

- 9. Black Women and Politics
 - A. The Abolitionist Movement
 - B. The Political Arena
 - C. The Women's Movement

Required Reading:

Lerner, Black Women, Section 6 "The Government Service and Political Life."

Giddings, When and Where I Enter, Chapters 8-14.

Suggested Reading:

Gerard R. Gill, "Win or Lose-We Win": The 1952 Vice-Presidential

Campaign of Charlotta A. Bass," in Sharon Harley, ed., The Afro-American Women: Struggles and Images (Port Washington: National University Publications, 1978), 109-18.

Shirley Chrisholm, Unbought and Unbossed (Boston: Houghton Mifflin, 1970).

B. Joyce Ross, "Mary McLeod Bethune and the National Youth Administration: A Case Study of Power Relationships in the Black Cabinet of Franklin D. Roosevelt," JNH 60 (January 1975): 1-28.

Rosalyn Terborg-Penn, "Discrimination Against Afro-American Women in the Women's Movement, 1830-1920," in Sharon Harley, ed., The Afro-American Women: Struggles and Images (Port Washington: National University Publications, 1978), 17-27. (reserve)

Steady, Black Women, 301-16.

"Women Who Make a Difference: Barbara Jordan," Minorities and Women in Business (January/February 1987), 13.

10. TODAY'S BLACK WOMAN

A. Health (physical, mental, emotional)

B. Family/Feminism

C. Economics

Required Reading:

Jones, Labor of Love, Chapter 8 and Epilogue.

Biddings, When and Where I Enter, Chapters 15-20.

Dorothy Gilliam and Jacqueline Trescott, "The New Black Woman," The Washington Post, December 28, 29, 20, 1986.

Carol B. Stack, "Sex Roles and Survival Strategies in an Urban Black Community," in Filomina Chioma Steady, ed., The Black Woman Cross-Culturally (Cambridge: Schenkman, 1981), 349-67. (reserve)

Suggested Reading:

Hine, Darlene Clark. Black Women in White: Racial Conflict and Cooperation in the Nursing Profession (Bloomington: Indiana, 1989).

Hooks, Ain't I a Woman: Black Women and Feminism, 119-96.

Joyce Ladner, Tomorrow's Tomorrow: The Black Woman (Garden City: Doubleday, 1972).

Simm, Slipping Through the Cracks, 139-78.

Beverly Smith, "Black Women's Health: Notes for a Course," in Hull, All the Women Are White. All the Blacks are Men, 103-114.

Lerner, The Majority Finds its Past, pp. 94-111.

Robert Staples, "Black Women and Women's Liberation" The Black Woman in America: Sex, Marriage, and the Family, 161-82.

Sheyann Webb, Selma. Lord. Selma: Girlhood Memories of the Civil Rights Movement (University, Alabama: University of Alabama, 1980).

IV. Evaluation

Three in-class essay examinations will constitute 60 percent, or 20 percent each, of your final grade while two document analyses assignments count for 10 percent each and a paper (minimum of ten typewritten double spaced pages) will count for the remaining 20 percent of the grade.

The paper is due December 6, 1989. Additional information will be forthcoming regarding this assignment. Document will be handed out in class along with instructions. The typewritten analyses are due the following class meeting.

Examination Schedule

Office Hours

- #1 October 11, 1989
- #2 November 15, 1989
- Final examination

- Tu/Th 11:30-12:45 p. m.
- Wednesday 4:00-5:45 p. m.
- Other hours by appointment

Grading Scale

- A = 90-100
- B = 80-89

- C = 70-79
- D = 60-69

Required Texts:

Paula Giddings, When and Where I Enter: The Impact of Black Women on Race and Sex in America (New York: Bantam, 1984).

Harriet Jacobs, Incidents in the Life of a Slave Girl: Written by Herself, ed. Jane Jagan Yellin (Cambridge: Harvard, 1987).

Gerda Lerner, ed., Black Women in White America: A Documentary History (New York: Vintage, 1973).

Jacqueline Jones, Labor of Love, Labor of Sorrow: Black Women, Work and the Family. From Slavery to the Present (New York: Vintage, 1986).

The following books, although not required, are especially useful for this course.

John W. Blassingame and Mary F. Berry, Long Memory: The Black Experience in America (New York: Oxford University Press, 1982).

Sharon Harley and Rosalyn Terborg-Penn, The Afro american Woman: Struggles and Images (Port Washington: National University Publications, 1978).

Bell Hooks, Ain't I a Woman: Black Women and Feminism (Boston: South End Press, 1981).

Gloria T. Hull, Patricia Bell Scott, and Barbara Smith, eds. All the Women Are White. All the Blacks Are Men. But some of Us are Brave: Black Women's Studies (Old Westbury: Feminist Press, 1982).

Gerda Lerner, The Majority Finds its Past: Placing Women in History (New York: Oxford University Press).

Filomina Chionna Steady, ed., The Black Woman Cross-Culturally (Cambridge: Schenkman, 1981).

Deborah Gray White, Ar'n't I a Woman? Female Slaves in the Plantation South (New York: Norton, 1985).

VI. This course does not require any special resources.

Bibliography

- Aldridge, Dolores. "Black Women in the Economic Marketplace," Journal of Social and Behavioral Sciences (Winter 1975): 48-62.
- Beale, Francis. "Double Jeopardy: To be Black and Female," in Toni Cade, ed., The Black Woman: An Anthology (New York: , 1970), 90-100.
- Berry, Mary F. Black Resistance and White Law: A History of Constitutional Racism in America (New York: Appleton-Century-Crofts, 1971).
- Billington, Ray A., ed. The Journal of Charlotte L. Forten. (New York: Collier, 1961).
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- "The Changing Status of Negro Women Workers," Monthly Labor Review 87 (June 1964): 671-673.
- Chrisholm, Shirley. Unbought and Unbossed (Boston: Houghton Mifflin, 1970).
- Christian, Barbara. Black Feminist Criticism: Perspectives on Black Women Writers (New York: Pergamon Press, 1985).
- Fulbright, Daren. "The Myth of the Double Advantage," in Margaret Simms, ed., Slipping Through the Cracks: The Status of Black Women (New Brunswick: Transaction Books, 1984), 33-45.
- Gill, Gerald R. "Win or Lose-We Win": The 1952 Vice-Presidential Campaign of Charlotta A. Bass," in Sharon Harley and Rosalyn Terborg-Penn, The Afro-American Woman: Struggles and Images (Port Washington: National University Publications, 1978), 109-113.
- Goldin, Claudia. "Female Labor Force Participation: The Origin of the Black and White Difference, 1870-1880," Journal of Economic History 37 (July 1977): 87-108.
- Gutman, Herbert. The Black Family in Slavery and Freedom 1750-1925. (New York: Vintage, 1977).
- Harley, Sharon. "Northern Black Female Workers: The Jacksonian Era," in Sharon Harley and Rosalyn Terborg-Penn, The Afro-American Woman: Struggles and Images (Port Washington: National University Publications, 1978), 5-16.

Hine, Darlene Clark. Black Women in White: Racial Conflict and Cooperation in the Nursing Profession (Bloomington: Indiana, 1989).

Hine, Darlene Clark and Wittenstein Kate. "Female Slave Resistance: The Economics of Sex" in Filomina Chioma Steady, ed., The Black Woman Cross-Culturally (Cambridge: Schenkman, 1981), 289-300.

Hollyday, Joyce. "Sojourner Truth: A Pillar of Fire," Sojourners 15 (December 1986): 15-20.

Hooks, Bell. Ain't I a Woman: Black Women and Feminism (Boston: South End Press, 1981), 119-96.

Hull, Gloria T., Patricia Bell Scott, and Barbara Smith, eds. All the Women Are White, All the Blacks Are Men, But some of Us are Brave: Black Women's Studies (Old Westbury: Feminist Press, 1982), 61-102.

Hurston, Zora Neale. Their Eyes Were Watching God (Philadelphia: Lippincott Company, 1937).

Jacoway, Elizabeth. Yankee Missionaries in the South: The Penn School Experiment. (Baton Rouge: Louisiana State University, 1980).

Kruttschnitt, Cadance. "Race Relations and the Female Inmate," Crime and Delinquency 29 (October 1983): 577-92.

Ladner, Joyce. Tomorrow's Tomorrow: The Black Woman (Garden City: Doubleday, 1972).

Lebsock, Suzanne. The Free Women of Petersburg: Status and Culture in a Southern Town, 1784-1860 (New York: Norton, 1984).

Lerner, Gerda. The Majority Finds its Past: Placing Women in History (New York: Oxford, 1979), 83-93, 94-111.

Major, Reginald. Justice in the Round: The Trial of Angela Davis. (New York: Third Press, 1973).

Morrison, Toni. Beloved (New York: Random House, 1987).

Murray, Pauli. Song in a Weary Throat:
 "Nannie Burroughs and the Education of Black Women" in Sharon Harley and Rosalyn Terborg-Penn, The Afro-American Woman: Struggles and Images (Port Washington: National University Publications, 1978), 97-108.

- Neverdon-Morton, Cynthia. "The Black Woman's Struggle for Equality in the South, 1895-1925," in Sharon Harley and Rosalyn Terborg-Penn, The Afro-American Woman: Struggles and Images (Port Washington: National University Publications, 1978), 43-57.
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COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

- A1 This course is designed to serve as an elective for history majors as well as others. It may be used to fulfill the women's studies area requirements. It is also structured to meet Liberal Studies requirements.
- A2 This is a new course; therefore, it does not require changes in any existing course. See syllabus.
- A3 This is a traditional, upper level survey course and it is comparable to others offered in the department.
- A4 Yes. This course was offered by Dr. Wilma King with an enrollment of six undergraduate students in the Fall 1988. It was offered a second time, Fall 1989, with an enrollment of nineteen. Three of the students were graduates.
- A5 Yes. Application is being made to the Graduate School for graduate status.
- A6 No.
- A7 Yes. San Jose State University, Wellesley College, University of Maryland, University of Massachusetts, Hampshire College
- A8 No.

Section B: Interdisciplinary Implications

- B1 The course is designed to be taught by one person.
- B2 No.
- B3 There is no relationship.
- B4 Yes.

Section C: Implementation

- C1 Resources
 - a. No new faculty will be needed
 - b. Adequate space is available.
 - c. No special equipment is needed. Classrooms are equipped with television monitors for viewing films which are available through the university media resource center.
 - d. The general library collection is adequate for the

course. Special materials may be acquired through interlibrary loans as needed.

f. Travel funds are not required.

C2 No.

C3 One section of the course will be offered in alternate years unless the demand requires otherwise.

C4 One.

C5 To foster class discussion and group participation the class size should not be larger than thirty students.

C6 No.

C7 No.

Section D: Miscellaneous