

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 exemption)

III. APPROVALS

Mark Rife
Department Curriculum Committee

Neil B. Helm
Department _____

Charles D. Cash
College Curriculum Committee

Neil B. Helm
College Dean

Director of Liberal Studies
(where applicable)

Provost
(where applicable)

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.

Liberal Studies Form -- 2

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 as well.]

[The remainder of the page is a series of horizontal lines for writing an explanation.]

Part II.

A. Intellectual Skills and Modes of Thinking

1. Rather than continuously viewing African American women as victims, they are studied to determine

Liberal Studies Form - 3

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.

What are the strategies that your department will use to...

Liberal Studies Form -- 4

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 must live formally in accordance with it.

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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...



History 481
Afro-American Women in History

W. King
214 Keith, X-2766

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

C. Life Cycle

Required Readings:

- 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

Schenkman, 1981), 335-48.

4. Education

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

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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

Suggested Reading:

7000 No. 10. Hunter - The ...

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

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

Tu-Th 11:30-12:15



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

[REDACTED]

[REDACTED]

Hine, Darlene Clark. Black Women in White: Social Change

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

Perkins, Linda. "Black Women and Racial "Uplift" Prior to Emancipation in Filomina Chioma Steady, ed., The Black Woman Cross-Culturally (Cambridge: Schenkman, 1981), 301-34.

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

Porter, Dorothy. "Sarah Parker Remond: Abolitionist and Physician," Journal of Negro History (cited hereafter as JNH) 20 (July 1935): 287-93.

Ross, B. Joyce. "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.

Schweninger, Loren. "A Slave Family in the Antebellum South," JNH 60 (January 1975): 29-44.

Simms, Margaret, ed. Slipping Through the Cracks: The Status of Black Women (New Brunswick: Transaction Books, 1985), 7-138.

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

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

Staples, Robert. "The Myth of the Black Matriarchy," in Filomina Chioma Steady, ed., The Black Woman Cross-Culturally

Webber, Thomas. Deep Like the Rivers: Education in the Slave Community, 1831-1865 (New York: Norton, 1978).

White, Deborah Gray. "The Lives of Slave Women," Southern Exposure 12 (Nov/Dec 1984): 32-39.

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

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details

A1 This course is designed to

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

f. Travel funds are not required.

C2 No.

C3 One section of ...

C5 To foster class discussion and group participation the class

C6 No.

C7 No.

Section D: Miscellaneous