

## Term Information

Effective Term Spring 2023  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

AFAMAST 3086/History 3086: Black Women in Slavery and Freedom

is being submitted for approval as a theme course in Migration, Mobility, and Immobility as part of the new GE.

### What is the rationale for the proposed change(s)?

With these meaningful modifications of AFAMAST 3086/History 3086: Black Women in Slavery and Freedom, it is well suited for the Migration, Mobility, and Immobility Theme.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There are no programmatic changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3086  
Course Title Black Women in Slavery and Freedom  
Transcript Abbreviation Black Women Hist  
Course Description Traces the experiences and struggles of African American women from slavery through the Civil Rights/Black Power era.  
*Previous Value* *Traces the experiences and struggles of African American women from slavery through the Civil Rights/Black Power era. Sometimes this course is offered in a distance-only format.*  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
*Previous Value* *Yes, Greater or equal to 50% at a distance*  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No

---

<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<b>Previous Value</b>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq: English 1110.xx or permission of instructor.
<b>Previous Value</b>	<i>Prereq: English 1110.xx and any History 2000-level course, or permission of instructor.</i>
<b>Exclusions</b>	Not open to students with credit for AfAmAS 3086.
<b>Electronically Enforced</b>	No

## **Cross-Listings**

<b>Cross-Listings</b>	Cross-listed in AfAmAS.
-----------------------	-------------------------

## **Subject/CIP Code**

<b>Subject/CIP Code</b>	54.0102
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Sophomore, Junior, Senior

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors  
General Education course:  
Historical Study; Social Diversity in the United States; Migration, Mobility, and Immobility  
The course is an elective (for this or other units) or is a service course for other units

### ***Previous Value***

*Required for this unit's degrees, majors, and/or minors*  
*General Education course:*  
*Historical Study; Social Diversity in the United States*  
*The course is an elective (for this or other units) or is a service course for other units*

## **Course Details**

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• To learn about the violence, laws, customary limitations, and economic biases that have constrained the literal and figurative mobility of Black women, and about the opportunities for mobility that Black women have seized to better their lives.</li></ul>
---	--

### ***Previous Value***

**COURSE CHANGE REQUEST**  
3086 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/14/2022

**Content Topic List**

- Black women
- Slavery
- Emancipation
- Abolition
- Suffrage
- Resistance movements
- Race relations
- Segregation
- Civil Rights
- Black Power
- Sexuality
- Family structures

**Sought Concurrence**

No

**Attachments**

- AFAMAST 3086 MMI GE theme submission form.docx: GE Form  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*
- AFAMAST\_3086\_GE\_MMI\_Syllabus.docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	08/26/2022 02:56 PM	Submitted for Approval
Approved	Soland, Birgitte	08/28/2022 01:17 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/14/2022 09:16 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/14/2022 09:16 AM	ASCCAO Approval

The Ohio State University  
The Department of African American and African Studies

AFAMAST 3086/History 3086  
Black Women in Slavery and Freedom

New GE: Migration, Mobility, and Immobility (Theme)  
Old GE: Historical Studies; Social Diversity, U.S.  
3 credit hours

**Professor:**

**Term:**

**Meeting Time/Place: 2 meetings/week, 80 mins/session**

**Office Hours Time/Place:**

### Course Description

This course examines the lives, labors, cultures, and experiences of Black women in the United States, giving special attention to freedom of movement, resistance to constraints on that freedom, and political consciousness. We will explore how Black women grappled with gender, race, class, and sexuality, as well as the ways in which they have labored for self-definition and autonomy. We will seek to understand the ways in which gendered and raced identities were invented (and reinvented) in the American context, using intersectional perspectives to think through how race and gender categories combined to raise unique barriers to Black women's thriving, limiting their geographical and social mobility, and how they have battled to overcome such barriers.

Mobility and immobility are key concerns in the history of Black women in the United States. Black women have been held captive, with their ability to travel limited through enslavement and economic exploitation; their movement has been limited by legal segregation, prosecution of women who kill in self-defense, housing discrimination through red-lining, and "sundown towns" where it was not safe for them to go; their freedom to live has been erased by police killings. But mobility has also been transformative for Black women: not only escapes from servitude, but also the Great Migration, which transformed America's cities and the opportunities available to Black people; and throughout this history women have used a variety of strategies to increase their freedom to move.

Using both primary and secondary sources, we will study the past through the words of those who lived it and sharpen our ability to analyze and interpret the arguments of leading historians. Black women have been central to the formation of communities, resistance efforts, family structures, survival, and so many other aspects of life; therefore, this course centers Black women's own perspectives, learning from the ways that they have represented themselves across media, including histories, music, artwork, and more.

### Course Goals

#### Course Goals

At the end of the semester, students should be able to:

- *Recognize* Black women's myriad contributions to U.S. culture and politics.

- *Understand and apply* key theoretical frameworks developed by Black women for better thinking through U.S. social life.
- *Describe* historical and present-day situations in which institutional, economic, or legal structures have constrained or enabled the mobility of Black people.
- *Think critically* about the social construction of identity categories, including race, class, gender, and sexuality.
- *Articulate* how such identity categories affect differential social and political experiences across demographics in the U.S. context.
- *Describe* the long history of Black women in this country, particularly with respect to ongoing struggles for freedom as they define it.
- *Interrogate* the role of both state and structural/systemic power in maintaining white supremacy in the U.S. and *explain* how these structural factors affect the freedoms of Black women.
- *Appreciate* the contemporary diversity of Black feminist political thought, and its solidarities with struggles by other marginalized groups.

#### GE Theme: Migration, Mobility, And Immobility

Goals and ELOs shared by *all* Themes

**Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.**

**ELO 1.1 Engage in critical and logical thinking.**

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.**

**Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences.**

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.**

#### **Goals and ELOs SPECIFIC TO THE MIGRATION, MOBILITY, AND IMMOBILITY THEME**

**GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.**

Successful students are able to ...

**1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.** Students in this course learn about the violence, laws, customary limitations, and economic biases that have constrained the literal and figurative mobility of Black women, and about the opportunities for mobility that Black women have seized to better their lives. By reading texts written by Black women, students learn to describe these circumstances and to critique them using feminist theory.

**1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.** The experiences of immobility (e.g. captivity, segregation, entrapment) and mobility (e.g. escape, travel, and the Great

Migration) described above are featured throughout the course. Students learn to describe them in this course by reading histories and primary source materials. They read diverse perspectives on these experiences in the words of historical and present-day women. These accounts range over centuries, and a variety of times, places, and social situations. The reading response assignments will ensure that students can describe and respond to these situations. Readings about intersectionality, demonstrate the complex ways in which racial and gender dynamics intersect to impede the movement of women, including physical freedom of movement, legal rights to movement, and access to economic freedoms. In this course students encounter numerous situations that have multiple dimensions, including but not limited to gender, race, and class, and engage with these dimensions in their written work for this course.

**GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.**

**Successful students are able to ...**

**2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.** In this course students learn about experiences of migration, mobility, and immobility from a variety of first-person accounts as well as through the work of scholars; they also engage with analyses of literary texts and performances. These sources reveal a variety of perspectives on issues of constraint and freedom, immobility and mobility. The interaction of individuals with institutions is a central theme of the course: institutions such as enslavement, the legal system, and corporate workplaces have presented constraints that limited mobility; these constraints are explained and critiqued in many of the course readings.

**2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.** Perceptions and representations of mobility and immobility are presented throughout this course. The reading reflections offer opportunities for students to consider the different voices they are reading/hearing, why different authors/artists think as they do, and how mobility/immobility and opportunity are represented in these texts. In this course students study the historical circumstances that have limited the mobility of Black women and the key writings that have criticized these circumstances from the 18th century to the present day. They also study feminist theory, which gives them the analytical tools to develop their own critiques of situations in history and the present. The work of Audre Lorde, Angela Davis, Cheryl Clarke, and Patricia Hill Collins offers students contemporary models for feminist social criticism; in the reading reflections and research paper, students learn to apply these ideas in their own writing.

Old GE: Historical Studies

**Goal:** Students recognize how past events are studied and how they influence today's society and the human condition.

### **Expected Learning Outcomes**

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Old GE: Social Diversity, United States

**Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.**

### **Expected Learning Outcomes**

- **SOCIAL DIVERSITY IN THE UNITED STATES**
  1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
  2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

<b>Required Texts</b>
-----------------------

Beverly Guy-Sheftall, *Words of Fire: An Anthology of African American Feminist Thought* (New Press, 1995). Available via OSU Libraries: <https://ebookcentral-proquest-com.proxy.lib.ohio-state.edu/lib/ohiostate-ebooks/detail.action?docID=1011634>

Darlene Clark Hine and Kathleen Thompson, *A Shining Thread of Hope: A History of Black Women in America* (Broadway, 1998)

All other texts will be made available via Carmen

<b>Course Assignment and Grading Scale</b>
--

#### **Class Discussion (20%)**

Class discussions are a vital component of our course. You will need to come to class having read and completed all assignments. You should be prepared to speak and engage in class discussion in a meaningful manner. You will be required to lead discussion at least once over the course of the semester, we will pass around a sign-up sheet for which day you will lead by the second week of class. When you lead discussion, you will need to come prepared with questions to ask your classmates, as well as additional notes to guide discussion. You will need to turn these in the day that you present.

#### **In Class Assignments/Quizzes (10%)**

This part of your grade will be comprised of in-class readings quizzes and short writing assignments. There is not the possibility to make up assignments done in class, so you will need to speak to me about an alternative assignment if you have an excused absence.

#### **Response Papers (40%)**

You will need to write 5 Response papers over the course of the semester. Each paper will have its own short prompt, which will be developed in response to issues that arise and animate our class discussions. However, in general, they will each ask you summarize and respond to some specific aspect of the reading that appears to be particularly significant, thought-provoking or revealing

about Black Women and their lives. In addition to considering the assigned readings for the week, you will be asked to make connections between the reading and some other material, whether internal to the class or from outside it.

Each of the five papers should be 3-4 pages long, and they are due in class on the day when the particular book or reading is the topic of discussion. Paper 1: Due between weeks 2-4 Paper 2: Due between weeks 5-7 Paper 3: Due between weeks 8-10 Paper 4: Due between weeks 11-12 Paper 5: Due between weeks 13-15.

### **Long Research Paper (30%)**

For this assignment, students will choose a research topic, study it, and write about it. The topic should be consistent with the ideas and issues addressed in the course and determined in consultation with the professor. Specifically, the topic must engage in some way with the historicity, geographical distribution, and intersectionality of some aspect of Black and African experience in the world. Essays should be 8-10 pages in length, double-spaced, 12 pt. font (or roughly 1500-1800 words). Essays may incorporate readings and discussions from class but must expand on our classroom work with outside research and study. Students may also refer to their own experiences with the topic, but not exclusively. Self-reflection must be coupled with comparative study and research, using scholarly primary and secondary source materials. This research may involve online research databases but must employ a variety of published sources (newspaper articles, scholarly articles, encyclopedia entries, monographs, book chapters, etc.). Papers must include a paragraph describing the nature and scope of the research conducted. To locate relevant references, you should all familiarize yourselves with the university library system and its online databases, *and you must cite your sources properly!* My preference is for Chicago author-date style, which can be referenced [here](#).

### **Grading Scale:**

93 - 100 (A)  
90 - 92.9 (A-)  
87 - 89.9 (B+)  
83 - 86.9 (B)  
80 - 82.9 (B-)  
77 - 79.9 (C+)  
73 - 76.9 (C)  
70 - 72.9 (C-)  
67 - 69.9 (D+)  
60 - 66.9 (D)  
Below 60 (E)

<b>Course Policies and Resources</b>
--------------------------------------

### **Land Acknowledgement**

We acknowledge that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the

resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

## **Disability Services**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

## **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

## **Sexual Misconduct/Relationship Violence**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## **Diversity**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

<b>Tentative Schedule*</b>
----------------------------

### **Introduction**

#### **Week 1 Intersectionality: The Double Burdens of Race and Gender**

Mon

Overview of the course

Wed

1. Frances Beale, “Double Jeopardy: To Be Black and Female,” *Words of Fire*, 146-156.

#### **Week 2 Ways of Understanding and Analyzing Women’s Experiences**

Mon

1. Sandra G. Harding, “Introduction: Standpoint Theory as a Site of Political, Philosophic, and Scientific Debate,” in Harding, ed., *Feminist Standpoint Theory Reader* (Routledge, 2004), 1-16.
2. Jane Coaston, “The Intersectionality Wars,” *Vox*, May 28, 2019. <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

Wed

1. Patricia Hill Collins, “Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought,” *Feminist Standpoint Theory Reader*, 103-126.

### **Part 1: Enslavement and Resistance**

#### **Week 3 Experiences of African Women as Diasporic People in America: Jamestown to the Antebellum South**

Mon

1. Hine and Thompson, *Shining Thread of Hope*, Chapter One, “A New and Alien World: Seventeenth and Eighteenth Centuries”

Wed

1. Hine and Thompson, *Shining Thread of Hope*, Chapter Two, “A Tale of Three Cities, Late Eighteenth and Early Nineteenth Centuries”

#### **Week 4 Entrapment and Resistance: Slavery and Women’s Labor**

Mon

1. Daina Ramey Berry, *Swing the Sickle for the Harvest is Ripe*, Chapter 1, “I Had to Work Hard, Plow, and Go and Split Wood Jus’ Like a Man’: Skill, Gender, and Productivity in Agricultural Settings” (U. of Illinois Press, 2010).

Wed

1. Hine and Thompson, *Shining Thread of Hope*, Chapter Three, “Survival and Other Forms of Resistance: Antebellum Years on Slave Plantations”

#### **Week 5 Frameworks for Analyzing Slavery and Women’s Counterinsurgency Against Slavery**

Mon

1. Angela Davis, “Reflections on the Black Woman’s Role in the Community of Slaves,” *Words of Fire*, 199-219.

Wed

1. Angela Davis, “The Legacy of Slavery: Standards for a New Womanhood,” *Women, Race, and Class* (Knopf, 1983), 3-29.

#### **Week 6 Stories and Counterstories Told about Captivity**

Mon

1. Deborah Gray White, *Ar’n’t I a Woman?: Female Slaves in the Plantation South* (W.W. Norton, 1999), Chapter One, “Jezebel and Mammy: The Mythology of Female Slavery”

Wed

1. Deborah Gray White, *Ar’n’t I a Woman?*, Chapter Two, “The Nature of Female Slavery”

#### **Week 7 Women Gathering to Organize their Freedom: Anti-Slavery Conventions and Wartime Mobilization**

Mon

1. Hine and Thompson, *Shining Thread of Hope*, Chapter Four, “Resistance Becomes Rebellion: Antebellum Years Among Free African Americans”

Wed

1. Hine and Thompson, *Shining Thread of Hope*, Chapter Five, “The War for Freedom: The Civil War”

### **Part 2: Free Black Women and Nineteenth Century Political Activism**

#### **Week 8 Freedwomen’s Claims to Equality; Attempts to Restrict Movement of Free People through Violence**

Mon

1. Hine and Thompson, *Shining Thread of Hope*, Chapter Six, “Free Women in Search of Freedom: Reconstruction”

Wed

2. Hine and Thompson, *Shining Thread of Hope*, Chapter Seven, “Blossoming In Hard Soil: The Late Nineteenth Century”

### Week 9 **Fighting Lynching, Claiming Rights: Black Women’s Public Voices**

Mon

1. Sojourner Truth, “Woman’s Rights” and “When Woman Gets Her Rights Man Will Be Right” *Words of Fire*, 35-38.
2. Anna Julia Cooper, “The Status of Women in America,” *Words of Fire*, 44-50
3. Ida Wells-Barnett, “Lynch Law in America,” *Words of Fire*, 70-76.

Wed

1. Hine and Thompson, *Shining Thread of Hope*, Chapter Seven, “Blossoming In Hard Soil: The Late Nineteenth Century” (continued discussion)

### Week 10 **The Great Migration**

Mon

1. Hine and Thompson, *Shining Thread of Hope*, Chapter Eight, “No Mountain Too High: Early Twentieth Century”

Wed

2. Hine and Thompson, *Shining Thread of Hope*, Chapter Nine, “They Carried Their Freedom Bags: The Great Migration”

## **Part 3: Black Women’s Activism in the Twentieth Century**

### Week 11 **Defining Freedoms: Movement, Voting Rights, Economic Participation**

Mon

1. Angela Davis, “The Meaning of Emancipation According to Black Women,” *Women, Race, and Class*, 87-98
2. Angela Davis, “Education and Liberation: Black Women’s Perspective,” *Women, Race, and Class*, 99-109.
3. Angela Davis, “Woman Suffrage at the Turn of the Century: The Rising Influence of Racism,” *Women, Race, and Class*, 110-126.

Wed

1. Lorraine Hansberry, Introduction by Margaret B. Wilkerson”; “Simone de Beauvoir and *The Second Sex: An American Commentary*,” *Words of Fire*, 125-142

### Week 12 **Forging National and International Black Feminist Networks: The Combahee River Collective**

Mon

1. Beverly Guy-Sheftall, Introduction, *Words of Fire*, 229-230.
2. The Combahee River Collective, A Black Feminist Statement, *Words of Fire*, 231-240.

Wed

1. Documentary Screening

**Week 13 Black Feminism and Social Critique: Establishing Women's Spaces and Powers**

Mon

1. bell hooks, "Black Women: Shaping Feminist Theory," *Words of Fire*, 270-282.
2. Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference," *Words of Fire*, 284-292.
3. Cheryl Clarke, "Lesbianism: An Act of Resistance," *Words of Fire*, 242-252.

Wed

1. Patricia Hill Collins, "The Social Construction of Black Feminist Thought," *Words of Fire*, 338-358.
2. Audre Lorde, "Uses of the Erotic: The Erotic as Power," *Sister Outsider* (Crossing Press, 2012), 41-48.

**Part 4: Black Women and the Contemporary Conjuncture**

**Week 14 Intersectionality: Theorizing Effects of Race and Class Together; and the Black Lives Matter Movement**

Mon

1. Kathleen Guidroz And Michele Tracy Berger, "A Conversation with Founding Scholars of Intersectionality Kimberlé Crenshaw, Nira Yuval-Davis, and Michelle Fine," *The Intersectional Approach: Transforming the Academy through Race, Class, and Gender* (U. of North Carolina Press, 2009), 61-78.
2. Kimberlé Crenshaw, [Intersectionality Matters Podcast, Episode 3](#).

Wed

1. Elizabeth Day, "[#BlackLivesMatter: The Birth of a New Civil Rights Movement](#)," *The Guardian*, July 19, 2015.
2. Alicia Garza, [A Herstory of the #BlackLivesMatter Movement by Alicia Garza](#), *The Feminist Wire*, October 7, 2014.
3. Black Lives Matter, "[How a Hashtag Defined a Movement](#)" (YouTube)

**Week 15 Critiques of Freedom's Limits in the Present Moment**

Mon

1. [Sheri-Marie Harrison, "New Black Gothic," \*Los Angeles Review of Books\*, June 23, 2018.](#)
2. [Toni Morrison, "Making America White Again," \*The New Yorker\*, November 14, 2016.](#)
3. [Childish Gambino, "This is America," YouTube.](#)

Wed

1. Emily Lordi, "Surviving the Hustle: Beyoncé's Performance of Work," *Black Camera* 9, no. 1 (fall 2017): 131-145.
2. [Hanif Abdurraqib, "Jamila Woods Conjures Ghosts," \*Pacific Standard\*, May 31, 2019.](#)

**Week 16**

Wrap-Up, topic TBD

\*Changes in the schedule will inevitably occur, so stay tuned to Carmen for updates. I will never alter the course without giving you sufficient notice, nor will I alter it in a way that results in more work for you.

# GE Theme course submission documents: Migration, Mobility, and Immobility

## Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning Outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form.

## Goals and ELOs shared by *a//*Themes

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

**For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

<b>ELO 1.1 Engage in critical and logical thinking.</b>	In this course students read many kinds of arguments related to the experience of Black women in America: both those made by historical figures (arguing, for instance, for the right to vote) and those of
---	---

	<p>contemporary people (making the case for intersectionality and other approaches).</p> <p>The research paper assignment in this course asks students to build their own logical argument, based on their own research, that extends the themes of the course.</p>
<p><b>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</b></p>	<p>This is an advanced class that requires some foundational knowledge of U.S. history to serve as the basis for the in-depth examination of gendered experiences of slavery and freedom. The readings for this course represent key primary and secondary sources for the historical study of Black women’s role in the United States. The course readings are scholarly and encourage synthetic thinking.</p> <p>Several course goals directly address Migration, Mobility, and Immobility:</p> <ul style="list-style-type: none"> <li>• <i>Describe</i> historical and present-day situations in which institutional, economic, or legal structures have constrained or enabled the mobility of Black people.</li> <li>• <i>Think critically</i> about the social construction of identity categories, including race, class, gender, and sexuality.</li> <li>• <i>Describe</i> the long history of Black women in this country, particularly with respect to ongoing struggles for freedom as they define it.</li> <li>• <i>Interrogate</i> the role of both state and structural/systemic power in maintaining white supremacy in the U.S. and <i>explain</i> how these structural factors affect the freedoms of Black women.</li> </ul>
<p><b>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</b></p>	<p>In this course students study the historical circumstances that have limited the mobility of Black women and the key writings that have criticized these circumstances from the 18th century to the present day. They also study feminist theory, which gives them the analytical tools to develop their own critiques of situations in history and the present. Through synthetic research, they are encouraged to see the “big picture” of this history as well as integrate its details in new knowledge production.</p>
<p><b>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on</b></p>	<p>The five response papers are designed to encourage the student to engage with reading but also develop their own voice and perspective. Students are asked to</p>

<p><b>prior experiences to respond to new and challenging contexts.</b></p>	<p>summarize and respond to some specific aspect of the reading that appears to be particularly significant, thought-provoking or revealing about Black women and their lives, and also to make connections between the reading and some other material, whether internal to the class or from outside it. This process cultivates the student’s own voice as a cultural critic.</p>
---	--

**Goals and ELOs of “Migration, Mobility, and Immobility”**

**GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.**

**GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.**

**For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO.** If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p><b>ELO 1.1</b> Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>Mobility and immobility are key concerns in the history of Black women in the United States. The essay by Frances Beale (week 1), “Double Jeopardy,” lays out the stakes clearly: Black women have literally been held captive, with their ability to travel limited through enslavement and economic exploitation; their movement has been limited by legal segregation, prosecution of women who kill in self-defense, housing discrimination through red-lining, and “sundown towns” where it was not safe for them to go; their freedom to live has been erased by police killings. (The course book by Hine and Thompson details the histories, causes, and effects of these circumstances; so do many of the other readings. See, among others, the week 6 readings on slavery; the readings describing Emancipation and Reconstruction in weeks 9, 10, and 11; Berry’s text on women’s labor in week 4; and Morrison’s condemnation of police killings in week 15.)</p> <p>But there have also been instances where mobility was transformative for Black women: not only in escapes from servitude (weeks 3 and 4 readings), but also the Great Migration, which transformed America’s cities and the opportunities available to Black people (week 10 readings).</p>
---	--

Course subject & number

	<p>Students in this course learn about the violence, laws, customary limitations, and economic biases that have constrained the literal and figurative mobility of Black women, and about the opportunities for mobility that Black women have seized to better their lives. By reading texts written by Black women, students learn to describe these circumstances and to critique them using feminist theory.</p>
<p><b>ELO 1.2</b> Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>The experiences of immobility (e.g. captivity, segregation, entrapment) and mobility (e.g. escape, travel, and the Great Migration) described above are featured throughout the course. Students learn to describe them in this course by reading histories and primary source materials. They read diverse perspectives on these experiences in the words of historical and present-day women (Sojourner Truth, Anna Julia Cooper, Ida Wells-Barnett in week 9; words and experiences of many women featured throughout the Hine and Thompson course text; and a wide range of first-person accounts in the <i>Words of Fire</i> course text). These accounts range over centuries, and a variety of times, places, and social situations. The reading response assignments will ensure that students can describe and respond to these situations.</p> <p>Readings about intersectionality, including those in week 2 and week 14, demonstrate the complex ways in which racial and gender dynamics intersect to impede the movement of women, including physical freedom of movement, legal rights to movement, and access to economic freedoms. In this course students encounter numerous situations that have multiple dimensions, including but not limited to gender, race, and class, and engage with these dimensions in their written work for this course.</p>
<p><b>ELO 2.1</b> Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.</p>	<p>In this course students learn about experiences of migration, mobility, and immobility from a variety of first-person accounts as well as through the work of scholars; they also engage with analyses of literary texts and performances (Harrison, Lordi, and Abdurraqib in week 15). These sources reveal a variety of perspectives on issues of constraint and freedom, immobility and mobility. The interaction of individuals with institutions is a central theme of the course: institutions such as enslavement, the legal system, and corporate workplaces have presented constraints that limited mobility; these constraints are explained and critiqued in many of the course readings.</p>
<p><b>ELO 2.2</b> Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such</p>	<p>As noted for ELO 2.1, perceptions and representations of mobility and immobility are presented throughout this course. The response papers offer opportunities for students to consider the different voices they are reading/hearing, why different authors/artists think as they do, and how mobility/immobility and opportunity are represented in these texts. Students must also connect these ideas to their own perceptions in crafting their own representation of these concerns.</p>

Course subject & number

<p>perceptions or representations.</p>	<p>In this course students study the historical circumstances that have limited the mobility of Black women and the key writings that have criticized these circumstances from the 18th century to the present day. They also study feminist theory, which gives them the analytical tools to develop their own critiques of situations in history and the present. The work of Audre Lorde (week 13), Angela Davis, Cheryl Clarke, and Patricia Hill Collins (all week 11), offers students contemporary models for feminist social criticism; in the response papers and research paper, students learn to apply these ideas in their own writing.</p>
--	--