CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: History

DATE SUBMITTED: 10/5/16

COURSE NUMBER: CAS AA/HI/WS 297

COURSE TITLE: African American Women's History

INSTRUCTOR(S): Ashley Farmer

TO BE FIRST OFFERED: Sem./Year: ___Spring /2018

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

BLACK WOMEN HIST

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Survey of African American Women’s History from the Slave Trade to the Present, investigating their critical role in shaping the meaning of race, gender, and sexuality during slavery, Jim Crow, and the civil rights era.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:
   None

2. Explain the need for these prerequisites:

CREDITS: (check one)

☐ Half course: 2 credits
☐ Variable: Please describe.
☐ Full course: 4 credits
☐ Other: Please describe.
Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

The rationale for the 4 credit course is as follows: It meets for a total of 180 minutes each week; it requires students to attend sessions that include lecture and discussion, it requires students to complete reading and written assignments as well as a major final project at the end of the semester in order to meet course goals.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

X No.
☐ Yes. If yes, please indicate which division __________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester ☐ Once a year, fall ☒ Once a year, spring ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

This course will expand offerings in the History, African American History, and Women and Gender Studies fields. At this time, CAS does not offer a history course focused on black women’s experiences in America. Students of History, African American Studies, and Women and Gender Studies will find the course of interest. Moreover, students can elect to take the course to fulfill the History Major and Minor distribution requirements or the African American Studies Minor distribution requirement, or the Women and Gender Studies Minor distribution requirement.
ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

15 to 20 students

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

This course will be cross-listed with the African American Studies and Women and Gender Studies Programs.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   X No.
   □ Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

Current available facilities are adequate for proposed course.

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)
The course will be staffed by new faculty member in History Department. Staffing of this course will not affect any existing offerings.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

The course requires no new funds.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Arianne Chernock, Director of Curriculum

DEPARTMENT CONTACT EMAIL AND PHONE: CHERNOCK@BU.EDU, 617-353-8315

DEPARTMENT APPROVAL: ____________________________ Date 10/5/16

Carrie J. Preston

____________________________ Date 10/5/16

Other Department Chair(s) (for cross-listed courses)
DEAN'S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved Date: __________________
☐ Tabled Date: __________________
☐ Not Approved Date: ______________

Divisional Studies Credit:

☐ Endorsed
  ☐ HU
  ☐ MCS
  ☐ NS
  ☐ SS

☐ Not endorsed

________________________________________
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ____________________________

________________________________________
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY: Faculty Meeting Date: ____________________ ☐ Approved ☐ Not Approved

________________________________________
Curriculum Administrator Signature and Date

Comments:
Professor: Ashley D. Farmer  
Email: adfarmer@bu.edu

Course Description:  
This lecture course examines the experience of African American women in American history. It is designed with the idea that there is not one singular experience of black women in America, but rather a multitude of black women’s voices and perspectives that comprise this history. We will explore black women’s experiences across class, regional, and organizational lines. Themes and issues will include family life, work, political activism, and sexuality. The course will focus on how white and black Americans have attempted to control and represent African American women. We will also foreground how African American women have articulated their perspectives, needs, and goals.

Course Goals:  
Students will gain a solid foundation in the history of black women in the United States from colonial times to the present. At the same time, they will also learn how to think critically about race, gender, and sexuality as it occurs in the lives of black women as well as the scholarship about them.

Required Texts:  
5. All other materials will be made available via Blackboard Learn (BL)

Grading:  
Class Participation: 20%  
Critical Papers (3x 15% each) 45%  
Final Project Presentation: 15%  
Final Project Reflection 20%

Critical Papers: Due February 22nd; March 29th; and April 17th IN CLASS  
These 5-7 page papers will address central issues about African American women’s experiences in America. The instructor will distribute the prompt two weeks before the paper is due. Topics will include the unique experiences of African American women in slavery and freedom, their role in the great migration, and their contributions to the modern civil rights movement.
**Black Women at BU: Virtual Exhibit**
For the final project, you will help collectively construct a virtual tour of African American women at Boston University. The project will consist of two parts. First, you will work with BU librarians to research a list of black women teachers, students, activists, and events on campus. These may include buildings, spaces where students protested, African American women who were the first to enroll or complete a degree, or other sites where important “firsts” happened. You will write and upload photos and short paragraphs about these sites to historypin.org, an online, shared history mapping site. Second, you will write a short paper reflecting on the process of public history on black women, race, and gender at Boston University.

**Grading Rubric for Online Exhibit:**
Write up of possible history pins for exhibit – 15 points
Research/ Obtaining Images for exhibit – 15 points
Individual Captions for 3 history pins – 5 points each (15 total)
Reflection Paper – 55 points

**Plagiarism Policy:**
Each student is expected to complete all stages of work. Taking the words of others, or presenting the ideas of others as your own is a violation of the University’s Academic Conduct Code. It is your responsibility to understand all of the provisions of the CAS Academic Conduct Code. *The minimum penalty for such offenses is to fail the assignment; the more common penalty is to fail the course.* Please be sure to review the BU Academic Conduct Code, which can be found online at:
http://www.bu.edu/academics/policies/academic-conduct-code/.

**Accessibility:**
If you are a student requiring accommodations for a disability, please let me know as soon as possible. The Office of Disability Services is available to assist you and may be contacted at 353-3658.
Course Schedule

Week 1: Introduction and Overview
January 18th:

Week 2: Black Women in the Old and New World
January 23rd:

January 25th:

Week 3: Women and Antebellum Slavery in the South
January 30th:
- Diana Berry, “‘I Had to Work Hard, Plow, and Go Split Wood Jus’ Life a Man:’ Skill, Gender, and Productivity in Agricultural Settings” in Swing the Sickle for the Harvest Ripe: Gender and Slavery in Antebellum Georgia, pp. 13–35 (BL)

February 1st:
- Diana Berry, “‘Dey S’lected Me Out to Be a Housegirl:’ The Privileges and Pain of Nonagricultural Labor,” in Swing the Sickle for the Harvest Ripe, pp. 35–52 (BL)

Week 4: Free Black Women in the North
February 6th:
- Chapter 4, “Resistance Becomes Rebellion,” in A Shining Thread of Hope, pp. 102–125.
- Maria Stewart, “Religion and the Pure Principles of Morality” pp. 25–26 (BL)
- Carla Peterson, “‘Humble Instruments in the Hands of God:’ Maria Stewart, Jarena Lee, and the Economy of Spiritual Narrative,” 56–87. (BL)

February 8th:
- Sojourner Truth, “Woman’s Rights” pp. 35–36 (BL)
• Carla Peterson, "‘A Sign unto This Nation:’ Sojourner Truth, History, Orature, and Modernity" in *Doers of the Word: African American Women Speakers and Writers in the North, 1830-1880*, pp. 24–55 (BL)

**Week 5: Civil War**

February 13th:

February 15th:

**Week 6: Reconstruction**

February 20th: Substitute for Monday Classes

February 22nd:
- **CRITICAL ESSAY ONE DUE IN CLASS**
- WPA Slave Narratives: Miss Irene Robertson & Miss Minnie Johnson Stewart (BL)

**Week 7: Jim Crow and Wage Labor**

February 27th:
- Anna Julia Cooper, "The Status of Women in America" pp. 43–50 (BL)
- Gertrude Bustill Mossell, "The Opposite Point of View" pp. 55–59 (BL)
- Mary Church Terrell, "The Progress of Colored Women" pp. 63–68 (BL)

March 1st:

**Week 8: SPRING BREAK**
Week 9: Jim Crow Resistance and Leisure

March 13th:

March 15th:
- Ida B. Wells, “Lynch Law in America” pp. 69–70 (BL)

Week 10: New South, New Women, and Migration

March 20th:

March 22nd:
- Chapter 9, “They Carried Freedom in their Bags” in *A Shining Thread of Hope*, pp. 213–40.
- Darlene Clark Hine, “Rape and the Inner Lives of Black Women in the Middle West: Preliminary Thoughts on the Culture of Dissemblance” pp. 380–387 (BL)

Week 11: The New Negro and the Great Depression

March 27th:
- Amy Jacques Garvey, “Our Women Getting into Larger Life” pp. 89–92 (BL)

March 29th:
- **CRITICAL ESSAY TWO DUE IN CLASS**

**Week 12: Cold War/ Civil Rights**

**April 3rd:**

**April 5th:**
- Jeanne Theoharis, "‘A Life History of Being Rebellious’: The Radicalism of Rosa Parks," pp. 115–137 [WTSR]
- Mamie Till, "I Wanted the Whole World to See," pp. 1–16 (BL)

**Week 13: Civil Rights Movement**

**April 10th:**
- Dorothy Height, "‘We Wanted the Voice of a Woman to Be Heard’: Black Women and the 1963 March on Washington" in *Sisters in the Struggle*, pp. 83–91.

**April 12th:**

**Week 14: Black Power**

**April 17th:**
- **CRITICAL ESSAY THREE DUE IN CLASS**

April 19th:

Week 15: Sister Outsider

April 24th:
• Sherie M. Randolph, “‘Women’s Liberation or...Back Liberation, You’re Fighting the Same Enemies:’ Florynce Kennedy, Black Power, and Feminism” [WTSR] pp. 223–247.

April 26th:
• Combahee River Collective Statement pp. 231 (BL)
  Audre Lorde, “Age, Race, Class, and ex: Women Redefining Difference pp. 283–284 (BL)

Week 16: Black Women Today

May 1st:
• #FergusonFridays: Not all the Black Freedom Fighters Are Men: An Interview with Black Women on the Front Line in Ferguson, The Feminist Wire, October 3, 2014 (online)

** Final Exhibit Reflection Paper Due During Exam Period**