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 Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: History

COURSE NUMBER: CAS HI 478 / WS 478

COURSE TITLE: Women on Trial

INSTRUCTOR(S): Ashley Farmer

TO BE FIRST OFFERED: Sem./Year: Fall / 2017

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.

W | O | M | E | N | O | N | T | R | I | A | L |

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.

This course explores historic and contemporary trials of women like Rosa Parks, Angela Davis, and Marissa Alexander in order to investigate how media shapes public and popular perceptions of race, class, gender, sexuality, and the law.

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.

This course meets once a week for 180 minutes and requires students to read an average of 100 pages in preparation for this weekly meeting. Students also engage in weekly short writing analyses as well as produce three papers (two short analysis papers and one final research paper) over the course of the semester. Finally, students are required to go on self-directed field trips to historic sites in Boston where major trials took place and write response papers analyzing these sites and their importance for the trial.

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

☐ 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 and Women and Gender Studies fields. Currently, CAS offers few courses that delve into the intersections of race, gender, class, and sexuality from both historical and contemporary perspectives. This course fills this gap by bridging these fields of study. Moreover, the course fulfills CAS’s goal of attracting students from other schools as it approaches the study of women’s trials.
through assignments that examine media and journalism. Accordingly, marketing students in the Questrom School of Business and students in the College of Communications will find the course of interest. Students of History, African American Studies, and Women and Gender Studies will also find the course of interest. Moreover, these students can elect to take the course to fulfill the History Major and Minor distribution requirements 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?

20-25

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.

The course will be cross-listed with Women and Gender Studies.

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.)

   The course that focuses primarily on the trials of African American women throughout the 19th and 20th centuries. Currently, neither the History Department nor the Women and Gender Studies Department offers such a course or others on gender, race, and the law.

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.)

   The course requires no special facilities or equipment.
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 faculty member in History Department who has offered it before. 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.)

None

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 Teaching & Learning 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 Joseph Bizup (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 Chernack, Curriculum Director

DEPARTMENT CONTACT EMAIL AND PHONE: chernack@bu.edu, 3-8315

DEPARTMENT APPROVAL:  

[signature]

Department Chair  

11/07/14

Date  

Carrie J. Preston  

11/28/16

Date  

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:
Course Description:
This upper-level seminar course provides an overview of race, class, gender, and sexuality constructs in the late 19th and early 20th century using the public trials of women. Students will investigate the trials of women like Rosa Lee Ingram and Angela Davis in the context of their historical moment while also exploring how these women shaped, and were shaped by, contemporaneous definitions of rape, civil disobedience, sexual harassment, and self-defense. Students will examine primary media coverage of the trials along with secondary sources on race, gender, and queer theory to learn how these historical moments shaped and reflected public understandings of womanhood, race, class, and sex. By the end of the course, participants will have a more nuanced understanding of American history and the ways in which race, class, gender, and sexuality shape public opinions of womanhood today.

Required Texts: All available online via BU libraries
1. Melton McLaurin, Celia: A Slave
2. Kali Gross, Hannah Mary Tabbs and the Disembodied Torso: A Tale of Race, Sex, and Violence in America
3. Elizabeth M. Smith-Pryor, Property Rites: The Rhinelander Trial, Passing, and the Protection of Whiteness
4. All other readings will be made available through Blackboard Learn (BL)

Course Requirements:
Weekly Media Analyses: You will write a short analysis of a contemporary news article, report, blog, or video featuring a woman or group of women. These pieces should be no more than 500-600 words. In each post, you should explain the topic of the article/video the main argument of the author, and your thoughts about how the piece frames race, class, gender, and/or sexuality. Media Analyses are due by 9 p.m. on Sunday night via the Blackboard discussion forum.

Posts will be assessed as follows:
- 0 points: No post for the week
- 1 point: LATE, but includes: Link to article/video, main argument of media, reflection on media
- 2 points: ON TIME and includes: Link to article/video, main argument of media, reflection
- 3 points: ON TIME and includes: Link to article/video, main argument of media, reflection on media AND analysis that connects article to class readings.

Document Analysis: This is a 5-7-page paper on a textual primary source document. The document should speak to the particular woman’s experiences on trial, situate the document in its historical context, consider the author’s background, and how the author is advocating for her cause. Your paper should make an argument about how the document shapes popular narratives women and the law. This paper is due in class the week after we examine the figure. I.e. if you write about Angela Davis, your paper will be due on Monday October 31st.
**Visual Analysis:** This is a 5-7-page paper that analyzes an image of one of the women we studied in the course. It should situate the image in historical context, pay special attention to the medium of the image, how it was circulated, and the intended audience, and make an argument about the role of this image in supporting or undermining the woman’s case. Like the Document Analysis this paper is due the week after we examine the figure.

**Final Paper:** This 12-15-page research paper will deal with some aspect of a trial that we have studied in the course in more depth. You will create an original research paper with a strong argument about the importance of the trial in shaping how we understand race, class, and gender during a given era. You will submit the research paper topic and bibliography for approval before the end of the semester.

**Grading:**

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<td>Class Participation</td>
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<td>Document Analysis</td>
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<td>Final Paper</td>
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<td>Media Analyses</td>
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**Class Attendance:**
Regular attendance in class is absolutely necessary. Furthermore, you are expected to come to class having read the material and prepared to engage with the assigned texts. Multiple absences will count against you. Please notify me in advance (if possible) if you know that you will need to be absent from class. *After one unexcused absence, I will begin deducting 1/3 of a letter grade off your final participation grade for every missed class.*

**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/](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.

**Late Policy:**
Late work will be penalized a half grade for every 24 hours for which it remains outstanding. For example: A late A paper will receive the grade of A-, an A- paper a B+, etc.
Course Schedule

Week 1, September 12th: Welcome and Introductions

Week 2, September 19th: The Trial of Celia the Slave
- *Celia: A Slave*, chapters 5-8 (no conclusion)

Week 3, September 26th: The Trial of Hannah Mary Tabbs
- *Hannah Mary Tabbs and the Disembodied Torso: A Tale of Race, Sex, and Violence in America* (complete book approx. 150 pages)

Week 4, October 3rd: The Trial of Alice Jones
- *Property Rites*, chapters 1-6, and 9.
- Jamie L. Wacks, “Reading Race, Rhetoric, and the Female Body in the Rhinelander Case,” 162-177 (BL)

Week 5: TUESDAY October 11th: The Trial of Rosa Lee Ingram
- “Mother, Teen Aged Sons, To Die in Electric Chair, Protests Hit Verdict in Farm Killing,” *Chicago Defender*, 7 February 1948, 1.
- “Nation Rallies to Doomed Widow,” *Pittsburgh Courier*, 6 March 1948, 1.

Week 6, October 17th: The Trial of Rosa Parks
- Rosa Parks, “You’re Under Arrest” and “They’ve Messed with the Wrong One Now” in *My Story*, 108-125 (BL)
- Marissa Chapell, Jenny Hutchinson, and Brian Ward, “‘Dress modestly, neatly … as if you were going to church”: Respectability, Class, and Gender in the Montgomery Bus Boycott and Early Civil Rights Movement,” *Gender and the Civil Rights Movement*, 69-102 (BL)
Week 7, October 24th: The Trial of Angela Davis
- Bettina Aptheker, “Prologue” and “The Trial” in *The Morning Breaks: The Trial of Angela Davis* 1-60 (BL)
- *Each student should bring in 2 news media articles about the Angela Davis trial for discussion. One should be sympathetic to Davis, the other should not be.*

Week 8, October 31st: The Trial of Joan Little
- Genna Rae McNeil, “‘Joanne is You and Joanne is Me”: A Consideration of African American Women and the Free Joan Little Movement” in *Sisters in the Struggle: African American Women in the Civil Rights/Black Power Movement*, 259-279 (online BU library)
- Angela Davis, “Joan Little and the Dialectics of Rape,” *Ms. Magazine* Spring 2002 (online)
- “The Joan Little Case: In a small southern town, the night jailer is found murdered, his black woman prisoner gone, did she kill to escape or to resist rape?” *New York Times*, 6 April 1975, 240.

Week 9, November 7th: The Trial of Anita Hill
- Excerpts from Anita Hill, *Speaking Truth to Power* (BL)

Week 10, November 14th: Rachel Jeantel on Trial
- Jelani Cobb, “Rachel Jeantel On Trial,” *New Yorker Magazine*, 27 June 2013 (online)
- Sarah Muller, “Zimmerman Case: Is Rachel Jeantel on Trial Too?” *MSNBC.com*, June 29, 2013 (online)
- “Trayvon Martin Case: How Rachel Jeantel went from Star Witness to ‘train wreck’” *Christian Science Monitor*, June 29, 2014 (Online)

Week 11, November 21st: Individual Meetings about Research Papers
- During the class period you will meet with the instructor individually about your paper
• Bring thesis statement and short bibliography to class for meeting.

Week 12, November 28th: The Trial of Marissa Alexander
• Kristen T. Edwards, “Is It ‘Marissa’ or ‘Michelle’”: Black Women as Accessory to Black Manhood in Trayvon Martin: Race, and American Justice (online BU library)
• Marissa Alexander, “In Her Own Words: Marissa Alexander Tells Her Story,” Essence, March 4, 2015 (online)
• Sean Davis, “No Marissa Alexander’s Conviction Was Not a ‘Reverse Trayvon Martin’ Case in Florida,” Media Trackers July 16, 2013 (online)

Week 13, December 5th: The Trial of Cece McDonald
• “Cece McDonald Murder Trial,” Citypages, May 9, 2012 (online)
• “The Transgender Crucible,” Rolling Stone, July 30, 2014 (online)
• Valerie Jenness et. al, “Cinderella, Wilma Flintstone, and Xena the Warrior Princess: Capturing diversity among transgender women in men’s prisons.” 107-124 (BL)
• Susan Stryker, Transgender History, chapters 1 & 2 (online through BU Libraries)

Week 14, December 12th: The Trial of the NJ4

*****Final Paper Due December 18th 8pm*****