

Warrington College of Business Administration
Hough Graduate School of Business
Undergraduate Programs in Business
Fisher School of Accounting

109 Bryan Hall
PO Box 117150
Gainesville, FL 32611-7150
352-392-8436 x 1224
352-392-2581 Fax

April 23, 2008

Memorandum

To: Faye Harrison, Director & Professor
African American Studies

From: W. Andrew McCollough, Chair
General Education Committee

Re: Course Applications

The General Education Committee approved the following courses as listed:

AFA 3110 -- Key Issues in African American and Black Atlantic Thought, Approved E6
AFA 3240 -- The African Diaspora, Approved E6
AFA 3332 -- Black Feminist and Womanist Theory, Approved E6

The Committee was divided on the approval of your request for General Education for AFA 3240, *The African Diaspora* and AFA 3332, *Black Feminist and Womanist Theory*. Several members expressed concern that a student would not be able to identify how and why this course would fulfill each of the requested categories. Since you last presented these courses in Fall 2006 the Committee has updated and detailed the application and revised both the student learning outcomes and the category descriptions associated with each of the general education categories. We have also updated the syllabus requirements to help communicate to the student's the specific general education (both category and SLO's) associated with the course.

This information is located at the following website. <http://www.cba.ufl.edu/gened/genedinfo.asp>

Please review this information and resubmit your syllabi specifying how each of the general education designation are met through the course.

Application to the General Education Council

1. Course Number and Title: AFA 3332 Black Feminist & Womanist Theory

2. Requesting: General Education (descriptions attached)
 B C H I D M P S

Writing and Math Requirement (descriptions attached)
 E2 E4 E6 M

3. Effective Date: Fall Spring Summer
Or
 1 time Approval for Fall Term.

4. Contact Person: _____ Sharon Burney

5. Campus Address: _____ 3323 Turlington Hall

6. Phone and/or Email: _____ 2-5724, sburney@clas.ufl.edu

7. Brief Description of the Course*:

This course offers an interdisciplinary survey of African-American and other Afro-descendant women's contributions to feminist theory as it has developed in North America and elsewhere in the world.

8. How Course Fulfills Request (for Writing Requirement, list assignments, number of words per assignment, amount of instruction in writing, and type of feedback given to students):

This course offers interdisciplinary exposure to Black feminist and womanist theorizing in both the humanities and social sciences. Although its main focus will be on Black feminism in the U.S., it will also examine feminist consciousness in Africa, the Caribbean, and Europe. It will fulfill the E6 Gordon Rule requirement by having students produce three short essays (3000 words), one library research proposal (1000 words), and one term paper (2000 words). Students will also be given two take-home essay exams. Expectations and strategies for producing writing assignments will be discussed in class and during office hours. Feedback will address intellectual content as well as the quality of writing—grammar, syntax, word choice, spelling, punctuation, and the organization and cogency of the exposition. The cumulative feedback from the series of shorter writing assignments will prepare students to approach the term paper with a clear understanding of how to move from a rough to a final draft with multiple phases of revision.

9. Methods of Student Evaluation*: Please see attached syllabus.

10. Required Texts and/or Course Readings*: Please see attached syllabus.

11. Prerequisites*: None

12. Credit Hours*: 3

*may omit on form if listed in syllabus

Submit to

The General Education Council

c/o Leslee Stark

PO Box 117150, 109 Bryan Hall

Gainesville, Florida 32611-7150

Phone: (352) 392-2397 x 1224 | Fax: (352)392-2581 | gened@cba.ufl.edu



13. Attach Syllabus



14. Approved by Department Chair: _____

15. Applicable for New Courses, Date Approved by College Curriculum Committee: _____

Black Feminist and Womanist Theory

African American Studies 3332

Dr. Faye V. Harrison

B129 Turlington Hall

Office hours: MW 10am-noon or by appointment

Telephone: 392-1020, e-mail: fayeharr@ufl.edu

Course Description

This course offers an interdisciplinary survey of African-American and other Afro-descendant women's contributions to feminist theory as a heterogeneous field of knowledge encompassing multiple streams of gender- and race-cognizant articulation and praxis. Among these are the interventions and projects known as "multiracial feminism," "critical race feminism," "transnational black feminism," and "womanism." Caribbean and Black British feminisms are also included when we map feminist consciousness and practice across the Black Atlantic. The central concerns of diverse Black feminists and womanists include: the "intersectionality" among race, gender, sexuality, class, and national or transnational identity; reproductive health; sexual violence; homophobia and heteronormativity; the historicity and cultural specificity of the subordination Black women face; and the effects of racism, colonialism, unequal forms of economic development, and globalization on Black communities. We will examine these concerns through a critical reading of a wide range of texts—from memoir to cultural criticism and social/political analysis. While Black feminism's historical development will be sketched, our focus will be on contributions of the past 25-30 years. In other words, we will concentrate on the period since the height of the civil rights and second-wave women's movements, and the time since the early decolonization period in the Caribbean. These are the contexts within which Black Women's Studies emerged along with various subaltern feminisms mobilized by other women of color in the Global North and South.

Objectives

The key objectives of the course are: 1) to expand students' awareness of the contributions that African American, Caribbean, Black British, and other African Diaspora women have made to feminist scholarship and mobilization; 2) to expose students to African descendant women's role as feminist theorists, interpreting and explaining the raced, gendered, classed, culturally conditioned experience of women, particularly Black women; 3) to educate students on the diversity and commonality among Black women intellectuals, both academic and nonacademic; 4) to promote greater understanding of the multiple modalities of social inequality of which African descendant women have had to make sense and to which they have had to adapt, resist, contest, and politically mobilize against; 5) to expose students to some of the interpretive, theoretical, and methodological tools that Black feminists have constructed and deployed; and 6) to cultivate critical thinking and the interrelated ability to articulate ideas with clarity and cogency in both oral and written communications. This course meets the **Gordon Rule Composition E6 requirement**, which entails that students complete and receive feedback and guidance on writing assignments amounting to 6000 words. It also satisfies requirements for **General Education** humanities, social science, and international/diversity focus.

Requirements

Readings

Beverly Guy-Sheftall, ed. 1995. *Words of Fire: An Anthology of African-American Feminist Thought*. New York: The New Press.

Joy James and T. Denean Sharpley-Whiting, eds., 2000. *The Black Feminist Reader*. Malden, MA: Blackwell Publishers Ltd.

Gwendolyn D. Pough, 2004. *Check It While I Wreck It: Black Womanhood, Hip-Hop Culture, and the Public Sphere*. Boston: Northeastern University Press.

Harrison, Faye V., 2006. *Black Feminist & Womanist Theory*. Additional readings compiled in copy pack available at OBT (Orange & Blue Textbooks) 309 13th Street, 375-2707.

Participation (20 points)

Learning is a shared collaborative endeavor. For this class to be successful, students must all accept responsibility for meeting the professor half way. This means they must attend class regularly and actively participate. A record of attendance and unexcused absences will be kept. Frequent unexcused absences will lower the score received for this requirement. At minimum, participation involves asking an occasional question and displaying attentiveness. Throughout the semester, there will be opportunities to give informal presentations, assume responsibility for leading class discussions on particular readings, and participate in small-group activities. Some of the weekly readings may be divided up among work groups, which will contribute to class discussions based on their respective readings.

Examinations (40 points)

There will be two take-home exams: a mid-term (due **March 2**) and final (due **May 3**). Both will require short essay answers to question-sets generated from lectures and class discussions on the readings. Exams as well as all other written assignments must be typed and double-spaced. Each exam is worth a total of 20 points.

Writing Assignments

Critical reflections (15 points total or 5 points each)

Students are required to write three short essays expressing their reflections on the readings. Each essay must be 4 pages or 1000 words. They must be double-spaced, typewritten, and submitted in hard copy on the days they are due (**January 24, February 14, and March 23**). Students are to examine some aspect of the readings they have done over a space of two or three weeks. Although the professor may suggest possible writing topics, students will have the academic freedom of writing about whatever most interests or concerns them. Essays may focus on a single text; however, generally these assignments should examine issues that run across several texts. Students may express their personal reactions; however, personal opinions and experiences should always be informed by the conceptual and empirical substance of the assigned readings. These essays will be evaluated for both their form and content. Students, therefore, are to respect the principles of both English composition and critical thinking.

Term Paper Proposal (5 points)

Each student must submit a 4 page (or 1000 word) term paper proposal describing the topic s/he would like to explore in the required research project, which is discussed at greater length below. Students are encouraged to select a topic as early as possible, so that there will be sufficient time

to do the research and write the paper in multiple drafts. The proposal should help students make their decision about their research foci. In the proposals, students will state what the research focus will be, why that particular topic is selected, and the potential significance of the project once it is completed. All paper topics must be tenable as research projects. A fascinating topic that is not covered in an already existing literature is not a viable option. Hence, proposals must include a listing of the potentially useful references students have found in the preliminary phase of their library research. Internet sites can be used, but they must be approached with caution. The main source material must be established scholarship published in journals and books. The expectations for this assignment will be discussed further in class. The proposal is due on **February 21**, early enough for the professor to offer useful feedback and guidance.

Term Paper in Penultimate and Final Drafts (20 points)

A term paper focused on some aspect of Black feminist theory and practice is required and, together with the proposal, will represent an important portion of the semester's work load. The paper is to be based on library research. Research may build upon some of the required readings. Students are strongly encouraged to begin their search for possible term paper topics by browsing and, hopefully, more closely examining the required texts for clues, ideas, and references. **A draft of the paper must be submitted on April 4** so that students can receive feedback before the final version of the paper is due. This draft, whose submission is meant to be diagnostic, will not be graded.

Term papers, due on the last day of class, **April 25**, must be 8-10 pages (2000-2500 words) long. They will be evaluated on the basis of five criteria: i- the application and articulation of an interdisciplinary perspective, ii- the clarity of exposition, iii- the quality of evidence used to support the arguments, iv- the adequacy of organization and writing (i.e., word usage, grammar, spelling, and punctuation), and v- the relative quantity and quality of citations. Most of these criteria, especially ii- iv, should be considered general guidelines for all writing assignments.

Feminist pedagogy places emphasis on consciousness raising and collaborative learning. Five bonus points can be earned if students are interested in writing collaboratively with another classmate. The paper must demonstrate that a team worked on it. There will be more discussion on this collaborative option in class.

Grading

Categories of Evaluation

Participation	20 points
Critical reflections (3)	15 points
Term paper proposal	5 points
Term Paper	20 points
Mid-term exam	20 points
Final exam	20 points

Grade/Point Scale

A=93-100 points, B+=87-92, B=80-86, C+=76-79, C=70-75, D=60-69.

Extensions on Assignments

Students will be allowed extensions on writing assignments ONLY if there are serious extenuating circumstances that can be documented (e.g., illnesses, deaths in family). Otherwise, due dates are written in stone. You are to manage your time accordingly.

Academic Honesty

An implied honor code is observed in all academic work at the University. Every student must operate according to an implied pledge that “any work submitted for credit the student has neither received nor given unauthorized aid.” In other words, cheating and plagiarism are breaches of academic honesty subject to disciplinary action, which may include a failing grade for the course. For further details, consult the honor code website:

<http://www.dso.ufl.edu/studentguide/studentrights.php#studenthonorcode>.

Accommodations to Students with Disabilities

Students needing classroom accommodation should register with the Dean of Students Office, where the necessary documentation will be issued. Students must submit their documentation to the professor when requesting accommodation

Class Schedule, Topics, and Reading Assignments [based on spring 2006 dates]

- Jan 10 First class meeting, introductions to each other and to the course objectives and requirements
- Jan 12 What is feminism? Is it for everybody?
- bell hooks, selected chapters from *Feminism is for Everybody: Passionate Politics* (2000)
- Jan 17-19 Varieties of Black feminism
- Joy James, “Captive theorists and community caretakers: women and academic intellectualism” (in *Transcending the Talented Tenth: Black Leaders and American Intellectuals*, 1997)
- Layli Phillips, “On the variegation of authority: the role of womanism in The reformulation of knowledge production and validation processes” (*The Womanist*, 1994)
- Stephanie Y. Mitchem, “Black women: race, gender, and class” (in *Introducing Womanist Theology*, 2002)
- Rhoda Reddock, “Conceptualizing ‘difference’ in Caribbean feminist theory” (in *New Caribbean Thought*, Brian Meeks and Folke Lindahl, eds., 2001)
- Filomina Chioma Steady, “African feminism as humanistic feminism”
- Jan 24-26 Nineteenth century Black women’s proto-feminist consciousness and practice
- Jan 24 *Critical Reflection #1 due***
- Beverly Guy-Sheftall, “Introduction: the evolution of feminist Consciousness among African American women” (in *Words of Fire: An Anthology of African-American Feminist Thought*, 1995)
- WF* chapter 1, “Beginnings: in defense of our race and sex, 1831-1900”

- Jan 31 Women's consciousness in Caribbean slave societies
- Brereton, Bridget, "Gendered testimonies: autobiographies, diaries and letters by women as sources for Caribbean history" (*Feminist Review*, 1998)
- Feb 2-7 Early 20th century voices of Black feminism
- WF* chapter 2, "Triumph and tribulation: defining black womanhood, 1920-57"
- Feb 9-16 Challenges to the civil rights and women's movements
- Feb 14** ***Critical reflection #2 due***
- WF* chapter 3, "Civil rights and women's liberation: racial/sexual politics in the angry decades"
- Hazel V. Carby, "White woman listen! Black feminism and the boundaries of sisterhood" (in *Black British Feminism*, Heidi Mirza, ed., 1997)
- Feb 21** ***Term Paper Proposals due***
- Feb 21-23 Black women self-identifying as feminists
- WF* chapter 4
- Feb 23 Mid-term exam distributed
- Feb 28 Dr. Harrison will be out of town. No class.
- Mar 2** ***Mid-term exam due***
- Feb 28-Mar 2 Women's consciousness and practice in the Caribbean and Caribbean diaspora
- Patricia Mohammed, "Towards indigenous feminist theorizing in the Caribbean" (*Feminist Review*, 1998)
- Rhoda Reddock, "Women's organizations and movements in the Commonwealth Caribbean" (*Feminist Review*, 1998)
- Beverley Bryan et al., "Chain reactions: Black women organizing" (in *The Heart of the Race: Black Women's Lives in Britain*, 1985)
- Video: "Life and Debt" (section on free trade zone workers)

- Mar 7-9 Reproductive health and sexual politics
- WF* chapter 5
- Joy James, “Coalition cross fire: antiviolenace organizing and interracial rape” (*Resisting State Violence: Radicalism, Gender, and Race in U.S. Culture*, 1996)
- Mar 14-16 *SPRING BREAK***
- Mar 21-23 Black feminist perspectives on popular culture and the public sphere
- Barbara Ransby and Tracye Matthews, “Black popular culture and the Transcendence of patriarchal illusions” (*WF*)
- Carolyn Cooper, “Lady Saw cuts loose: female fertility rituals in the dancehall”(in *Sound Clash: Jamaican Dancehall Culture At Large*, 2004)
- Mar 23 *Critical reflection #3 due***
- Mar 28-30 Engendering analysis of Jamaican dancehall
- Video: “Dancehall Queen”
- Carolyn Cooper, “Mama, is that you?” (in *Sound Clash*)
- Apr 4-11 Hip hop and Black womanhood
- Gwendolyn D. Pough, *Check It While I Wreck It: Black Womanhood, Hip-Hop Culture, and the Public Sphere* (2004)
- April 4 *Draft of term paper due***
- Apr 13-20 Black feminists elaborating theory
- Joy James and T. Denean Sharpley-Whiting, eds. *The Black Feminist Reader* (2000) [selected chapters]
- Eudine Barriteau, “Theorizing the shift from ‘woman’ to ‘gender’ in Caribbean feminist discourse” (in *Confronting Power, Theorizing Gender: Interdisciplinary Perspectives in the Caribbean*, E. Barriteau, ed., 2003)
- Apr 25 Final class: Is feminism for Black people?
- Final exam distributed
- April 25 *Term paper due***
- May 03 *Final Exam due; meet at 7:30 pm***

Have a great summer!