



## HIS 575/491 Intellectual / Cultural History BLACK WOMEN'S POLITICAL MEMOIRS



**SPRING 2017**  
**Dr. Evans**



Course Number/Sect	Course Title	Credit Hours	Semester	Time	Level (U/G)
CHIS 575	<b>Black Women's Political Memoirs</b>	3	Spring 2017	4:00 – 7:00	<b>G/U</b>
<b>Brief Description</b>	This course will explore Black women's memoirs with a focus on health and wellness.				
<b>Prerequisites</b>	N/A				

**Office Hours** Mondays 2-4 pm, Wednesdays 2-4 pm, or by appointment

**Office Location** McPheeters-Dennis Hall, Room 251

**Contact** [sevans@cau.edu](mailto:sevans@cau.edu) | 404-880-6352 | Web Site: [www.ProfessorEvans.net](http://www.ProfessorEvans.net)

*Syllabus date January 20, 2017*

### Course Description

**In this class, students survey memoirs to locate Black women's approaches to politics.** Students apply a socio-historical lens to analyze African American women's political philosophies and relationships to address questions such as: What are major challenges to Black women's political wellbeing? How have women worked to systematically bend political agendas to their own will? How have women in the African diaspora written about their political lives? The guiding text for the class will be Angela Davis's *Women, Culture, and Politics* and main themes will be activism, global issues, and education in Black women's political memoirs.

Students will construct their own social-ecological autobiography to explore goals related to identity, family, relationships, social networks, spirituality, mental and physical health, career, politics and social justice work. Final papers will emerge from students' specific interests and will highlight issues of professional relevance for Black women committed to advancing political research and practice in higher education.

### Teaching/Learning Methods

1. Lecture, discussion, videos, library research, speakers, and individual consultation in several areas: Self-guided Research, African American History, Africana Women's Studies, Professional Development
2. Creation of an annotated bibliography on the topic of African American student's academic interest. Turning the annotated bibliography into an outline for development of original paper.
3. Consultation of books, journal articles, dissertations, recorded lectures, and other sources by and about African American women.

## Course Objectives

1. To introduce students to interdisciplinary history related to African Americans.
2. To identify main themes and arch of development in Black women's politics, life, and history.
3. To provide students with information to facilitate discussion on ecologies of race, class, and gender.
4. To identify ways in which African Americans have engaged in history as a means of health, freedom, and empowerment in four areas: self, communication, tasks, and innovation.
5. To reflect on research and writing processes and provide models of the ongoing nature of research.
6. To provide students an opportunity for "regeneration" (retrospection, introspection, and prospection): to reflect on the role of critical writing relevant to their interests through various source types, toward a formulation of a long-term research and professional agenda.
7. To strengthen commitment to CAU core values: I<sup>2</sup> CAU [http://www.cau.edu/StratPlanning\\_Core\\_Values.aspx](http://www.cau.edu/StratPlanning_Core_Values.aspx)

## Learning Outcomes

Upon completion of the course, students should be able to:

1. Enhance information literacy skills: locate, evaluate, use, *and create* information – (DATA, Evans, 2012)
2. Prepare a final paper that reflects four aspects of research (Morrison's "Values in Higher Education")

**Description** (Basics; "record, discuss")      **knowledge, comprehension, analysis**      **(Examine)**

**Assessment** (Details, relevance; "measure, compare")      **evaluation**      **(Evaluate)**

**Thesis** (Reader's argument; "formulate, design")      **synthesis**      **(Posit)**

**Application** (Original contribution, "illustrate, construct")      **application**      **(Reinforce)**

3. Develop and edit academic work. Analyze, synthesize, and apply work by Black scholars to produce a research project relevant in and beyond the university (Bloom, 1956)
4. Create a final paper that reflects connection of historical contexts, present events, and future implications. Give an oral presentation of 10 minutes on a topic informed by course reading and original research
5. Build on an extensive legacy of Africana Women's research at Clark Atlanta University.



## REQUIRED TEXTS

1. **Angela Davis**, *Women, Culture, & Politics* (Political Activist)
2. **Ida B. Wells**, *Crusade for Justice* (Illinois State Senate Nominee)
3. **Shirley Chisholm**, *Unbought and Unbossed* (Congress, Democratic Party Presidential Nominee Candidate)
4. **Donna Brazile**, *Cooking With Grease* (Democratic National Committee)
5. **Ellen Johnson-Sirleaf**, *This Child Will Be Great* (Liberian President)

**ALL REQUIRED BOOKS ARE ON HOLD IN THE WOODRUFF LIBRARY**

**READING GROUPS:**

[Graduates, CHOOSE TWO; Undergraduates CHOOSE ONE]

- **King Peggy Bartels**, Ghana (Chief)
- **Donna Brazile**, United States (Democratic National Committee)
- **Elaine Brown**, Green Party (Presidential Nominee)
- **Benedita Da Silva**, Brazil (Senator)
- **Avel Gordley**, United States (Oregon State Senator)
- **Lani Guinier**, United States (Assistant Attorney General Nominee)
- **Kamala Harris**, United States (Senator-elect from California)
- **Barbara Jordan**, United States (Senator from Texas)
- **Wangari Maathai**, Kenya, (Parliament)
- **Constance Baker-Motley**, United States (Federal Judge)
- **Eleanor Holmes-Norton**, United States (House of Representatives from Washington, D.C.)
- **Michelle Obama**, United States (FLOTUS)
- **Mamphela Ramphela**, South Africa (Democratic Alliance Presidential Candidate)
- **Condoleezza Rice**, United States (Secretary of State)
- **Lynn Toler**, United States (Ohio Municipal Court Judge)
- **Winnie Mandela**, South Africa (First Lady)

**Web Resources and Recommended Reading:**

- Professor Evans, Resource Website [www.professorevans.net](http://www.professorevans.net)
- African Memoirs online database [www.AfricanaMemoirs.net](http://www.AfricanaMemoirs.net)
- *Flat-Footed Truths: Telling Black Women's Lives*. Patricia Bell-Scott & Juanita Johnson-Bailey
- *African American Odyssey, combined volume*. Darlene Clark Hine
- *Introduction to African American Studies*. Talmadge Anderson & James Stewart
- <http://eblackstudies.org/intro/contents.htm>
- Webster's Dictionary <http://www.merriam-webster.com/>
- MLA Format and Style Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>
- APA Format and Style Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>

**Reminders:**

- ✓ Activate your Panther ID, library card, and CAU email accounts immediately. Important notices are sent via email to the class listserv so make sure your CAU email account is functional. Email the instructor only from your CAU account.
- ✓ Read all assignments BEFORE class. Come prepared for discussion to engage with answers from reading.
- ✓ Do not eat or conduct other work during class. Manage your time to do so before or after class.
- ✓ TURN OFF ALL CELL PHONES BEFORE CLASS! NO EXCEPTIONS. Students on phones may be invited to leave.

**Attendance Policy:****Be on time. Lateness or leaving class early will result in an unexcused absence.**

You are allowed a maximum of four unexcused absences without penalty (though no attendance points will be awarded for those days). Absences related to approved university activities, illnesses, and family emergencies are categorized as excused if you present the appropriate, written documentation from the Vice President or Dean of Student Affairs. Only an excused absence *with* documentation from the Dean will enable make up of missed work. Five or more unexcused absences will result in a 10 point penalty from the class participation grade.

<b>Course Evaluation:</b>	<b>POINTS</b>
Social/Ecological Autobiography (5 or 3 pages)	100 points
Professional Interest Paper (5 or 3 pages)	100 points
Research Interest Paper (5 or 3 pages)	100 points
Class Attendance and Participation	90 points (4 points per day)
Paper Proposal/Drafts (proposal, 1 <sup>st</sup> & 2 <sup>nd</sup> draft)	60 points (20 each)
RL BAAD NEWS Bibliography	90 points (5/10 points per citation)
In-class Presentations	50 points
Final Paper	175 points
<b>Total</b>	<b>765 points total</b>
<b>A (100 – 90) B (89-80) C (79 – 70) D (69-60) F (59 – 0)</b>	

**All assignments** must be submitted via Canvas <https://mycanvas.cau.edu/login>.

Paper copies or e-mailed copies will not be acknowledged or accepted.

Grade calculation will be consistent with the *CLARK ATLANTA UNIVERSITY STUDENT HANDBOOK* with a ten-point spread between grades, with 90-100 "A" and 60-69 "D".

**ASSIGNMENT DETAILS:**

**Social/Ecological/Political Autobiography (Comprehension) 100 points**

- In five double-spaced pages (GRAD) or three double-spaced (UG), construct an autobiography discussion the following information: identity, family, relationships, social networks, spirituality, mental and physical health, career, political affiliations, and social justice work. Cite the Angela Davis *Women, Culture, and Politics* at least three times.
- Engage the main issues of political concerns Black women face (outlined by Davis) and discuss in terms of your personal political participation/agenda. Cite the page numbers in-text and pay attention to margin, font and format requirements—a revised, excerpted version of this paper should be included in your final paper. Choose one external citation that is most relevant to your major and/or career aspiration by connecting the topics of politics and career.

**Professional Interest Paper (Comprehension) 100 points**

- In five double-spaced pages (GRAD) or three double-spaced (UG), explore your professional interest, identify a role model that exemplifies the type of work you envision yourself doing and discuss how politics plays a role in your career aspirations. Cite the Angela Davis *Women, Culture, and Politics* at least three times.

**Research Interest Paper (Application) 100 points**

- In five double-spaced pages (GRAD) or three double-spaced (UG), articulate your research interest, identify scholars that exemplify the type of scholarship you envision yourself producing and discuss how politics plays a role in each citation. Cite at least 5 (GRAD) or 3 (UG) RL BAAD NEWS sources.

**Class Attendance and Participation (Analysis) 90 points (4 points per day)**

- Bring one keyword to class (each with a page number citation) that identifies a major concept in the reading. The keyword should relate to the days' reading and to your research interest.
- Bring one outside source related to African American politics and relate the source to the week's reading. The citation should be a RL BAAD NEWS source that might be used in formal papers.

**Paper Proposal/Drafts (Synthesis) 60 Total**

- Proposal: four (GRAD) or two (UG) pages – Identify a main theme in Black women's health found in the course reading that relates to your research interest and/or professional goals. Discuss how you plan to analyze the topic and synthesize sources to produce the final paper. The paper should be central to professional interest and make use of resources relevant to preparing for an internship or interview in that field. (10 points)

- First draft: six/four pages of text (see final paper guidelines below) (20 points)
- Second draft: eight/six pages of text (see final paper guidelines below) (20 points)

**RL BAAD NEWS Bibliography (Synthesis & Evaluation) 90 (10 points per citation)**

- RL BAAD NEWS RESEARCH, 9 citations: A bibliography for independent research.
- Locate sources relevant to African American history and your major and/or career aspiration. Summarize the source in 1-2 sentences and analyze the relevance in 1-2 sentences (a full paragraph for each source).
- Bring citations to class each week for class discussion. Submit final bibliography assignment to CANVAS.

**In-class Presentations (Application) 50 (25 points ea.)**

- Final paper presentation – discuss the thesis/argument of your paper, required text citations, and research bibliography (RL BAAD NEWS sources). Each student will give an oral presentation of his or her final research project in a group setting. The arrangement will be that of a typical professional research conference. Each presentation should be 10 minutes (GRAD) 5 minutes (UG) that explains the theory, method, and sources of the disciplinary-based research. (A penalty will be assessed for shorter or longer time presentation. Students are expected to practice their presentations and adhere to time limits in order to allow for question and answer periods.) Due to time constraints, this is an oral presentation, with no visuals provided.

**Final Paper (Application) 175 Total**

- Final Paper/Project: 2500 words (9-10 pages of text for UG) or 5400 words (about 18 pages of text for grad), not including bibliography. Full-length and complete, polished to ready for final grade evaluation. Due by Monday, May 8<sup>th</sup> (final exam week), 11:59pm. Late papers will incur a 25 point penalty. *Papers will not be accepted after 12:00noon on the last day of finals, Friday May 12, 2017.* No "I" grades will be given as an extension of final paper deadline.
  - Taylor and Lewis citations (10 points) 5 points ea.
  - Davis Text – 3 citations (15 points) 5 ea.
  - Required texts (40 points) 10 points ea.
  - Reading Group text/s (20 points) 10 points ea.
  - RL BAAD NEWS Citations: reference and cite each type of source (1 each UG/2 each GRAD), including one newspaper article *prior* to 1950: (45 points) 5 points ea.
  - Writing mechanics, paper structure, technical aspects (25 points)
  - Content: Identify a main theme relevant to thesis or dissertation; original scholarly contribution (20 points)

**Evaluation Criteria: Content, Structure, Sources**

Unless otherwise noted, grades will be assigned in the following three areas:

- **Content:** Clear main idea; relevant question; answer that directly addresses the question; thesis statement; theoretical frame; methodology; argument development; relevant evidence; provides detailed points about time and place as well as context; skill; point of view; style; originality
- **Structure:** Organization with unified beginning, middle, and end; clear flow of ideas by effective use of sections and subsections; appropriate transitions; paragraphs and sentence structure; proper punctuation; appropriate language; mechanics; evidence of editing
- **Sources:** Valid sources that support but also complicate argument; appropriate scholarly weight; primary documents with nuanced interpretation; correct citation in text and bibliography; correct citation for academic discipline: Turabian, Chicago, MLA, or APA style. Scholars without sources are

**RL BAAD NEWS:**

- Report/gov. doc/database
- Live source/oral history/interview
- Book
- Article
- Archive
- Dissertation/thesis
- Newspaper
- Encyclopedia/bibliography
- Web Site/internet/multimedia

	<b>SEMESTER AT A GLANCE</b>
<b>Week</b>	<b>Wednesdays</b>
<b>[1] January 23</b>	<p><b>First Class: Introductions &amp; syllabus</b> Class objectives, expectations, course resources, order books</p> <ul style="list-style-type: none"> <li>• "Letters to Our Daughters." <i>Memoirs and Black Women's Intellectual History</i></li> <li>• Discussion: How do Black women experience, analyze, and define politics?</li> </ul> <p><b>Reading Due:</b></p> <ul style="list-style-type: none"> <li>• Shelby Lewis, "Career Path Essay," <i>Journal of Black Political Science</i>. 2012 or Quintard Taylor. "The Scholar-Activist and the Challenge of Social Change: W. E. B. Du Bois and Race in America." <i>Reviews in American History</i>, Vol. 22, No. 4 (Dec., 1994), 662-667.</li> <li>• Reports (on Canvas): Center for Disease Control (CDC), Black Women's Health Imperative (BWHI), Center for Black Women's Wellness (CBWW).</li> <li>• Web Resource: Africana Memoirs Database</li> </ul>
<b>[2] January 30</b>	<b>Reading Due:</b> Angela Davis. <i>Women, Culture, and Politics</i> Part I Equality and Peace
<b>[3] February 6</b>	<b>Reading Due:</b> Angela Davis. <i>Women, Culture, and Politics</i> Part III Education/Culture <b>Social-Ecological-Political Autobiography Due</b>
<b>[4] February 13</b>	<b>Source Discussion:</b> RL BAAD NEWS: article, newspaper, encyclopedia/bibliography book, web site/internet annotation, archive annotation <b>Professional Interest Paper due</b>
<b>[5] February 20</b>	<b>Reading Due:</b> Ida B. Wells. <i>Crusade for Justice</i> Chapters 1-26
<b>[6] February 27</b>	<b>Reading Due:</b> Ida B. Wells. <i>Crusade for Justice</i> Chapters 26-46
<b>[7] March 6 MIDTERM</b>	<b>Reading Group One Presentations</b> <b>Research Interest Paper due</b>
<b>[8] March 13</b>	<b>SPRING BREAK</b>
<b>[9] March 20</b>	<b>Reading Due:</b> Shirley Chisholm. <i>Unbought and Unbossed</i>
<b>[10] March 27</b>	<b>Reading Due:</b> Donna Brazile. <i>Cooking With Grease</i>
<b>[11] April 3</b>	<b>Reading Due:</b> Angela Davis. <i>Women, Culture, and Politics</i> Part II International <b>Final Paper Proposal Due (4/2 pages of text, attach bibliography)</b>
<b>[12] April 10</b>	<b>Reading Due:</b> Ellen Johnson-Sirleaf. <i>This Child Will Be Great</i>
<b>[13] April 17</b>	<b>Reading Group Two Presentations</b> <b>RL BAAD NEWS Bibliography Due</b> <b>Final paper source discussion</b>
<b>[14] April 24</b>	<b>In-class peer review</b> <b>Final Paper First Draft Due (6/4 pages of text, attach bibliography)</b>

[15] May 1	<b>Final presentations</b> <b>Final Paper Second Draft Due (10/6 pages of text, attach bibliography)</b>
[15] May 8 <b>FINALS WEEK</b> <b>NO CLASS</b>	<b>Submit final papers online to Canvas <a href="https://mycanvas.cau.edu/login">https://mycanvas.cau.edu/login</a> by Monday, May 8, 2016 at 5:00pm ...AT THE LATEST. Papers submitted after that time will be assigned a 25 point late penalty.</b> Papers <b>will not</b> be accepted after the day of final exams, Friday, December 12 <sup>th</sup> at 5:00pm. No exceptions will be granted. No "I" grades will be assigned as a result of incomplete/ missing paper or assignments.

**IMPORTANT INFORMATION:**

- **Please visit me during office hours about ANY questions, comments, special needs or concerns regarding the course.** If my office hours conflict with your schedule, please set up an appointment. Email or call at any time; allow 24-48 hours for my response—email responses are usually quicker than phone. For special needs requests, I will be more than happy to work with any campus resource and accommodate needs for any student who brings a *campus-generated written request from the Office of Counseling and Disability Services within the first two weeks of class*. Accommodation of requests will be considered BEFORE assignments are due.
- **Do ALL work in a professional manner.** Type all assignments using double-spaced, Times Roman 12 font in MS Word with the standard 250 WORDS PER PAGE. [Large fonts such as Arial, Century Schoolbook, Courier New, or Bookman Old Style ARE NOT ACCEPTABLE.] Borders should be standard (one-inch) and correct style should be used. The professor and your peers will offer feedback; give and take comments graciously...they are meant to improve your work. Visit the library and campus writing center resources...your grades (and professional future) depend on it.
- **All students are expected to know and adhere to University’s guidelines regarding CAU Sexual Harassment Policy.** Details can be found online at [http://www.cau.edu/HR\\_Sexual\\_Harrass\\_Pol.aspx](http://www.cau.edu/HR_Sexual_Harrass_Pol.aspx). Though the policy specifies conditions for employment, policies also apply to the CAU classroom. No harassment will be tolerated in the classroom or the AWH Department. If you have a concern about someone’s behavior, please bring concerns directly to Dr. Evans, the instructor and Department Chair who can follow through with the Human Resources policy. This class deals with sensitive subjects, but will be approached from an academic perspective, so professionalism is expected from all participants.
- **All students are expected to know and adhere to University’s guidelines regarding Academic Honesty.** It is not acceptable to submit a collection of ideas without citation; this is **plagiarism** whether intended or not. If there is any reason to believe that a student has taken part in cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication, the minimum penalty is a “0” for the assignment and faculty initiation of the adjudication process; maximum penalty might include failure of the class. I have had the unfortunate experience of having to turn students in for academic dishonesty; though it is a time-consuming and unenjoyable process, I will not hesitate to report students in accordance with Clark Atlanta University policies. *Original work is essential for a sustainable reputation and career. See exhibit A: [Melania Trump plagiarized Michelle Obama’s speech](#)*. Don’t let this be you.
- **Work ethic.** Do not turn in mediocre work and expect an exceptional grade. You will receive the grade you earn. My goal is to train scholars to be intellectually competent and competitive in an international work force. I do not pander to low personal standards. Regardless of circumstances, grades are earned by actual submitted work, not intention or effort.
- **Attendance matters and emergency needs.** Absences related to approved University activities, illnesses and family emergencies may be categorized as excused, with appropriate written documentation from the Vice-President of Student Affairs. Excused absences allow you to make-up missed work without penalty. All other absences will incur penalty without exception. Counseling Center contact information [http://www.cau.edu/Counseling\\_Services.aspx](http://www.cau.edu/Counseling_Services.aspx)
- **Late work is accepted for 1 week past the due date:** I understand that life happens...so, late work is absolutely accepted—up to ONE WEEK (7 days) beyond the assignment date. For regular course assignments, a 10% penalty will be applied to late work. The final paper penalty is also 10% until the last day of finals, after which no paper will be accepted. Work will be considered late after *the beginning of class on the due date*. No work will be accepted after 12:00 noon on the last day of final exams. Unless instructed to do so by the professor, emailed work is not accepted. All Assignments must be submitted via CANVAS. In-class peer review points *cannot* be made up.
- **No I grades:** “I” grades are not assigned (Incomplete grades), so plan to finish work by end of semester; grades are assigned as earned. Exceptions might include documented major medical emergencies with notice in advance of final weeks, but only if written approval is secured from the professor and Dean of Arts and Sciences.
- **Respect:** All students will show collegial respect toward others. Debates are encouraged; not disrespect. In this course, we honor the pledge to Clark Atlanta University’s Campus Cultural Creed.