

AWS 600 SEMINAR

Black Women's Health & Wellness



Dr. Stephanie Y. Evans

"ARE YOU SURE, SWEETHEART, THAT YOU WANT TO BE WELL?"

~ Toni Cade Bambara, *The Salt Eaters*

Meeting Hours Wednesdays 5:00-7:00 pm

Meeting Location 307 Carl and Mary Ware

Office Hours Tuesdays 2-4 pm, Wednesdays 2-4 pm, or by appointment

Office Location McPheeters-Dennis Hall, Room 251

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Course Number/Sect		Course Title	Credit Hours	Semester	Time	Level (U/G)
CAWS	600	AWS Seminar: Memoirs	3	Fall 2016	5:00 – 7:00	G
Brief Description		This course will explore Black women's memoirs with a focus on health and wellness.				
Prerequisites		N/A				

Syllabus date August 17, 2016

Course Description:

In this class, students survey lessons from elders to locate four tools for Black women's wellness and work-life balance: how to manage stress, "get your life" in order, synthesize home-job-community work, and uncover secrets to access creative energy. Students apply a socio-historical lens to analyze African American women's health to address questions such as: What are major challenges to Black women's health? (morbidity) and What extends Black women's life? (longevity). Primary sources include reports from the CDC, Black Women's Health Imperative, and the Center for Black Women's Wellness. Special focus is placed on resources by wellness experts, autobiographies by Black women nonagenarians and centenarians—authors who lived to be over 90 or 100 years old—and memoirs by activists who specialize in meditation. Life narratives guide students through eras of human rights abuses in United States history from slavery to the present and shape explorations of the intersectional struggle for mental health. We study "Blue Zones" and strategies by those who overcame personal, professional, political, and social challenges to live fulfilling lives.

Students will construct their own social/ecological autobiography to explore wellness goals related to identity, family, relationships, social networks, spirituality, mental and physical health, career, 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 wellness 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 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: I² CAU http://www.cau.edu/StratPlanning_Core_Values.aspx

Learning Outcomes

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

1. Enhance skills of information literacy (locate, evaluate, use, *and create* information)
2. Prepare an final paper that reflects four characteristics of research (Dr. E's Critical Reading Strategy

Description (Basics, structure)

knowledge, comprehension

(What?)

Analysis (Details, relevance)

analysis, evaluation

(So what?)

Thesis (Reader's argument)

synthesis

(For What?)

Application (Original contribution)

application

(Now what?)

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
4. Create a final paper, after critical review, 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.

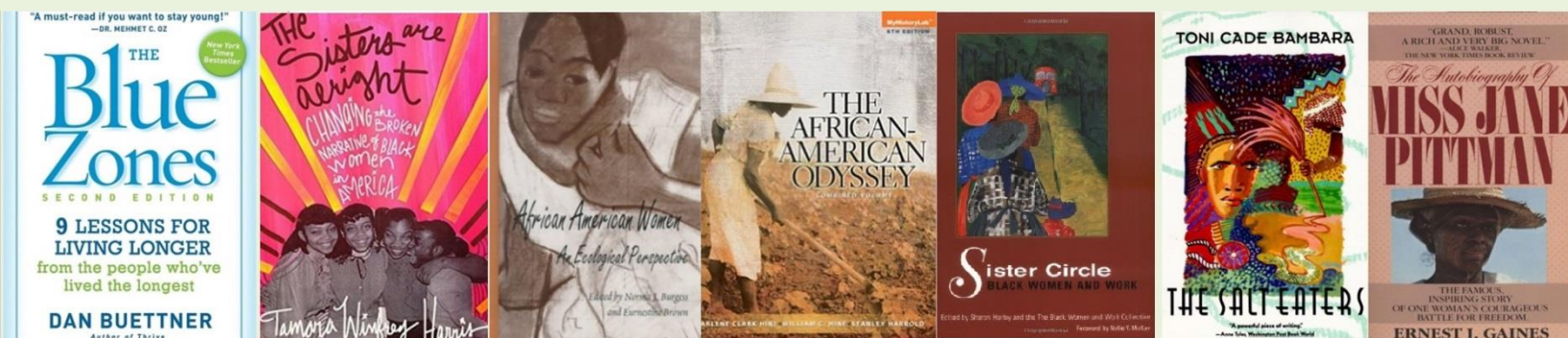
Centenarian Autobiographies



Wellness Memoirs



Subject Reading



Required Texts

- Anna Julia Cooper. *The Voice of Anna Julia Cooper, Including A Voice from the South and Other Important Essays, Papers, and Letters* (1998), Eds. Charles Lemert and Esme Bhan.
- Robbin Alston. *The Power of Ase Yoga*
- *The Blue Zones: Lessons for Living Longer From the People Who've Lived the Longest*. Dan Buettner
- *The Sisters are Alright: Changing the Broken Narrative of Black Women in America*. Tamara Winfrey Harris

[READING GROUPS: CHOOSE TWO]

Centenarian Autobiographies

- Ann Nixon Cooper. *A Century and Some Change: My Life Before the President Called My Name*
- Sarah (Sadie) and Elizabeth (Bessie) Delany. *Having Our Say: The Delany Sisters' First Hundred Years*
- Ella Mae Cheeks Johnson. *It Is Well With My Soul: The Extraordinary Life of a 106-Year Old Woman*
- Dovey Johnson Roundtree. *Justice Older than the Law*
- Ellen Tarry, *The Third Door: Autobiography of An American Negro Woman*
- Susie Mae Williams White. *Determined...In Spite of...*

[READING GROUPS: CHOOSE TWO]

Wellness Memoirs

- Deborah Santana. *Space Between the Stars: My Journey to an Open Heart*
- Emaculee Illabagiza. *Left to Tell: Discovering God Amidst the Rwandan Holocaust*
- Angel Kyoto Williams. *Being Black: Zen and the Art of Living with Fearlessness and Grace*
- Layli Maparyan. *The Womanist Idea*
- Jan Willis. *Dreaming Me: Black Baptist and Buddhist*
- Alice Walker. *We Are the One's We Have Been Waiting For*
- Tracye Lynn McQuirter. *By Any Greens Necessary: A Revolutionary Guide for Black Women Who Want to Eat Great, Get Healthy, Lose Weight, and Look Phat*

ALL REQUIRED BOOKS ARE ALSO ON HOLD IN THE WOODRUFF LIBRARY

Web Resources and Recommended Reading:

- Professor Evans, Resource Website www.professorevans.net
- Sesheta online database <http://www.sesheta.net/>
- *African American Women: An Ecological Perspective*. Norma Burgess & Earnestine Brown
- *Flat-Footed Truths: Telling Black Women's Lives*. Patricia Bell-Scott & Juanita Johnson-Bailey
- *The Autobiography of Ms. Jane Pitman*. Earnest Gaines
- *The Salt Eaters*. Toni Cade Bambara
- *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.

Course Evaluation:**POINTS**

Health Report Annotations (3 pages)	50 points
Professional Role Model (3 pages)	50 points
Social/Ecological Autobiography (5 pages)	100 points
Class Attendance and Participation	90 points (4 points per day)
Reading Group Summaries (5-6 pages)	100 points (50 pts. each)
Paper Proposals (interest, proposal, 1 st & 2 nd draft)	60 points (10 each; 20 each)
RL BAAD NEWS Bibliography	120 (10 points per citation)
In-class Presentations (sources & final)	50 points (25 points ea.)
Final Paper	160 total

Total**750 points total**

A (100 – 90) B (89-80) C (79 – 70) D (69-60) F (59 – 0)

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:**Health Report Annotations** (Knowledge)**50 points**

- Summarize each source (CDC, CBWW, BWHI), in a few sentences and analyze the relevance in a few paragraphs. Each source should have at least one full paragraph annotation. Identify main ideas most relevant to your personal experience and professional interest to provide ease of use in final paper.

Personal and Professional Role Model (Knowledge)**50 points**

- Identify one personal role model and one professional role model. Name the characteristics of social location and professionalization that are most helpful to your development. Analyze the relevance of each future in a few sentences. Each role model should have at least two full paragraphs. Identify main ideas most relevant to your personal experience and professional interest to provide ease of use in final paper.

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

- In five double-spaced pages, construct an autobiography discussion the following information: identity, family, relationships, social networks, spirituality, mental and physical health, career, and social justice

work. Cite the three main course resources (CDC, BWHI, CBWW), write at least a three-page double-spaced paper.

- Engage the main issues of health concerns Black women face (outlined in CDC, CBWW, and BWHI documents) and discuss in terms of your personal wellness goals. Cite the page number 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 health, family, and career.

Class Attendance and Participation (Analysis) 90 points (2 points per day)

- Bring one keywords to class (each with a page number citation) that identify major concepts in the reading. At least one keyword should relate to the days' reading, and at least one should relate to your research interest.
- Bring one outside source related to African American health 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.

Reading Group Summaries 100 points (50 points each)

- COURSE READING: 1-2 pages double-spaced summary (per book). Extended annotated bibliography of course reading. Submit to CANVAS before class discussion. Explore social location analysis (micro, meso, macro, global) and use key words about your reading and your research interest to identify main points of relevance in the book of choice. Each summary should be 200-300 words.

Paper Proposals (Synthesis) 60 Total

- Interest: one page narrative of their academic major and professional career goals. (10 points)
- Proposal: two 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: four pages of text (see final paper guidelines below) (20 points)
- Second draft: 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.)

- Be present your sources on "Fact-check Friday" - students will lead a discussion by presenting their sources then facilitating a wrap up of the *Odyssey* chapter for the week.
- Final paper presentation – discuss the thesis/argument of your paper, *Odyssey* 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 5 minutes 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) 160 Total

- Final Paper/Project: 5400 words (about 18 pages of text), not including bibliography. Full-length and complete, polished to ready for final grade evaluation. Due by Wednesday, December 7th (final exam week), 5pm. Late papers will incur a 25 point penalty. *Papers will not be accepted after 12:00noon on the last day of finals, Friday May 9, 2016.* No "I" grades will be given as an extension of final paper deadline.
 - Taylor and Lewis citations (10 points) 5 points ea.
 - Health reports (15 points) 5 ea.
 - Cooper and Alston texts (10 points) 5 points ea.
 - Buettner and Harris texts (10 points) 5 points ea.
 - Reading group texts (20 points)
 - Role model reference (5 points)
 - RL BAAD NEWS Citations: reference and cite at least 1 of each type of source, 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

	SEMESTER AT A GLANCE
Week	Wednesday
[1] August 17	First Class: Introductions & syllabus Class objectives, expectations, course resources, order books <ul style="list-style-type: none"> • Harriet Tubman and <i>A Black Women's Survival Guide</i> (videos) • "Letters to Our Daughters." Memoirs and Black Women's Intellectual History • Autobiography of Ms. Jane Pittman (video excerpt) • Discussion: What kills Black women? What gives Black women <i>LIFE</i>? • Work-life balance frame: Evers, lifelong learning and employability • Resource: Mindfulness-Based Stress Reduction
[2] August 24	Reading Due: <ul style="list-style-type: none"> • 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. • Reports (on Canvas): Center for Disease Control (CDC), Black Women's Health Imperative (BWHI), Center for Black Women's Wellness (CBWW). <i>Guest Speaker:</i> Nurse Singleton
[3] August 31	Reading Due: Dan Buettner. <i>The Blue Zones: Lessons for Living Longer From the People Who've Lived the Longest</i> (2008). Web Resource https://www.bluezones.com/ Health Reports Annotations Due <i>Discussion</i> (cont.): CDC, BWHI, and CBWW <i>Guest Speakers:</i> Tanya Leake
[4] September 7	Class Reading Due: Anna Julia Cooper. <i>The Voice of Anna Julia Cooper, Including A Voice from the South and Other Important Essays, Papers, and Letters</i> (1998), Eds. Charles Lemert and Esme Bhan. <i>Discussion:</i> Ecologies of Race, Class, & Gender

[5] September 14	Reading Cont.: Anna Julia Cooper Social/Ecological Autobiography Due
[6] September 21	Source Discussion: RL BAAD NEWS: article, newspaper, encyclopedia/bibliography book, web site/internet annotation, archive annotation Professional Interest Paper due <i>Discussion:</i> Time and Space
[7] September 28	Centenarian Reading Group: [CHOOSE TWO] <ul style="list-style-type: none"> ▪ Ann Nixon Cooper. <i>A Century and Some Change: My Life Before the President Called My Name</i> ▪ Sarah (Sadie) and Elizabeth (Bessie) Delany. <i>Having Our Say: The Delany Sisters' First Hundred Years</i> ▪ Ella Mae Cheeks Johnson. <i>It Is Well With My Soul: The Extraordinary Life of a 106-Year Old Woman</i> ▪ Dovey Johnson Roundtree. <i>Justice Older than the Law</i> ▪ Ellen Tarry, <i>The Third Door: Autobiography of An American Negro Woman</i> ▪ Susie Mae Williams White. <i>Determined...In Spite of...</i>
[8] October 5 MIDTERM	Centenarian Reading Group: (Continued) Research Interest Paper due
[9] October 12	<i>Wellness Skills Workshop I Discussion:</i> Work-Life Balance CALM & SYNC
[10] October 19	Class Reading Due: Robbin Alston, <i>The Power of Ase Yoga</i> Annotation Due: live source/oral history video/interview annotation
[11] October 26	Wellness Reading Group: [Choose TWO] <ul style="list-style-type: none"> • Deborah Santana. <i>Space Between the Stars: My Journey to an Open Heart</i> • Emaculee Illabagiza. <i>Left to Tell: Discovering God Amidst the Rwandan Holocaust</i> • Angel Kyoto Williams. <i>Being Black: Zen and the Art of Living with Fearlessness and Grace</i> • Layli Maparyan. <i>The Womanist Idea</i> • Jan Willis. <i>Dreaming Me: Black Baptist and Buddhist</i> • Alice Walker. <i>We Are the One's We Have Been Waiting For</i> • Tracye Lynn McQuirter. <i>By Any Greens Necessary: A Revolutionary Guide for Black Women Who Want to Eat Great, Get Healthy, Lose Weight, and Look Phat</i>
[12] November 2	Wellness Reading Group: (Continued) <i>Wellness Skills Workshop II Discussion:</i> Work-Life Balance LINK & BOSS
[13] November 9	Wellness Memoir Reading Due: Tamara Winfrey Harris. <i>The Sisters are Alright: Changing the Broken Narrative of Black Women in America</i> Final Paper Proposals Due (2 pages of text, attach bibliography) In-class peer review
[14] November 16	RL BAAD NEWS Bibliography Due Preliminary presentations / final paper source discussion
[15] November 23 Holiday	Final Paper First Draft Due (4 pages of text, attach bibliography) Online peer review
[16] November 30	Final presentations Final Paper Second Draft Due (6 pages of text, attach bibliography) Submit final papers online to Canvas https://mycanvas.cau.edu/login by Wednesday, December 7, 2016 at 5:00pm ...AT THE LATEST. Papers submitted after that time will be assigned a 25 point late penalty. Papers will not be accepted after the day of final exams, Friday, December 9 th 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. 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
- **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.