



CLARK ATLANTA UNIVERSITY

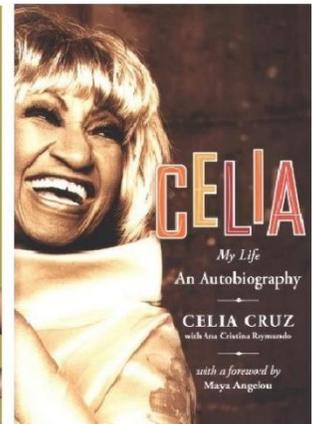
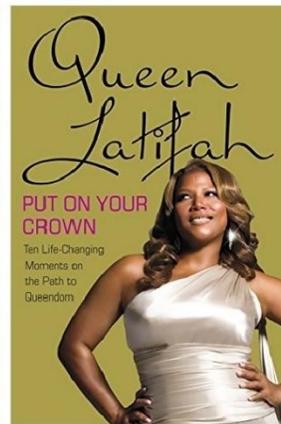
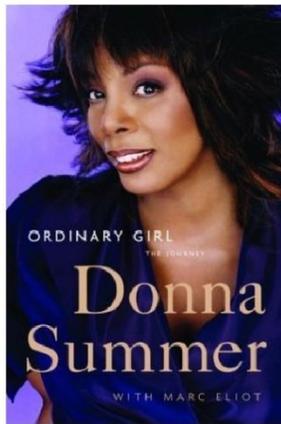
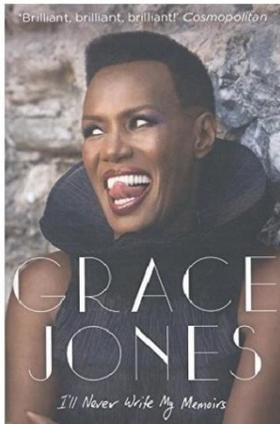
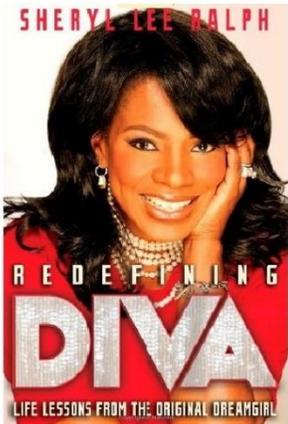
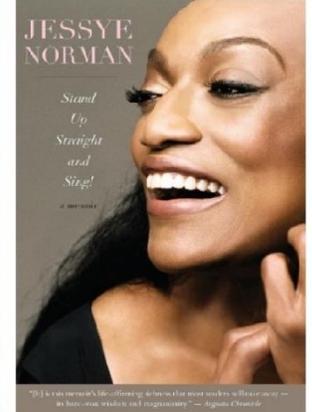
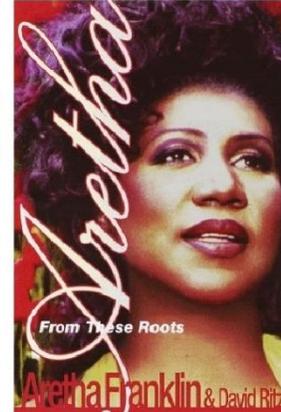
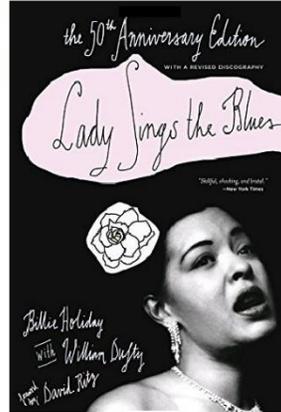
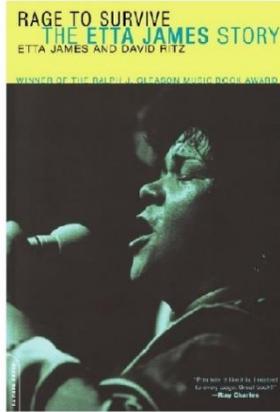
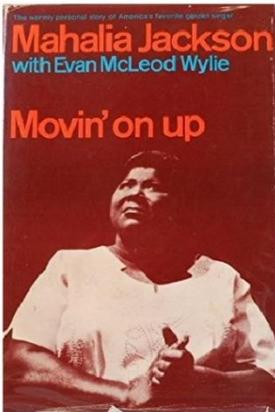
AAS 550

AFRICAN AMERICAN MUSIC

MEMOIRS OF BLACK WOMEN ICONS

Spring 2018

Instructor: Dr. Stephanie Y. Evans



Course Number/Sect		Course Title	Credit Hours	Semester	Time	Level (U/G)
CAAS	550	Memoirs of Black Women Icons	3	Spring 2018	Mondays 5:00 – 7:30	G/U
Brief Description		This course will explore Black women’s memoirs with a focus on themes of “Creative Survival” and self-love in the lives of leading singers in ten genres: gospel, blues, jazz, soul, opera, theater, rock-n-roll, disco, hip hop, & salsa.				
Prerequisites		N/A Graduate course open to undergraduate juniors and seniors with permission.				

Office Hours

Tuesdays, Wednesdays, Thursdays 1-3 pm, or by appointment

Office Location

McPheeters-Dennis Hall, Room 251

Contact

sevans@cau.edu | 404-880-6352 | Web Site: www.ProfessorEvans.net

Syllabus draft January 17, 2017

Course Description

In this class, students survey memoirs to locate Black women's approaches to creating music.

Students apply cultural-historical lenses to analyze African American women's creative philosophies and relationships to address questions such as: What are major challenges to Black women's wellbeing? How have women worked to systematically bend cultural agendas to their own will? How have women in the African diaspora sung about their lives? The guiding text for the class will be Angela Davis's *Blues Legacies and Black Feminism* and main themes will be branching points of Black women icons' lives (early, middle, and late).

Students will construct their own cultural-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 creative historical research and practice.

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.

Course Objectives

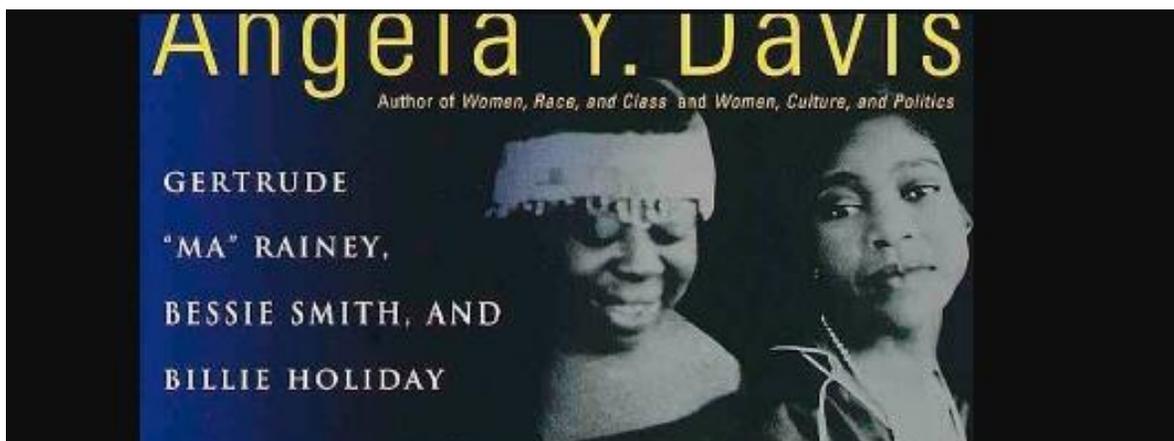
1. To introduce students to interdisciplinary history related to African American women.
2. To identify main themes and arch of development in Black women's music, life, and history.
3. To provide students with information to facilitate discussion on ecologies of race, class, and gender.
4. To identify 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 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, related to dissertation or thesis research, 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** *Blues Legacies and Black Feminism* (Theory)
2. **Mahalia Jackson** *Movin' on Up* (Gospel)
3. **Etta James** *Rage to Survive* (Blues)
4. **Billie Holiday** *Lady Sings the Blues* (Jazz)
5. **Aretha Franklin** *From These Roots* (Soul)
6. **Queen Latifah** *Put on Your Crown* (Hip Hop)
7. **Celia Cruz** *My Life* (Salsa)

Articles on CANVAS

Groups

8. **Jessye Norman** *Stand Up Straight and Sing!* (Opera)
9. **Sheryl Lee Ralph** *Redefining Diva* (Theatre)
10. **Grace Jones** *I'll Never Write My Memoirs* (Rock-n-Roll)
11. **Donna Summer** *Ordinary Girl* (Disco)

ALL REQUIRED BOOKS ARE ON HOLD IN THE WOODRUFF LIBRARY

Web Resources and Recommended Reading:

- Professor Evans, Resource Website www.professorevans.net
- African Memoirs online database www.AfricanaMemoirs.net
- *The Music of Black Americans: A History*. Eileen Southern
- *African American Music: An Introduction*. Mellonee Burnim and Portia Maultsby.
- *SOS--Calling All Black People!*: A Black Arts Movement Reader. John H. Bracey, Jr. Sonia Sanchez, and James Smethurst

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.

Course Evaluation:

POINTS

Musical Autobiography (4-5 pages)	100 points
Professional Interest Paper (5 pages)	100 points
Research Interest Paper (5 pages)	100 points
Class Attendance and Participation	90 points (4 points per day)
Paper Proposal/Drafts (proposal, 1 st & 2 nd draft)	60 points (20 each)
RL BAAD NEWS Bibliography	90 points (10 points per citation)
In-class Presentations	50 points
Final Paper	175 points

Total **765 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:

Musical Autobiography (Comprehension) 100 points

- In 4-5 double-spaced pages (GRAD), construct a musical autobiography discussing the following information: identity, family, relationships, social networks, spirituality, mental and physical health, career, political affiliations, and social justice work. Cite the Angela Davis *Blues Legacies and Black Feminism* at least three times. Engage main concerns Black women express (outlined by Davis) and discuss in terms of your personal engagement with music. Cite 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 1-2 external citations that are most relevant to your major and/or career aspiration by connecting the topics of culture and career.
- Use as branching points for your story three main events: one event early in life, one school event, and something significant that has happened recently. Identify a song to represent the significant of each of these three branching points.

Professional Interest Paper (Comprehension) 100 points

- In 5 double-spaced pages, 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 5 double-spaced pages, 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 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 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 points

- 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) 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.) This is an oral presentation, with no visuals permitted.

Final Paper (Application) 175 Total

- Final Paper/Project: 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 7th (final exam week), 5:00pm. Late papers will incur a 25 point penalty. Papers will not be accepted after 12:00noon on the last day of finals, Friday May 11, 2017. No "I" grades will be given as an extension of final paper deadline.

➤ DETAILS:

- 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

SEMESTER AT A GLANCE	
Week	Mondays
[1] January 22	<p>First Class: Introductions & syllabus Class objectives, expectations, course resources, order books</p> <ul style="list-style-type: none"> • “Letters to Our Daughters.” <i>Memoirs and Black Women’s Intellectual History</i> • Discussion: How do Black women experience, analyze, and define politics? <p>Reading Due (all on CANVAS):</p> <ul style="list-style-type: none"> • Shelby Lewis. “Career Path Essay,” <i>Journal of Black Political Science</i>. (2012) • 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. • John Bracey. “The Coming of John: With Apologies to W. E. B. Du Bois and Amus Mor.” <i>Massachusetts Review, Music Issue</i>. (2016), 623-631.
[2] January 29	<p>Reading Due: Angela Davis. <i>Blues Legacies and Black Feminism</i> Part I (to page 120)</p> <p>Musical Autobiography Due</p>

[3] February 5	Source Discussion: RL BAAD NEWS: article, newspaper, encyclopedia/bibliography book, web site/internet annotation, archive annotation
[4] February 12	Reading Due: Mahalia Jackson <i>Movin' on Up</i> (Gospel) Professional Interest Paper due
[5] February 20	Reading Due: Billie Holiday <i>Lady Sings the Blues</i> (Jazz)
[6] February 27	Reading Due: Groups Jessye Norman <i>Stand Up Straight and Sing!</i> (Opera) or Sheryl Lee Ralph <i>Redefining Diva</i> (Theatre)
[7] March 6 MIDTERM	Reading Due: Etta James <i>Rage to Survive</i> (Blues) Research Interest Paper due
[8] March 13	SPRING BREAK
[9] March 20	Reading Due: Aretha Franklin <i>From These Roots</i> (Soul)
[10] March 27	Reading Due: Queen Latifah <i>Put on Your Crown</i> (Hip Hop)
[11] April 3	Reading Due: Celia Cruz <i>My Life</i> (Salsa) Final Paper Proposal Due (4/2 pages of text, attach bibliography)
[12] April 10	Reading Due: Groups Grace Jones <i>I'll Never Write My Memoirs</i> (Rock-n-Roll) or Donna Summer <i>Ordinary Girl</i> (Disco)
[13] April 17	Reading Group Two Presentations RL BAAD NEWS Bibliography Due Final paper source discussion
[14] April 24	In-class peer review Final Paper First Draft Due (6 pages of text, attach bibliography)
[15] May 1	Final presentations Final Paper Second Draft Due (10 pages of text, attach bibliography)
[15] May 8 FINALS WEEK NO CLASS	Submit final papers online to Canvas https://mycanvas.cau.edu/login by Monday, May 8, 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 12 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:

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.

- **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.