

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

York College

2022

[BLST 103] Black Women in the Atlantic World

Oluremi "Remi" Alapo
CUNY York College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/yc_oers/31

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

YORK COLLEGE, CUNY

BLACK WOMEN IN THE ATLANTIC WORLD – BLST 103 – E (37063)

FALL 2022.

Days/Time: Mon / Wed. 2:00PM - 3:15PM. Location: Academic Core Building room 3B01

PROF. OLUREMI ALAPO. EMAIL: oolapo1@york.cuny.edu

OFFICE HOURS [walk in / by appointment - History dept]: MON: 445PM – 545PM / WED: 12:45PM – 1:45PM.

THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE

Course Description: This course examines the foundations, ideas, concerns, and implications of Black feminism within the context of the Black Atlantic. A major goal of this class is to foster dialogue and critical discussion about Black feminism as a site of theory and practice emphasizing social, political, and personal transformation.

Learning Objectives: Through assignments, tests, class discussions, research projects, and analytical study, students will demonstrate increased competencies in:

- An understanding of the pre-historical contributions of African women, the family, and matrilineal /patriarchal societies before the Atlantic world from a diverse and inclusive perspective.
- A study of black feminism from the perspective of “unlearning” historical truth about African women and the diaspora.
- The awareness of the contributions that the black woman in the Atlantic world have made to the feminist movement.
- Black feminists’ theories, and their applications to the feminist movement and a comparative look at other feminists’ theories.
- Greater understanding of multiple modalities of social-economic inequality to which African women in the diaspora have adopted, resisted, and contested.
- An analysis of how the black woman and black feminism has changed over time.

Learning Goals

This course will examine the political, social, and economic change of women in Africa and areas of the Diaspora (The Caribbean, Brazil, and the U.S.) from the standpoint of unlearning about the “Black Woman and Historical Truths”. In doing so, this course will analyze the survival of traditional institutions which have been affected by modernization and western values from a “decolonized” and an “anti-racist” perspective.

Particular issues concerning “the Black Woman” that have redefined her position in society as an African woman and her contributions to civilization and society such as slavery, racial discrimination, employment, continuity of the family, and education will be studied in relation to the overall black experience from a “diverse” perspective with “multiple views”.

We will examine the role that the black woman played in resistance movements throughout history as well as the effects of racial, gendered, class, and other types of oppression on them. Discussion topics include gender, sexuality, ethnicity, identity, economics, education, family, politics, and religion.

We will use black feminist texts which center on the experiences of black women, rather than those that relegate the black woman to the margins. Such texts demonstrate the black woman’s agency and draw on the black woman’s particular ways of signifying, testifying, and serving as counter-narratives to the pernicious myths, which for centuries have circulated regarding the black female body.

Students will be introduced to the varied realities of “ The Black Woman” throughout the African Diaspora. By exploring the different cultural, political, and historical contexts in which black women live, we will attempt to define the continuities and conflicts that exist within the vast field of Black Women’s Studies.

This seminar is designed to provide students with an overview of the historical and cultural richness of the experience of these women. This includes the changing status of women in traditional societies compared with changes in the status of black women in the United States, Latin America, and the Caribbean.

REQUIRED TEXTS

Alapo, Remi. (2016). *Generation X: The Role of Culture on the Leadership*. Publisher: ASTA Publications, LLC. Price: 23.35 USD.

Davis, Angela Yvonne. (1983). *Women, Race, and Class*. Publisher: Random House Inc. Price: 15.70 USD. ISBN: 9780394713519.

Hooks, Bell. (1981). *Ain’t I A Woman: Black Women and Feminism*. Publisher: South End Press Price: 25.00 USD. ISBN: 9780896081307.

Basic Skills: N/A. Flexible Core - World Cultures & Global Issues. 3 credits.

Reading and synthesizing various texts; formulating an effective and focused thesis statement; communicating thoughts and perspectives with others; attention to detail and logical organization in speech, writing, and reading.

Prerequisites/Co-requisites: N/A

Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in the first column)
1. Define the experience and aesthetic of excision	1. Discussion and in-class group work
2. Develop an understanding of the strategies developed by black women to challenge negative stereotypes and misrepresentations of their realities	2. Content quizzes; midterm and final exams
3. Contrast the complementary and contradictory experiences of black women in the Americas	3. Critical inquiry via reflection papers
General Education Goals	Measurements (means of assessment for general education goals listed in the first column)
1. Communication Skills: Students will write, read, listen and speak critically and effectively.	Reflection papers, group work, and class discussions
2. Arts & Humanities: Students will develop knowledge and understanding of the arts and literature.	Reading and critiquing literature, music, and films
3. Values: Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness, and social responsibility.	Reflection papers, group work, and class discussions
4. Social and Behavioral Sciences: Students will understand and apply the concepts and methods of the social sciences.	Reading and analyzing historical documents, thinking and writing critically about comparative historical contexts
PATHWAYS A: World Cultures and Global Issues	A Flexible Core course must meet the three learning outcomes in the right column.
Students will achieve this learning outcome by reading, analyzing, comparing and discussing academic, scholarly and activist articles/writings about the emergence different feminist movements in communities of the Diaspora. This outcome will be measured with class participation, group activities such as debates, quizzes, reflection paper and creation of documentary and accompanying paper.	Gather, interpret, and assess information from a variety of sources and points of view.

<p>This learning outcome is measured with a book review, quizzes, debates and creation of documentary and accompanying analytical paper which asks students to draw their arguments from a variety of sources (class lectures, readings, films) to make and support their arguments and raise critical questions.</p>	<p>Evaluate evidence and arguments critically or analytically.</p>
<p>This learning outcome is measured by content quizzes, reflection paper, book review and final analytical paper that requires the presentation of an argument supported by clear reasoning and sufficient evidence</p>	<p>Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>
<p>A course in this area must meet at least three of the additional learning outcomes in the right column. A student will:</p>	
	<p>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communication, cultural studies, economics, ethnics studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p>
<p>Through exploration of the many cultures and societies within the Black Diaspora of the Caribbean and Americas and their differing relationship with countries around the world, students will analyze the development of different feminisms and understandings of black womanhood.</p>	<p>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p>
	<p>Analyze the historical development of one or more non U.S. societies.</p>
<p>Students will analyze the significance and impact of colonialism, post-colonialism, and the women’s movement in the USA on “black women” across the Diaspora.</p>	<p>Analyze the significance of one or more major movements that have shaped the world’s societies.</p>
<p>This course asks students to analyze and discuss the relationship of gender and ethnicity, race, nationality, class, and sexual orientation in shaping the lives and identities of Black women across time and space.</p>	<p>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p>

	Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
--	--

GRADING: Total = 100 %.

Class participation	Weekly Discussion / Summaries [12 x 2.5 points] – due in weeks 1 - 15	30 %
Midterm Exam	Short Essay – due in week 9	15 %
Research Paper	Group Summary: 15 points Group Presentation: 10 points - due in week 12	25 %
Final Exam	Oral presentation: 10 points PPT slides: 20 points – due in week 15	30 %

Class participation: You will post a weekly summary of the in-class course learning on the BB discussion thread. You will copy and paste all weekly correspondence into one document at the end of the semester and post it in the Class Participation folder to be graded.

Midterm Exam - Short Essay: “From Africa to the Atlantic World: My Black Woman Story!” Select a black woman and write a 3-page short essay paper on their life, struggle, challenges, contribution to black womanhood, black feminism, etc. See template posted on BB with formatting instructions – 12 points, Times New Roman, APA, double spaced, 5-point indent at the margin. Post in the Midterm Folder under the assignment tab.

Group Research / Presentation: compare and contrast the 3-course texts as applicable to “The Black Woman and Black Feminism Today”. You will apply the content to a specific socio-economic aspect of black feminist theory. You will select from a list of the globalization and 21st-century challenges to the black woman - topic provided on BB. Each group will give a 15 minutes presentation as well as a written 8 -10 page research paper. Post in the group presentation tab under the assignment folder.

Final Exam: create 10 – 15-page ppt slides with a voice summary on “From Africa to the Atlantic World: My Black Woman Story!” Post in the Final Exam folder under the assignment tab.

COURSE SCHEDULE

WEEK	DISCUSSION / TOPIC	ASSIGNMENT	DUE
WEEK 1	<p>Intro - BLACK WOMEN IN AFRICA AND THE DIASPORA: issues and position in society</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • To review the course syllabus. • To have a general discussion and share observations and experiences on some "perspectives" of the Black Woman and feminism around the world. <p>READ</p> <p>Betrayal and Blame in Paradise of Eden In the beginning: The Creation Myth & Women, the “patriarchization” of women- The Old Testament -</p> <p>https://eewc.com/betrayal-blame-paradise-genesis-2-3/</p>	<p>DISCUSSION / SUMMARY</p> <p>Please post an introduction about yourself and your experiences learning about black women in Africa and the Americas. Share any personal reflections or observations about the above course description. You will give a 3 minutes summary.</p> <p>SUMMARY</p> <p>Post a paragraph summary on the Discussion info above. Feel free to research additional content and include it in your summary.</p> <p>What is Feminism? Why feminism is for everyone? What are the benefits?</p>	<p>All assignments are to be submitted electronically through Blackboard unless instructed otherwise.</p> <p>The deadline for all assignments is the Sunday of the week that the assignment is due by 11:30 pm EST.</p> <p>All learning resources will be posted on BB. You may also search the internet library on your own if a link does not open up.</p>
WEEK 2	<p>MYTH OF BLACK WOMEN - perspectives and perceptions / SUMMARY DUE</p> <p>OBJECTIVES</p>	<p>Review / reflect on the following</p> <p>... Black feminist texts center on the experiences of Black women, rather than relegating them to the margins. This literature demonstrates Black women’s agency and</p>	

	<ul style="list-style-type: none"> • To learn about some of the existing “myths” of Black women in literature/society. • To explore the counter-narratives of Black women in literature/society. • To debunk the "angry black women myth / theory / concept / ideology". <p>READ</p> <p>1] Alapo, 2016 - ch. 1: Bases of Power.</p> <p>[Generation X: The Role of Culture on the Leadership Styles of Women in Leadership Positions Paperback – February 4, 2016, by Dr. Remi Alapo].</p> <p>2] 2 - Debunking the myth of the angry black woman.pdf</p> <p>[J. Celeste Walley-Jean. (2009). Debunking the Myth of the “Angry Black Woman”: An Exploration of Anger in Young African American Women. <i>Black Women, Gender Families</i>, 3(2), 68-86. Retrieved September 12, 2021, from https://www.jstor.org/stable/10.5406/blacwomegendfami.3.2.0068].</p> <p>WATCH</p> <p>Harnessing Anger for Change (Panel Discussion). Premiered Oct 23, 2020 - https://www.youtube.com/watch?v=o-tCaw1V1DE</p>	<p>serves as counter-narratives to pernicious myths, which for centuries have circulated regarding the Black female body. We will also examine the role these women played in resistance movements throughout history as well as the effects of racial, gendered, class, and other types of oppression on them. Discussion topics include gender, sexuality, ethnicity, identity, economics, education, family, politics, and religion.</p> <p>DISCUSSION / SUMMARY</p> <p>After reviewing the above, respond in a summary on BB to the "myth" of how black women have been portrayed over the past few centuries in literature?. Research and use additional references.</p> <p>You will make a 3 minutes presentation/discussion in class. We will be compiling your references on a weekly basis so please post the references on your response when you respond. Use the appropriate format and summarize appropriately.</p>	
--	---	---	--

<p>WEEK 3</p>	<p>WOMEN IN TRADITIONAL AFRICAN SOCIETY</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • To understand women in the African Traditional Society • To explore the various roles of women in Traditional African Societies • To examine pre-colonial African Women in the African context. <p>READ</p> <p>1] Alapo, 2016 - ch. 2: Historical Perspectives on Leadership and Women - p.8</p> <p>2] A Historical Profile of the African Woman.pdf [Daniel, I. O. A. (2016). How Did We Get Here? A Historical Profile of the African Woman. <i>Gender & Behaviour</i>, 14(3), 7693–7710.</p> <p>WATCH</p> <p>Top 13 Most Powerful Queens in African History: https://www.youtube.com/watch?v=A0Au5uqa-cc</p>	<p>DISCUSSION / SUMMARY</p> <p>1] Summarize this week's content on the historical perspectives on women from Alapo, 2016.</p> <p>2] Select a region from Daniel, 2016, and profile key info on the roles of women in that specific African society.</p>	
<p>WEEK 4</p>	<p>POLITICAL, SOCIAL, AND ECONOMIC POSITION OF WOMEN IN TRADITIONAL AFRICAN SOCIETIES</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • To examine the political, social, and economic position of women in traditional African societies. 	<p>DISCUSSION / SUMMARY</p> <p>Post a summary on the myth of the pre-colonial African woman [vs the colonial African woman].</p>	

	<ul style="list-style-type: none"> To understand the various political and socio-economic roles of women in pre-colonial Africa. <p>READ</p> <p>1] Alapo, 2016 ch.2 [pgs 8-10: Women in pre-colonial Nigeria / Women in post-colonial Nigeria].</p> <p>2] A Historical Profile of the African Woman.pdf [Iyabode, O. A. D. (2016). How did we get here? A historical profile of the African woman. <i>Gender & Behaviour</i>, 14(3), 7693–7710.]</p> <p>3] 4-Women in Traditional African Societies.pdf - https://repository.uneca.org/handle/10855/7801</p> <p>WATCH</p> <p>Pre - Colonial Women in Africa: power, rights and privileges by Prof. Victoria Alapo - https://youtu.be/3GFQzGes_jI</p>		
WEEK 5	<p>THE AFRICAN MATRILINEAL AND PATRILINEAL FAMILIES</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> To understand the contributions of the African woman to the growth and continuity of the family To refute the myth of the African matrilineal and patrilineal African family system and the role of the African woman in the family. <p>READ</p>	<p>DISCUSSION / SUMMARY</p> <p>Write a summary of Prof. Oyekanmi's presentation. What did you gather from her presentation about pre-colonial African women vs colonial and post-colonial African women? You will give an oral summary in the next class.</p>	

	<p>1] 5 - Power and Womanhood in Africa.pdf</p> <p>2] 4-Women in Traditional African Societies.pdf</p> <p>WATCH</p> <p>1] The Role of Culture on Women’s Leadership by Prof. Remi Alapo - https://studio.youtube.com/video/Y5JovwqTPEc/edit</p>		
WEEK 6	<p>HISTORICAL OVERVIEW OF PRE - COLONIAL AFRICAN WOMEN AND THEIR CONTRIBUTIONS TO THE DEVELOPMENT OF CIVILIZATIONS (KEMET / EGYPT, NUBIA, WEST AFRICA)</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • To understand the historical overview of African women and their contribution to the development of civilizations (Egypt, Nubia, and West Africa). • Marital Patterns-Monogamous, Polygamous, and Polyandrous arrangements. <p>READ</p> <p>1] 6 - African Women in African Civilization.pdf</p> <p>2] African Women - Reflections on their Social Economic and Political Power by Okome 1999.pdf</p> <p>3] Women Leaders in African History, 17th–19th Century: https://www.metmuseum.org/toah/hd/pwmn/hd_pwmn.htm</p> <p>4] Achievements of Pre-Colonial Africa.pdf</p>	SUMMARY / DISCUSSION	<p>Post a paragraph summary on the discussion info above. Feel free to research additional content and include in your summary.</p>

	<p>5] Achievements of Pre-Colonial African Women by Prof Yemi Alapo - Oyekanmi.pdf</p> <p>Additional resources</p> <p>1] Women and African History By Kathleen Sheldon https://www.oxfordbibliographies.com/view/document/obo-9780199846733/obo-9780199846733-0005.xml</p> <p>2] Women in Africa: https://en.wikipedia.org/wiki/Women_in_Africa</p> <p>3] The Contribution of African Women to Economic Growth and Development in the Pre-Colonial and Colonial Periods: Historical Perspectives and Policy Implications: https://www.metmuseum.org/toah/hd/pwmn/hd/pwmn.htm</p> <p>WATCH</p> <p>Presentation by Prof. Yemi Alapo on 10/18/2021: "Wonderful Legacies of Pre-Colonial Africa", which will highlight some of the sometimes-overlooked achievements and advanced ways of life that existed in Pre-Colonial Africa, before the continent was colonized by Europeans - https://youtu.be/3Ec1MIAhYAE</p>		
<p>WEEK 7</p>	<p>AFRICAN WOMEN, FEMINISM, and LIBERATION</p> <p>OBJECTIVES</p>	<p>DISCUSSION / SUMMARY</p> <p>Post a paragraph summary on the Discussion info above. Feel free to research additional content and include in your summary.</p>	

<ul style="list-style-type: none"> • To understand the historical perspective of African women’s feminism, liberation movements before the Atlantic world. • To explore some pre – colonial African feminist ideologies. <p>READ</p> <p>1] Women Leaders in African History, 17th–19th Century: https://www.metmuseum.org/toah/hd/pwmn/hd_pwmn.htm</p> <p>2] Achievements of Pre-Colonial Africa.pdf</p> <p>3] Achievements of Pre-Colonial African Women by Prof Yemi Alapo - Oyekanmi.pdf</p> <p>4] Sankara, T. (2007). Women's Liberation and the African Freedom Struggle. Pathfinder Press; 2nd edition.</p> <p>Additional resources</p> <p>1] Women and African History By Kathleen Sheldon</p> <p>https://www.oxfordbibliographies.com/view/document/obo-9780199846733/obo-9780199846733-0005.xml</p> <p>2] Women in Africa: https://en.wikipedia.org/wiki/Women_in_Africa</p> <p>3] The Contribution of African Women to Economic Growth and Development in the Pre-Colonial and Colonial Periods: Historical Perspectives and Policy</p>		
--	--	--

	<p>Implications: https://www.metmuseum.org/toah/hd/pwmn/hd_pwmn.htm</p> <p>WATCH</p> <p>Africa and The Feminist Ideology https://www.youtube.com/watch?v=UfTBKMQJLP8&lc=UgjiUddqaMVzhngCoAEC</p>		
<p>WEEK 8</p>	<p>AFRICAN WOMEN AND THE DIASPORA: STRUGGLES IN THE ATLANTIC WORLD</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • To understand the black woman’s struggle from her experiences in the Atlantic slavery. • To discover the new standards of womanhood set during the years of the Atlantic slavery. <p>READ</p> <p>Davis, Ch. 1: The Legacy of Slavery – Standards for a New Womanhood.</p> <p>Hooks, Ch. 1: Sexism and the Black Female the Slave Experience.</p> <p>Additional Resources</p> <p>1] From Freedom to Slavery [Survivor Stories: Free the Slaves] - https://www.freetheslaves.net/global-advocacy/survivor-stories/</p> <p>2] Vernese Edghill-Walden, Tamara Boston, & Ashley Palmer. (2018). We Speak Their Names: Counter Narratives</p>	<p>DISCUSSION</p> <p>Post a summary on Black women in Africa and their contributions. Review weeks 1 - 8 content. Make sure to use additional references. In addition, include a summary on the contributions of African women to the development of civilizations.</p>	

	<p>of Black Women Liberators. <i>Black History Bulletin</i>, 81(1), 5-14. doi:10.5323/blachistbull.81.1.0005</p> <p>https://www.jstor.org/stable/10.5323/blachistbull.81.1.0005</p> <p>3] Black Feminist Thought in the Matrix of Domination http://www.hartford-hwp.com/archives/45a/252.html</p> <p>WATCH - African Women, Pan-Africanism & Resistance: Women Empowerment in Africa; Pre-Colonial Times - https://www.youtube.com/watch?v=v0CQ6rTkKqQ</p>		
WEEK 9	<p>AFRICAN WOMEN EXPERIENCES DURING and AFTER THE SLAVE TRADE ERA</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> To understand the African woman's role / experiences during the slave trade era in the Americas. To explore the black woman's role and continued devaluation. <p>READ</p> <p>Hook, Ch. 2: Continued Devaluation of Black Womanhood.</p> <p>Black History Month Myth: 6 myths about the history of black people in America - https://www.vox.com/identities/2020/2/18/21134644/black-history-month-2020-myths</p>	<p>DISCUSSION / SUMMARY</p> <p>Post a paragraph summary on the Discussion info above. Feel free to research additional content and include in your summary.</p> <p>African Women During the Slave Trade Era:</p> <ol style="list-style-type: none"> Women as an economic factor Sexual abuse and slavery Women and resistance Patterns of Motherhood Male and Female relations 	SHORT ESSAY DUE
WEEK 10	THE EFFECTS OF THE ATLANTIC SLAVE TRADE ON THE BLACK WOMAN	SUMMARY	

	<p>OBJECTIVES</p> <ul style="list-style-type: none"> • To examine and understand the effects of the Atlantic Slave trade on the Diasporan African Woman. • To understand the effects of the Atlantic slavery and the struggle for women’s rights. <p>READ</p> <p>Davis: Ch. 2: The Anti- Slavery Movement and the Birth of Women’s Rights.</p> <p>Hook, Ch. 3: The Imperialism of Patriarchy.</p> <p>Additional resources</p> <p>1] The Feminist Movement in U.S. https://blackfeminisms.com/black-feminist-movements/</p> <p>2] The Revolutionary Practice of Black Feminisms [ref: image below] https://nmaahc.si.edu/explore/stories/revolutionary-practice-black-feminisms</p> <p>3] Ancient African Female Feminists https://iwspace.wordpress.com/2013/12/13/a-brief-history-of-african-feminism-ms-afropolitan/</p> <p>WATCH</p> <p>Afro-Feminism a way to liberate African politics https://www.youtube.com/watch?v=tcWEk5KzR88</p>	<p>Post a paragraph summary on the Discussion info above. Feel free to research additional content and include in your summary.</p>	
<p>WEEK 11</p>	<p>The BLACK WOMAN IN THE ATLANTIC WORLD: 21ST CENTURY CHALLENGES</p>	<p>DISCUSSION / SUMMARY</p> <p>Post a paragraph summary on the Discussion info above. Feel free to research additional</p>	

	<p>OBJECTIVE</p> <ul style="list-style-type: none"> • To examine the 21st century challenges of sexism and racism on the black woman. • To understand the impact that sexism and racism has had on the progress of the black woman. • To compare and contrast over time the plight of the black woman in these 3 societies. <p>READ</p> <p>Davis, Ch. 3: Class and Race in the Early Women’s Rights Movement / Ch. 4: Racism in the Women’s Suffrage Movement.</p> <p>Hook, Ch. 4: Racism and Feminism: The Issue of Accountability.</p> <p>Additional resources</p> <p>1] The National Black Feminist Organization https://www.blackpast.org/african-american-history/national-black-</p> <p>2] The Black Woman and feminism, pp. 159-119.</p> <p>3] What's Intersectionality? Let These Scholars Explain the Theory and Its History [ref: image below] https://time.com/5560575/intersectionality-theory/</p> <p>WATCH – N/A</p>	<p>content and include in your summary. Compare and contrast the contributions over time in these 3 societies.</p>	
<p>WEEK 12</p>	<p>The BLACK WOMAN and THE IMPACT OF GLOBALIZATION</p>	<p>DISCUSSION / SUMMARY</p>	<p>GROUP RESEARCH PAPER / ORAL</p>

	<p>OBJECTIVES</p> <ul style="list-style-type: none"> • To examine globalization and the challenges on the black woman in the Atlantic world, • To understand the impact of globalization on the black woman. • To understand the continued economic trends on the black woman. <p>READ</p> <p>Davis:</p> <p>Ch. 7: Women’s Suffrage at the Turn of the Century. The Rising Influence of Racism.</p> <p>Ch. 8: Black Women and the Club Movement.</p> <p>Ch. 9: Working Women, Black Women and the History of the Suffrage Movement.</p> <p>Additional resources</p> <p>1] The State of the Black woman in Cooperate America</p> <p>2] Black Feminist Thought in the Matrix of Domination http://www.hartford-hwp.com/archives/45a/252.html</p> <p>WATCH - N/A</p>	<p>Post a paragraph summary on the Discussion info above. Feel free to research additional content and include in your summary.</p> <p>Women and the impact of globalization</p> <ol style="list-style-type: none"> 1. Development and Underdevelopment 2. Employment 3. Education 4. Technology and Women <p>Economic Trends and the black women</p> <ol style="list-style-type: none"> 1. Employment Patterns 2. Local economies and survival strategies 3. Other trends / issues affecting the black woman in the 21st century. 	<p>PRESENTATION DUE</p>
<p>WEEK 13</p>	<p>EDUCATION VS. MIS-EDUCATION and the BLACK WOMAN</p> <p>OBJECTIVES</p>	<p>SUMMARY / DISCUSSION</p> <p>Research and bring in an article or other news media info on any or all of the above topics. Students will identify, share and discuss in</p>	

<ul style="list-style-type: none"> • To understand how the black woman defines herself vs the way she is told to define herself. • To explore reasons for the continued mis education on the mind of the black woman. • To understand the black woman’s liberation: myth or truth. <p>READ</p> <p>Davis,</p> <p>Ch. 6: Education and Liberation: Black Women’s Perspective.</p> <p>Ch. 11: Rape, Racism and the Myth of the Black Rapist.</p> <p>Ch. 12: Racism, Birth control and Reproductive Rights.</p> <p>Additional resources</p> <p>1] African-American women: considering diverse identities and societal barriers in psychotherapy by B. Greene</p> <p>https://pubmed.ncbi.nlm.nih.gov/8669785/</p> <p>2] How the relationship of attitudes toward mental health treatment and service use differs by age, gender, ethnicity/race and education by Jodi M Gonzalez¹, Margarita Alegria, Thomas J Prihoda, Laurel A Copeland, John E Zeber</p> <p>3] Mental health services for African Americans: a cultural/racial perspective -</p> <p>Richard H Dana https://pubmed.ncbi.nlm.nih.gov/12092426/</p>	<p>class the mis-education of the black woman from their findings.</p> <p>Post a paragraph summary on the Discussion info above. Feel free to research additional content and include in your summary.</p> <ol style="list-style-type: none"> 1. The black woman and health concerns and their bodies. 2. The black woman and beauty, make-up, hair. 3. The black woman and their bodies. 4. The black woman and love / relationship. 5. Social change and the black woman. 6. The black woman and abuse: Gender Based Violence [GBV] / Human Rights. 	
---	---	--

	<p>4] How the relationship of attitudes toward mental health treatment and service use differs by age, gender, ethnicity/race and education</p> <p>Jodi M Gonzalez¹, Margarita Alegría, Thomas J Prihoda, Laurel A Copeland, John E Zeber</p> <p>https://pubmed.ncbi.nlm.nih.gov/19921079/</p> <p>5] The sterilization of Black women & the movement against eugenic https://blackfeminisms.com/sterilization/</p> <p>6] The Father of Modern Gynecology https://www.history.com/news/the-father-of-modern-gynecology-performed-shocking-experiments-on-slaves WATCH</p> <p>The Cut Documentary: female genital mutilation https://www.youtube.com/watch?v=rMCQk-TBHPA</p>		
<p>WEEK 14</p>	<p>The BLACK WOMAN’S RELIGION and SPIRITUALITY</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • To explore the role of the African Woman and Spirituality • To understand the role of the black woman in African spirituality and religion in the Americas. • To understand the contributions of the Black Woman to black church in America [US]. <p>READ</p>	<p>DISCUSSION / SUMMARY</p> <p>Post a paragraph summary on the Discussion info above. Feel free to research additional content and include in your summary.</p>	

	<p>Liberation of Black feminism: Womanist Theology https://www.religion-online.org/article/womanist-theology-black-womens-voices/</p> <p>WATCH</p> <p>1] African spirituality and the power of women https://www.youtube.com/watch?v=rNA0VQz64Pc&t=701s</p> <p>2] What manner of Woman Is This? https://www.youtube.com/watch?v=sUlc6L1Z9-k</p> <p>3] Sankofa: Spiritual Liberation with Prof. James Small https://www.youtube.com/watch?v=e7PE1-5Z4dQ</p> <p>4] Black Women in Africa, and in the Americas hosted by Oyotunji African Kingdom - https://www.youtube.com/watch?v=5Y3DgzXEYVM</p> <p>5] From the Pandemic to Spirituality and Self Love: https://youtu.be/7UpYhMhfjfg</p>		
<p>WEEK 15</p>	<p>THE BLACK WOMAN: FUTURE DIRECTIONS AND TRENDS</p> <p>Objectives:</p> <ul style="list-style-type: none"> To explore future trends and directions of black feminism. <p>READ</p>	<p>SUMMARY / DISCUSSION / ROUND-UP</p> <p>Post a paragraph summary on the Discussion topic info above. Feel free to research additional content and include in your summary.</p>	<p>PPT SLIDES and VOICE SUMMARY /PRESENTATION DUE</p>

	<p>Davis, Ch. 13: The Approaching Obsolescence of Housework: A Working-Class Perspective.</p> <p>Hook, Ch. 5: Black Women and Feminism.</p> <p>Additional resources</p> <p>1] Black Feminism and the Liberation of the Black Woman: Oakland Public Library – AAMLO Study Guide / Resources - https://oaklandlibrary.org/content/black-feminism/</p> <p>2] Herstory, the origin and continued relevancy of Black Feminist Thought https://www.hamptonthink.org/read/herstory-the-origins-and-continued-relevancy-of-black-feminist-thought-in-the-united-states</p>		
--	--	--	--

Readings: additional resources will be posted on BB

- Alberto, Paulina. “Of sentiment, science and myth: shifting metaphors of racial inclusion in twentieth-century Brazil.” *Social History* 37.3(2012): 261-296.
- Armstrong Dunbar, E. *Never Caught: The Washington's Relentless Pursuit of Ona Judge*
- Aschenbrenner, Joyce. “Katherine Dunham: Anthropologist, Artist, Humanist.” In *African-American Pioneers in Anthropology*, edited by Ira E. Harrison and Faye V. Harrison, 137-153. Urbana-Champaign: University of Illinois Press, 1999.
- Bailey, Moya. “Misogynoir in Medical Media: On Caster Semenya and R. Kelly.” *Catalyst: Catalyst: Feminism, Theory, Technoscience* 2.2(2016): 1-31.
- Battle, Nishaun T. “From Slavery to Jane Crow to Say Her Name: An Intersectional Examination of Black Women and Punishment.” *Meridians: feminism, race, transnationalism* 15.1(2016): 109-136.
- Barnett, Bernice McNair. “Angela Davis and Women, Race, & Class: A Pioneer in Integrative RGC Studies.” *Race, Gender & Class, Interdisciplinary Topics in Race, Gender, and Class* 10.3(2003): 9-22.

- Berry, Daina Ramey and Gross, Kali. *A Black Women's History of the United States* (Beacon Press, 2020).
- Brown, Jayna. "Being Cellular: Race, the Inhuman, and the Plasticity of Life". *GLQ: A Journal of Lesbian & Gay Studies* 21.2/3(2015): 321-341.
- Caldwell, Lilly. "Look at Her Hair': The Body Politics of Black Womanhood in Brazil." *Transforming Anthropology* 11.2(2004): 18-29.
- Candelario, Ginetta E.B. "Editor's Introduction." *Meridians: feminism, race, transnationalism* 16.2(2018): pp. V-VIII.
- Collins, Patricia Hill. "What's in a Name: Womanism, Black Feminism and Beyond." *Black Scholar* 26.1(1996): 9-17.
- Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*.
- Hurston, Zora Neale. "Folklore and Music." *Frontiers: A Journal of Women Studies* 12.1(1991): 182-198.
- Lopez, Iris. "Agency and Constraint: Sterilization and Reproductive Freedom among Puerto Rican Women In New York City." *Urban Anthropology and Studies of Cultural Systems and World Economic Development*,
- Lindsey, Treva. "Complicated Crossroads: Black Feminisms, Sex Positivism, and Popular Culture." *African and Black Diaspora, Special Issue on Feminist and Gender Theorizing in the Black Diaspora* 6.1(2013): 55-65.
- Matory, James Lorand. "Gendered Agendas: The Secrets Scholars Keep about Yoruba-Atlantic Religion." *Gender and History* 15.3(2003): 408-38.
- McClaurin, Irma. "Zora Neale Hurston: Enigma, Heterodox, and Progenitor of Black Studies." *Fire!: The Multimedia Journal* 1(2012): 49-67.
- Oakland Public Library. *Black Feminism: – AAMLO Study Guide*.
- Perry, Keisha-Khan. "The Roots of Black Resistance: Race, Gender, and the Struggle for Land Rights in Salvador, Bahia, Brazil." *Social Identities* 10.6(2004): 7-38.
- Rodriguez, Cheryl. "Invoking Fannie Lou Hamer: Research, Ethnography and Activism in Low-Income Communities." *Urban Anthropology and Studies of Cultural Systems and World Development* 32.2(2003): 231-251.

- Rompiendo Barreras de Género: Social Construction of Gender in U.S. Latino Communities 22.3/4(1993): 299-323.
- Sankara, T. (2007). Women's Liberation and the African Freedom Struggle. Pathfinder Press; 2nd edition.
- Sonia Sanchez, *Shake Loose My Skin*.
- Sensbach, Jon F. *Rebecca's Revival: Creating Christianity in the Atlantic World*.
- Schuller, Mark. "Violence and Venereal Disease: Structural Violence, Gender, and HIV/AIDS." In *Killing with Kindness: Haiti, International Aid, and NGOs*, 14-41. New Brunswick: Rutgers University Press, 2012. 7 AFN/ANT 128-1401 [2541]
- Sheller, Mimi. "Quasheba, Mother, Queen: Black Women's Public Leadership and Political Protest in Post-Emancipation Jamaica, 1834-65." *Slavery & Abolition* 19.3(1998): 90-117.
- Smith, Christen A. "Toward a Black Feminist Model of Black Atlantic Liberation: Remembering Beatriz Nascimento." *Meridians: feminisms, race, transnationalism* 14.2(2016): 71-87.
- Taylor, Keeanga-Yamahtta, ed. *How We Get Free: Black Feminism and the Combahee River Collective*. Chicago: Haymarket Books, 2017.
- Williams, Erica L. "Geographies of Blackness, Sex Work, and Exclusion in the Tourist Districts of Salvador, Bahia, Brazil." *Gender, Place, Culture: A Feminist Journal of Geography*, (2013) DOI:10.1080/0966369X.2013.786685.
- Yelvington, Kevin. "Flirting in the Factory." *Journal of the Royal Anthropological Institute* 2.2(1996): 313-333.

Course Instructor and College Policies

- **Academic Integrity:** Please pay attention to the section in the schedule of classes on Academic Integrity. Plagiarism *is defined in the York College Bulletin as "misrepresenting the authorship of, or otherwise falsifying, work submitted for academic credit." In other words, if you use someone else's thoughts or ideas, please make sure that you give that person credit. In other words always cite sources of your material. In addition, during exams, cheating will result in an F grade - <http://www.york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legalpolicies-procedures/Academic-Integrity-Policy.pdf/view>*
- **Plagiarism or cheating will not be tolerated and will result in an "F" in the class.**
- Concentration should be focused only on the class. All cellular phones and other electronic devices must be turned off. No social conversation should take place during class, only class-related discussion is allowed.

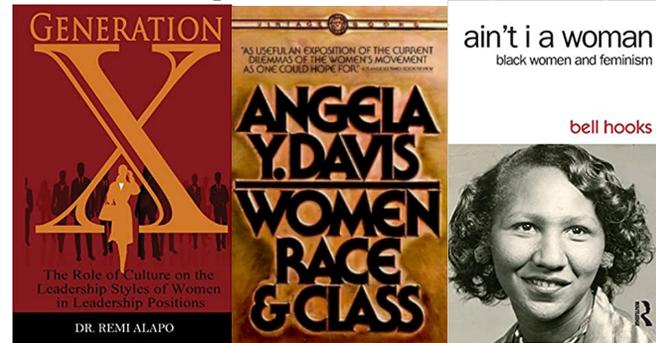
- Any student in need of **special accommodations** due to health-related challenges should contact the instructor immediately so that special provisions may be arranged. Issues of this type should have proper official documentation from certified authorities.
- **Good attendance/participation is required** as good results are the result of effort expended in the aggressive pursuit of knowledge. More than 5 absences [not posting on BB] will result in automatic course failure.
- Punctuality is to be expected as lateness is disrespectful to the instructor, fellow students and the learning process in general. Leaving early and constant trips outside while the class is in session are discouraged and will result in lowering of grades.
- **Attendance and punctuality: This course does not require any zoom meetings or in person attendance but all work are to be posted by the due date usually the Sunday at the end of the week by 11:30pm.** CUNY is a nonattendance taking institution BUT keep in mind that if you do not post or respond to the discussion questions or other's post, then there is no way that you could have actively participated in a given week / class session.
- **Responsibilities and Policies:** Familiarize yourself with the Student Bulletin so that there will be no miscommunication. You are responsible for everything on this syllabus. I expect that you adhere to the policies of the college. If you have any questions, please contact me by e-mail or voicemail. All written communication must be in appropriate language. <https://www.york.cuny.edu/academics/academic-affairs/academic-integrity>
- **Student E-mail/CUNY Portal/Blackboard:** You are responsible to check your York e-mail account to make sure it is functioning. Technology workshops schedule for CUNY portal, Blackboard, York Network ID, York student email and MS Office is located on the 3rd Floor - <https://www.york.cuny.edu/it/service-delivery-unit/y-connect/it-services/students>
- **Student Support Resources** Tutoring Centers, IT support, Blackboard and Technologies support, Library Reference Desk.
- **Library:** this service can be accessed with your York student ID card. Librarians are available for assistance if and when you need it. <http://www.york.cuny.edu/library>
- **The Collaborative Learning Center (CLC)** assists students with writing skills, research, drafting and revising essays at all levels and in all subjects. The CLC also provides comprehensive, centralized college-wide tutorial services to all York College students in Biology, Nursing, Occupational Therapy, Accounting, Psychology, Cultural Diversity, and other discipline related courses. Currently, all of the CLC services have moved online. Students are able to make appointments with the tutor(s) of their choice for 25 and / or 50-minute sessions by registering at wi.york.cuny.edu.
- Students need to use their York College Network account to log in and make an appointment. For more information, call 718.262.2494 / 718.262.2303, email us at clc@york.cuny.edu, or check the [CLC website](#). We also have a video that explains how we operate and how to make an appointment. You can find it [here](https://youtu.be/ufdyB8T918Y) (<https://youtu.be/ufdyB8T918Y>). You can embed the video into your course site or send the link to your students.

- **Americans with Disabilities Act (ADA):** Please read to be familiar with the ADA and to find resources for students with disabilities. The Office of Services for Students with Disabilities is located in room AC-1G02 <http://www.york.cuny.edu/studentdevelopment/ossed?searchterm=Disability>
- **Netiquette:** Be respectful to both the instructor and other students. No profanity, re read before you send. Constructive arguments and no combative posts.

THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE. THE INSTRUCTOR CAN ADD TO AND REMOVE ANY WEEKLY COURSE CONTENT AT ANY TIME. CHECK BB ANNOUNCEMENT PAGE WEEKLY. PLEASE PLAN AHEAD: TURN IN ALL WORK BY THE DUE DATE. NO LATE WORK ACCEPTED.

References

Course texts: Alapo [2016], Davis [1983], Hooks [2020].



Images: 2021 Osun Shrine, Yemoja Shrine visit to Oyotunji Kingdom [week 14].



Images: Black Women Matter [week 10], Women's' Liberation [week 11]. Prof. Alapo's various gender justice activities [week 13]

