

Black Women's History

Professor Kellie Carter Jackson

Summer 2024 | Term II

Course Description

This course focuses on African American women's history in the United States with certain aspects of Black women's activism and leadership covered within the African Diaspora. We will examine the ways in which these women engaged in local, national, and international freedom struggles while simultaneously defining their identities as wives, mothers, leaders, citizens, and workers. The course will pay special attention to the diversity of Black women's experiences and to the dominant images of Black women in America from Mumbet (the first enslaved Black woman to sue for her freedom and win) to contemporary issues of race, sex, and class in the Age of (Michelle) Obama. Participants will explore such questions as: What is Black women's history? How does Black women's history add to our understanding of American history? Where should Black women's history go from here?

Course Readings

1. Cooper, Brittany. *Eloquent Rage: A Black Feminist Discovers Her Superpower*. New York: St. Martin's Press, 2019.
2. Dunbar, Erica Armstrong. *Never Caught: The Washington's Relentless Pursuit of Ona Judge*. New York: 37 Ink, 2018.
3. Hunter, Tera W. *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War*. Cambridge: Harvard University Press, 1998. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
4. McGuire, Danielle L. *At the Dark End of the Street: Black Women, Rape, and Resistance—a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Vintage, 2011.
5. Mustakeem, Sowande' M. *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage*. Chicago: University of Illinois Press, 2016. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
6. Obama, Michelle. *Becoming*. New York: Crown Publishing Group, 2018.
7. Owens, Deirdre Cooper. *Medical Bondage: Race, Gender, and the Origins of American Gynecology*. Athens: University of Georgia Press, 2018. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Course Requirements

- Watch all course lectures
- Complete all course readings
- Submit five short papers (500 words each)

- Contribute to five discussion boards
- Participate in at least three Q&As
- Complete a 15-page research paper or project of appropriate rigor
- Complete a course evaluation (a survey link will be sent to your Gettysburg email during Week Five of the semester)

Learning Objectives

1. To provide the student with a general background in important trends, concepts, and interpretations relating to African American women
2. To foster analytical skills, in particular those associated with the identification, interpretation, and critical evaluation of historical sources
3. To prepare students with general research, writing, and communication skills necessary for the pursuit of a graduate education
4. To present students with the study of social justice and tools in which to engage and encourage local, national, and global activism
5. To cultivate a general interest in the history of African American women and an acknowledgment of its value toward understanding how historic ideologies and events of the past continue to influence those in the present.

Class Schedule

Week One: July 11–17

What Is Black Women's History?

Readings

- Evelyn Brooks Higginbotham, "African American Women's History and the Metalanguage of Race," *Signs* 17 (1992): 251–274. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- bell hooks, "Sexism and the Black Female Slave Experience," in *Ain't I A Woman: Black Women and Feminism*, 15–49. (A link to this reading can be found in the Week One module.)

Women and the Middle Passage

Readings

- Sowande' M. Mustakeem, *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage*, full.

Assignments

- Discussion Board One: Introduce yourself to your group and list three potential topics for your final paper/project. Comment on one potential topic for each member of your group.
 - First post due: Friday, July 12
 - Second post due: Sunday, July 14
 - Final paper/project research question due: Wednesday, July 17
 - In roughly 1–2 pages, outline the question your final paper or project will attempt to answer. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, a brief description of your research plan, and a justification for why your particular paper or project is worth pursuing.
 - Short Paper One due: Wednesday, July 17
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Two: July 18–24

Women on the Run

Readings

- Erica Armstrong Dunbar, *Never Caught: The Washington's Relentless Pursuit of Ona Judge*, full.
- Stephanie Camp, "I Could Not Stay There...," *Slavery and Abolition* 23 (December 2002): 1–20. (A link to this reading can be found in the Week Two Module.)

Women Who Write

Readings

- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, ed. Lydia Maria Child (Boston: 1861), available on Documenting the American South, University of North Carolina. ([A link to this reading can be found in the Week Two module.](#))

Assignments

- Discussion Board Two: Post three potential sources (a mixture of primary and secondary) for your final project or paper. Suggest an additional primary or secondary source for each of the members in your group and explain why you chose that source.
 - First post due: Friday, July 19
 - Second post due: Sunday, July 21
- Revised question and annotated bibliography due: Wednesday, July 24
 - Revise your initial proposal to incorporate your section professor's feedback, AND

- Create an annotated bibliography containing at least five sources. Each of these sources should be followed by a short paragraph describing the source and what it will contribute to your final paper/project.
 - Short Paper Two due: Wednesday, July 24
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Three: July 25–31

Women and Their Bodies

Readings

- Deirdre Cooper Owens, *Medical Bondage: Race, Gender, and the Origins of American Gynecology*, full.

Women, Respect, and Religion

Readings

- Stephanie M. H. Camp. "The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830–1861," *Journal of Southern History* 68, no. 3 (Aug. 2002): 533–572. (A link to this reading can be found in the Week Three module.)
- Evelyn Higginbotham, "The Politics of Respectability," in *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880–1920* (Cambridge: Harvard University Press, 1994), 185–229. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Assignments

- Discussion Board Three: Post an outline of your final paper/project.
 - Post due: Sunday, July 28
- Paper/project preview due: Wednesday, July 31
 - Paper: Turn in a rough draft of the first five pages of your final paper.
 - Project: Submissions of the project preview will differ from project to project according to type. Determine with your section professor an appropriate portion of your final project to turn in.
- Discussion Board Four: Post a 200-word abstract for your final paper/project. Submit the first five pages of your paper (or the portion of your final project submitted to your section professor) to your group members for peer review.
 - Due Wednesday, July 31
- Short Paper Three due: Wednesday, July 31
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

Week Four: August 1–7

Women and Their Labor

Readings

- Tera W. Hunter, *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War*, full.
- Association of Black Women Historians, "An Open Statement to the Fans of *The Help*," August 12, 2011. ([A link to this reading can be found in the Week Four module.](#))
- Kellie Carter Jackson, "'She was a Member of the Family': Ethel Phillips, Domestic Labor and Employer Perceptions," *Women's Studies Quarterly* 45, no. 3 & 4 (Fall/Winter 2017): 160–172. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

Women and the Long Freedom Struggle

Readings

- Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance—a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*, full.

Assignments

- Discussion Board Five: Return peer reviews to group members as attachments on the discussion board.
 - Due Wednesday, August 7
- Short Paper Four due: Wednesday, August 7
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.

Week Five: August 8–14

Women and Their Anger

Readings

- Cooper, "White-Girl Tears," 171–200.
- Audre Lorde, "The Uses of Anger" (1981), Blackpast.org. ([A link to this reading can be found in the Week Five module.](#))

Women on the Political Run

Readings

- Watch *Chisholm '72: "Unbought and Unbossed"* (2016). ([This video can be accessed through Musselman Library with your Gettysburg College credentials.](#))
- Barbara Jordan Speeches (A link to these readings can be found in the Week Five module.)

Assignments

- Short Paper Five due: Wednesday, August 14
 - Write a response paper: You can respond to the prompt created by your section professor or to one of your own design.
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Week Six: August 15–21

Women and #MeToo

Readings:

- Nell Irvin Painter, "Hill, Thomas, and the Use of the Racial Stereotype," in *Race-ing Justice, En-gendering Power*, ed. Toni Morrison (New York: Pantheon, 1992), 200–214. (A link to this reading can be found in the Week Six module.)
- Angela Onwuachi-Willig, "What About #UsToo?" *Yale Law Journal* forum, June 18, 2018. ([A link to this reading can be found in the Week Six module.](#))

Women and Michelle Obama

Readings

- Michelle Obama, *Becoming*, full.

Assignments

- Final Draft due: Wednesday, August 21
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Course and Program Policies

It is the responsibility of students to know, understand, and abide by course and program policies.

For a full overview of program policies, review the Gettysburg College–Gilder Lehrman Institute Student Handbook.

Course correspondence

Correspondence with faculty and administrators should be formal. Include a subject line, addressee, and closing. Put the name and number of your course in the subject line.

Plagiarism and AI

This program uses Turnitin to check for instances of plagiarism and AI. Plagiarism and papers composed fully or in part by AI will not be tolerated. This includes self-plagiarism. A student caught plagiarizing or composing papers with AI for the first time may receive a zero on the assignment. A student caught plagiarizing or composing with AI for a second time may be permanently removed from the program.

Your section professor will set the policies for use of AI for research or purposes other than composing your papers.

Late work

Assignments should be submitted no later than 11:59 p.m. Pacific Time on the due date unless otherwise specified by your section professor. If you think you will be unable to submit an assignment on time, it is your responsibility to contact your section professor to ask for an extension before the assignment's due date. Late assignments will be docked 5% if less than a week late, 10% if one week late, and an additional 10% for each subsequent week.

Grading scale

Letter Grade	Number Grade	Grade Points
A	95%–100%	4
A-	90%–94%	3.67
B+	87%–89%	3.33
B	84%–86%	3
B-	80%–83%	2.67
C+	77%–79%	2.33
C	74%–76%	2
C-	70%–73%	1.67
D+	67%–69%	1.33
D	64%–66%	1

D-	60%–63%	.67
F	0%–59%	0

Group Work

This course requires students to work in groups assigned at the beginning of the semester. Groups will interact on discussion boards focused on final papers/projects.

Peer Review (discussion boards four and five)

This two-part assignment requires that you a) post an abstract and the first five pages of your final paper/project to your group discussion board and b) review and add track changes to the first five pages of the other members' final papers/projects.

Assignment Descriptions

Short Papers (25% of grade – 5% per short paper)

Students will complete five short papers. Each should be approximately 500 words long. The purpose of these papers is not to merely summarize weekly readings but to demonstrate that you have read them analytically and contextually. Students have the option of responding to a prompt created by their section professor or to one of their own design. Prompts should reflect the themes discussed in course readings. If you need help getting started, you can complete one of the options listed below.

Complete a thesis identification - Select one of your assigned readings and focus on identifying the thesis as well as the evidence the authors use to support that thesis.

Complete a primary source evaluation - Evaluate a primary source from the Gilder Lehrman Collection or elsewhere. Primary sources must be relevant to that week's readings. Keep the following questions in mind:

- Who is the author of this document?
- Who was their intended audience?
- How might both author and audience impact the content of the document?
- For what reason was this document created?

Complete a book review - Focus on one of the secondary sources assigned in this course and critique it. Keep the following questions in mind:

- What is the author's argument?
- Does the author adequately support their argument?
- Are you convinced of their argument? If not, why not?
- How does this source fit into the larger discussion of its topic?

Discussion Board Posts (20% of grade – 4% per discussion board)

Students will interact in five discussion boards in this course. Discussion boards are led by section professors, who will provide specific instructions for participation in their section. You are required to make at least one post to each discussion board and respond to **at least two other students**.

Question-and-Answer Sessions (15% of grade – 5% per reaction)

Throughout the semester the lead professor of each course will conduct four Q&As. Students **MUST** attend at least three of these sessions for each course they are taking. **In order to receive credit for attending each Q&A, you must complete a 1–2-paragraph Q&A Reaction within 24 hours of participation.** Note: If you cannot attend three of the five Q&As, you may receive credit by viewing archived Q&As and completing a 500-word review of topics covered for each missed Q&A. **Makeup assignments must be completed within two weeks of the missed Q&A.**

Final Project/Paper (40% of grade)

For the final assignment of each course, you will choose to complete either a research project or 15-page research paper. Research projects are a public-education tool designed for the general population, teachers, and/or students of varying ages. Sample projects include (but are not limited to) vodcasts and podcasts, documentary editing and transcription, websites, annotated readers, walking tours, or museum exhibits. Lesson plans *will not* be accepted. A 5-page paper narrative must accompany the project. Your section professor must approve research projects.

The research paper can be a traditional position paper that uses original research to prove a thesis statement or a historiography paper that critically examines how American historians have interpreted the same event differently and why shifts in historical debates may have occurred.

Both final assignment options require you to ask an open-ended historical question (something that does not have an easy yes or no answer) that you do not yet know the answer to. You will then use the research process (pulling from a variety of resources, mostly primary source documents) to explore that question and create a thesis-driven answer. Regardless of whether you choose to pursue a project or paper, finals are scaffolded throughout the semester. This method breaks up a large grade into smaller constituent grades and allows time to incorporate instructor feedback into assignments.

Scaffolded Assignments

- Final Project/Paper Proposal (2%)

In roughly 1–2 pages, you should outline the main question, topic, or purpose of your final project or paper. This should include a description of the project or paper you are proposing, some background information and historical context on your topic

(answer the questions who, what, where, and when), a brief description of your research plan (this does not need to be super specific, but should outline how many weeks you plan to research, if you need to schedule research trips or if your sources are published or available digitally, and when you plan to begin writing) and a justification for why your particular project or paper is worth pursuing (what is the significance of this topic? What does it add to our historical knowledge? Are you filling a gap that other historians have overlooked such as considering race, ethnicity, or gender?)

- Revised Proposal and Annotated Bibliography (4%)

This assignment will give you the opportunity to incorporate the feedback you received on the first draft of your proposal. In addition to incorporating your section professor's comments, you will also submit a proposed bibliography listing five sources you plan on utilizing in your research for your final product. Each of these sources should be followed by a brief summary (3–5 sentences) of the source and what it will contribute to your research process.

- Project or Paper Preview (10%)

This will give you the opportunity to show the progress you have made on your final project or paper and get some early-stage feedback from your section professor. For a final project, determine with your section professor an appropriate portion of your final submission to turn in. For a final paper, this should be roughly the first five pages of what will ultimately be your final submission.

- Final Product (24%):

Final Project: Much like the final paper option, a final project is meant to prove that you have mastered the content covered by this course. We encourage you to be creative in your approach to this project, though it should be equivalent in rigor and workload to a final paper.

Final Paper: Final papers should be at least fifteen pages in length. These can take the form of research papers or historiography papers.