

BST 342 BLACK FEMINISM /WOMANISM

INSTRUCTOR: TURIYA AUTRY

E-MAIL: Turiya@pdx.edu

OFFICE HOURS: Wed. 3pm-5pm & by

appointment

OFFICE LOCATION: Black Studies, Neuberger Hall Rm. #318

COURSE DESCRIPTION

The goal of this course will include exploring and understanding: the ways black feminism is defined and implemented, the ways that multiple oppressions interact to silence and marginalize people, historical stereotypes and treatment of black women and how that connects to the present day, as well as responses by black women to this marginalization. This is an introductory course: students will not be able to explore every facet of black feminism in 10 weeks, but the goal is that each student will walk away understanding black feminism's unique re-visioning of society, and its social and political importance to all people.

BOOKS REQUIRED FOR CLASS:

(available at PSU bookstore, as well as libraries and other locations)

1. *Assata: An Autobiography*
by Assata Shakur
2. On-Line articles & readings available via course on BlackBoard
<http://psuonline.pdx.edu/>
3. (OPTIONAL) *Wildseed*
by Octavia Butler

COURSE REQUIREMENTS AND ASSIGNMENTS:

CLASS ATTENDANCE/PARTICIPATION/CONDUCT (20%)

You are expected to attend all class meetings. You are expected to be in class on time, and to stay for the duration of the class period. Attendance will be noted and students may get a lower grade with any more than one unexcused absence. If students are going to be tardy or absent, they are advised to speak directly with the instructor to avoid being penalized. You should come to each class with carefully thought out critical observations, comments, and/or questions about the reading materials. You are expected to participate, both in small group and large group discussions. Instructor will keep track of your participation. Participation means active listening and encouraging other to speak. Class participation is as much about sharing your voice and ideas as it is about learning to listen and cooperate with others - your grade will reflect both these skills.

All students should be familiar with the PSU's Code of Student Conduct and Responsibility at www.ess.pdx.edu/osa/osa. This code spells out the legal parameters, which all students must respect, in order to ensure that our classroom is a safe place for all.

Students are expected to be critically engaged and respectful of varying opinions in the classroom. We will follow seminar guidelines to keep our classroom a safe place, including no interrupting when someone is talking, no name-calling or insulting commentaries, and asking clarifying questions as opposed to arguing. In the interest of openness, students are encouraged

to write and speak freely. However, ultimately, the safety of our learning environment is more important than any student's perceived right to free speech.

There will be no cell phones used during class, either for talking or for texting. Cell phones will be on silent during class. If students need to use cell phones for any reason, including texting, students will step out of class.

Also, as a class we will create ground our own ground rules which will be expectations for the term as well.

MIDTERM ESSAY 5-7 pages (20%)

Students will choose a question/topic from a list that will be available from the start of the term. If you want to write on a different topic, you need to get instructor approval at least 1 week in advance of the due date. Include AT LEAST 10 quotes from AT LEAST 5 different sources we have used throughout the course. This can include readings, poems or film clips we watch in class. You are welcome to bring in other sources but they are in addition to these requirements, and can't replace the given material. Essays will be graded for content, consistency, thesis statement, incorporation of materials and ideas, organization, focus and technical aspects (grammar, punctuation, spelling, etc.).

A strong paper includes:

- A clear introduction with a strong thesis statement
- Clearly written and focused paragraphs that have adequate development and purpose. And where all ideas are fully developed and refined
- Similar ideas are grouped together
- Transitions in between changing ideas and points
- A strong conclusion that ties the paper together
- An introduction and a conclusion that match
- Correct formatting
- Proofreading!

I strongly encourage you to make use of PSU's Writing Center:

www.writingcenter.pdx.edu. 188F Cramer Hall, 5-3570.

Writing for International Students or Non-Native English Speakers:

Classes are available for students with language and/or cultural issues, who need major help with writing. Linguistics Dept, contact Ruth Chapin (5-4147) or Judy Reed (5-8793).

Thesis statement: "A thesis statement is just a fancy phrase for the main point of your paper. Nearly all types of academic writing need a central direction or point. Even if you plan on using many different kinds of examples, anecdotes, or pieces of evidence, you will want to make sure to bring them together under a clearly stated thesis statement somewhere in the beginning of your paper." PSU Writing Center

- Your thesis should frame your entire paper, and the information in your paper should support your larger thesis.

Formatting: All papers will be double spaced, 12 point font Times New Roman, with one inch margins. Five pages means five full pages.

Citations: You should use an accepted academic citation style such as MLA, Chicago, or APA format to receive full points. You must make sure to include at the very least the author's name, the title of the work and the page number in any quote you use! If you do not cite sources properly, that can be considered plagiarism and intellectual theft.

Plagiarism: "Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code http://www.ess.pdx.edu/OSA/osa_b.htm." PSU Library Citation Guide
Plagiarism will result in a 0 for the assignment, and can result in a 0 for the course, and/or expulsion from school.

PSU Student Code: "Prohibited behavior (2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, which includes, but is not limited to, word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (b) The buying and selling of all or any portion of course assignments and research papers; (c) Performing academic assignments (including tests and examinations) for other persons; (d) Unauthorized disclosure and receipt of academic information; and (e) Falsification of research data."

Late policy: Papers one week late will lose one letter grade, two weeks late will lose two letter grades. Papers will not be accepted after two weeks without prior arrangement.

READING JOURNAL/ REACTIONS x 5 (45% pts)

First 4 journals are worth 10 points each, final reading journal is worth 5 points

You will write a paragraph for each reading. Entries can be single spaced, but be sure to separate different entries with an extra space or two and clearly title each reading. One possible format for the paragraph is: a synopsis of the material and major points (2-3 sentences), and your own thoughts and analysis on the material (2-3 sentences). You could also include and react to a quote from the material that stands out to you, and if applicable, include a question concerning the material.

The journals are NOT a book report. I want to know that you have read the material, that you are personally reflecting on it, and relating it to black feminism in general. I encourage creativity, but you should make sure you have covered the relevant information asked for first. I need to know you have read the article, and have thought about it. Journal entries may be longer, but not shorter to count for full credit. These should be worked on as you go through the readings, do not procrastinate, or it becomes more difficult to do well on this assignment. There will also be extra credit readings and entries.

CREATIVE ASSIGNMENT (10%)

Your final project is a creative assignment. You will present a creative piece, based on your understanding of the information we learned throughout the quarter about black feminism, and how it relates to your life or experience. In the past, students have created paintings, poems, skits, mix tapes, Powerpoint presentations, songs, silk screen designs, woodblock prints, and more. We are very open. This is your opportunity to bring who you are into the materials.

FINAL CLASS PRESENTATIONS (5%)

Students will share their creative projects with the class, the last class and during finals week. You will have five minutes to present your creative project to the class.

OPTIONAL ASSIGNMENT- WILDSEED (15%)

Students may choose to do this assignment as extra credit if they are concerned about their grade, or in place of the creative assignment. This project involves reading and reflecting on the sci-fi novel Wildseed by Octavia Butler in relation to specific themes discussed within the parameters of the class. Novel reading is not listed on the syllabus, but should begin early enough to allow enough time for thoughtful reaction.

No assignments are accepted by email, unless prior arrangements are made.

Readings and assignments are DUE on the class date listed

Week 1 Jan 6 th	Introduction to Black Feminism Class
Week 2 Jan 13 th	<p>Intro and Stereotypes</p> <p>Readings:</p> <p>Introduction to <i>Homegirls</i> by Barbara Smith (excerpt)</p> <p>"Browngirlworld" by Leah Lakshma</p> <p><i>Living for the Revolution</i> by Kimberly Springer (Chapter 2)</p> <p><i>Toms, Coons, Mulattoes, Mammies and Bucks</i> by Donald Bogle (excerpt)</p> <p>"Selling Hot Pussy" by bell hooks</p> <p>EXTRA CREDIT: The Combahee River Collective Statement</p> <p><u>Task: Bring in 3 pictures</u></p>
Week 3 Jan 20 th	<p>Health and Sexuality</p> <p>Readings:</p> <p>"Sick and Tired of Being Sick and Tired" by Angela Davis</p> <p>"Age, Race, Class, and Sex" by Audre Lorde</p> <p>"Black Feminism in Everyday Life: Race, Mental Illness, Poverty and Motherhood" by Siobhan Brooks</p> <p>"How Sexual Harassment Slaughtered, Then Saved Me" by Kiini Ibura Salaam</p> <p>"On the Politics of Change" by June Jordan</p> <p>"A Couple of Words on Behalf of Sex" by June Jordan</p>

	<p>EXTRA CREDIT: <i>When and Where I Enter</i> Chapters 5 and 6 by Paula Giddings</p> <p><u>1st Reading Journal Due</u></p>
<p>Week 4 Jan 27th</p>	<p>Economics Readings: "Multiple Jeopardy, Multiple Consciousness" by Deborah King <i>Assata</i> (both forewords and Chapter One) by Assata Shakur <i>Black Women's Lives:</i> by Kristal Brent Zook (Worker excerpt) EXTRA CREDIT: "Notes of a Barnard Dropout" by June Jordan</p>
<p>Week 5 Feb 3rd</p>	<p>Allies Readings: "Revolutionary Feminism" by bell hooks "Women's Suffrage at the Turn of the Century" by Angela Davis Sojourner Truth speeches (2 versions) <i>Assata</i> (Chapter 2) by Assata Shakur EC: "Feminists Must Heal Wounds of Racism" by Aishah Shahidah Simmons</p> <p><u>2nd Reading Journal Due</u></p>
<p>Week 6 Feb 10th</p>	<p>Allies continued Readings: HOMEWORK: <i>Assata</i> (Chapters 3 and 4) by Assata Shakur "Feminism: It's a Black Thing" by bell hooks "Statement by Black Men on Exploitation of Black Women" "Black Male Privilege Checklist" by Jewel Woods EC: <i>Keepin It Real</i> "Jan. 5, 1997" by Kevin Powell</p> <p><u>Midterm Due</u></p>
<p>Week 7 Feb 17th</p>	<p>Institutional Violence Readings: <i>Assata</i> (Chapters 5 - 7) by Assata Shakur "Africa on My Mind" by Frances White "A Feminist Perspective to Katrina" by Loretta Ross DOUBLE EC: "No One Ever Asks, What a Man's Role in the Revolution Is" by Tracye Matthews</p> <p><u>3rd Reading Journal Due</u></p>

Week 8 Feb. 24 th	Personal Violence and How it Connects to Institutional Violence Readings: "We Won't Believe the Hype" by Bryan Proffitt Assata (Chapters 8 - 11) by Assata Shakur
Week 9 Mar 3 rd	Patriarchy Readings: Assata (Chapters 12-15) by Assata Shakur 4th Reading Journal Due
Week 10 Mar 10 th	Envisioning the Future Readings: Assata (Chapters 16-end) by Assata Shakur Article by Patricia Hill Collins TBA Final Presentations Begin
Finals Week Mar 17 th	Final Final Presentations 5th Reading Journal Due