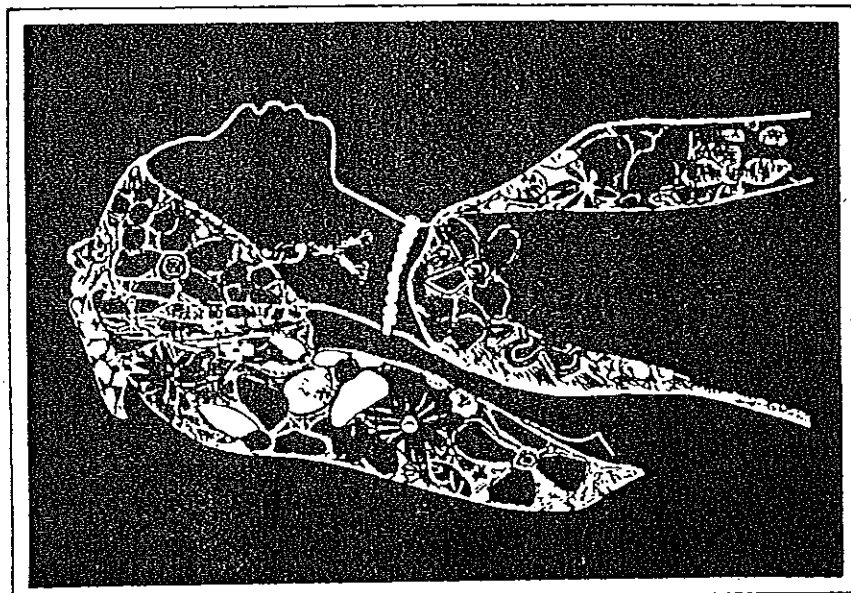


THE ATLANTA UNIVERSITY  
AFRICANA WOMEN'S CENTER



AFRICANA WOMEN'S STUDIES SERIES:  
COURSE SYLLABI

Volume 1

AFRICANA WOMEN'S STUDIES SERIES:

COURSE SYLLABI IN AFRICANA WOMEN'S STUDIES

VOLUME I

Africana Women's Center

Atlanta University

Atlanta, Georgia

1985

Africana Women's Studies Series

- Volume 1: Course Syllabi in Africana Women's Studies  
 Volume 2: Bibliographies in Africana Women's Studies  
 Volume 3: Cross-Cultural Bibliography of Africana Women  
 Volume 4: National Conference of Africana Women's Studies  
 in the United States: Proceedings

This series was developed by the Africana Women's Center under grants for curriculum development and dissemination from the U.S. Department of Education, Fund for the Improvement of Post Secondary Education (FIPSE).

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To order publications in series, write to the Africana Women's Center, Atlanta University, 223 James P. Brawley Drive, S.W., Atlanta, Georgia 30331.

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PREFACE

The Africana Women's Studies Series results from five years of related work. Two years of conceptualizing and developing a program in Africana Women's Studies, two additional years during which a Developmental Faculty Project funded by the

Fund for Improvement of Post Secondary Education (FIPSE) enabled us to develop and enhance the research and teaching skills in Africana Women's Studies of thirty graduate and undergraduate faculty in five historically Black colleges (Atlanta University, Hampton University, Atlanta Junior College, Southern University and Jackson State University), and one final year during which time students enrolled in a graduate degree program in Africana Women's Studies helped us to refine, revise, enhance and eventually change some of the courses and program objectives. Also during this final year the Africana Women's Center received a Dissemination Grant from the Fund for the Improvement of Post Secondary Education (FIPSE) which was used to host a National Conference on Africana Women's Studies in the United States, and to publish conference proceedings. The works in this Series result from these planning, training and conference activities.

The Series is published in four separate volumes to be used collectively or individually in the identification and organization of available resources in Africana Women's Studies, and in the identification of perspectives, strategies and contributions of Africana women. As a resource kit, the Series represents a first in Africana Women's Studies.

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Volume 1 consists of thirty course syllabi which serve as models for teachers in the development of courses in their various disciplines. Volume 2 contains thirty bibliographies which support the course syllabi. They are published to aid teachers, scholars and students involved in researching Africana women. Volume 3 is a selected bibliography of materials arranged to facilitate cross-cultural research and study, and Volume 4 contains edited "Proceedings of a National Conference on Africana Women's Studies in the United States," held December 13-14, 1985 at Atlanta University, Atlanta, Georgia.

The course syllabi and multi and interdisciplinary bibliographies bring together a wealth of information. They provide examples of courses taught, citations of scholarship published, and new scholarship on Africana women. We recognize the gaps and unevenness in courses and bibliographies, but we hope they suggest the need for continuing the challenge to raise questions, conduct research, develop courses, transform the curriculum and publish the results.

The best thinking and hard work of many individuals and organizations are reflected in this Series. Appreciation needs to be expressed to Dr. Cleveland Dennard, former President of Atlanta University who encouraged the establishment of the Africana Women's Center and worked diligently to get it approved by the Board of Trustees. Professor Lucy Grigsby who aided in the formulation of Center proposals and objectives, and Dr. Kofi Bota, Vice President for Academic Affairs who supported the programmatic activities of the Center through two very turbulent

years, are owed our thanks as well. In addition, a host of faculty, students and administrators at Atlanta University gave invaluable assistance to the program. Sincere appreciation must also be expressed to The Fund for Improvement of Post Secondary Education for the financial and technical assistance given to the Africana Women's Center in the form of a project grant and a dissemination grant, with special thanks to Felicia Lynch who served as our program officer. To the large numbers of scholars who called, wrote, stopped us in the streets and at conferences, and many who dropped by our Center to say that what we were doing was what you needed, we say thank you for your support and encouragement. Marcia Cross-Briscoe who served as the Administrative Assistant for the two year Developmental Faculty Project provided the clerical and organizational support and commitment that were instrumental in its success. She also assisted in editing course outlines and bibliographies. Carolyn Clark a librarian in the Atlanta University Center, aided by typing the cross-cultural bibliography in volume 3, and Colette Hopkins, Assistant Professor of Education, Atlanta University assumed responsibility for typing and proofing and disseminating the "Proceedings of the National Conference on Africana Women's Studies in the United States." We offer thanks to them for their commitment and work. Finally, the thirty graduate and undergraduate faculty members who participated in the Developmental Faculty Project in Africana Women's Studies deserve the lion's share of the credit for this publication. Their cooperation, hardwork and support, and the course syllabi and bibli-

ographies produced by them, form the core of the *Africana Women's Studies Series*.

To the *Africana* women of the world who are engaged in armed struggle against oppression, we offer this four volume series as a tribute to your efforts and to the unsung efforts of countless *Africana* women across the centuries.

Shelby Lewis  
Eleanor Hinton Hoytt

Staff

Shelby Lewis, Director, *Africana Women's Center*  
Eleanor Hinton Hoytt, Co-Director, *Africana Women's Studies Project*  
Marcia Cross-Briscoe, Administrative Assistant

INTRODUCTION

Some of the most significant changes and challenges to American higher education during the second half of the twentieth century came out of the Black and Women's Studies Movements. Scholars in these two movements called for a reconceptualization of history, contributed to improvements in the academic knowledge base, developed courses and theories, generated data which exploded myths and stereotypes about Blacks and women, introduced new and innovative research methodology and pedagogical approaches to academic disciplines, and perfected creative and useful strategies for promoting reform and equity in American society. Unfortunately, these movement scholars were remiss in addressing the needs and concerns of that segment of the population which is both Black and female. Black Studies research and teaching concentrated primarily on Black males, and Women's Studies research and teaching concentrated on white females. Black females were viewed as sub-sets of the two major groupings; appendages not requiring separate and focused attention.

In response to the absence of adequate research and teaching about Black women, a new field of concentration emerged, namely, Black Women's Studies. This new field confronted the problems of gender bias in Black Studies and racial bias in Women's Studies, but left notable gaps in its own theoretical base. Like mainstream Women's Studies, the orientation of Black Women's Studies was basically middle class, urban and northern. Furthermore, comparative and international dimensions of research

and teaching in the new field were underemphasized. In addition, too little attention was given to the role of class in the lives of Blacks and/or women. Finally, programs in Black and mainstream Women's Studies were concentrated in undergraduate institutions. In point of fact, over 90% of the more than 30,000 women-related courses offered in colleges and universities in the United States in 1983 were accessible to undergraduate students only.

Based on a survey conducted by the Africana Women's Center in 1983, the following conclusions were made about Women's Studies in the United States: (a) All (100%) undergraduate Women's Studies degree programs are located at predominately white institutions; (b) Apart from the graduate degree program in Africana Women's Studies at Atlanta University, no degree granting program in Women's Studies is offered by a historically Black college or university, (c) The majority of the Women's Studies programs are in large, northern institutions; (d) Only a few of the Women's Studies programs have specific international or comparative foci; and (e) Apart from the Africana Women's Studies Program, no degree program in Women's Studies in the United States focuses on women of African descent. Some non-academic women's projects, women in development programs and international centers and institutes focus on women of African descent and encourage research and socio-economic and political action by and in behalf of Africana women. While these programs are important and make significant, measurable contributions to our knowledge base about Africana women, and promote improvements in the quality of

life for women of African descent, they cannot and do not fill the void in academe.

Explanations for the void vary, but the crux of the matter is that individual and group biases govern decisions and directions of movements in American society even when the thrust of the movement is against a specific form of bias. The failure to engage in comparative research and teaching on women of Africana descent, the failure to adequately address the conditions, needs and concerns of rural women, poor women and international women, the concentration of Women's Studies programs at undergraduate institutions, and the absence of degree programs in Women's Studies at historically black colleges are part of the development process in higher education in America. The ultimate tragedy in all this would be our failure to understand and meet the challenges posed by these biased developments in the Black and Women's Studies Movements.

One attempt to address the void created by the dominant thrust towards the universalization of the thinking, activities, conditions and needs of white, middle class, urban, Northern American women through research and teaching in Women's Studies, and the universalization of black, middle class, urban, northern American women through research and teaching in Black Women's Studies was made at Atlanta University in 1982 with the conceptualization of a program in Africana Women's Studies. This program was actualized in 1983 with the establishment of the Africana Women's Center (AWC). The Center's primary aim was to address the obvious need for comparative research and teaching

about women of African descent. A conscious decision was made to emphasize research and teaching which focused on the conditions, activities and priorities of Africana women in the Caribbean, Africa and the southern region of the United States. The major objectives of the program designed by Center founders were:

Objectives

1. To provide opportunities for students to systematically analyze gender bias in the history of knowledge and to examine its consequences for women.
2. To encourage and support examinations of the intersection of race, class and sex bias and its consequences for Africana women.
3. To promote the comparative examination of the contributions, strategies, perspectives and ideologies of Africana women.
4. To provide a forum for dialogue and exchange of international and comparative research on women, especially women of African descent.
5. To build a resource base for research on Africana women.
6. To develop interest in and expertise in teaching about Africana women.
7. To promote theoretical and comparative research in feminist theory.
8. To encourage and support the comparative study of poor and rural women.
9. To promote research, projects and activities leading to improvements in the lives of Africana women.
10. To contribute to a reduction in global oppression based on class, race and sex.

Administratively, the Africana Women's Center was divided into three major components: (1) Research—including faculty and supervised student research as well as visiting scholars programs; (2) Community Outreach and Networking—including lending support to women's organizations and study groups and promoting inter-

national linkages between academic and community groups in Africa, the Caribbean and southern U.S.A.; and (3) Teaching—under interdisciplinary degree program leading to the Master of Arts and Doctor of Arts degrees (in the Humanities and Social Sciences) in Africana Women's Studies.

The interdisciplinary degree program in Africana Women's Studies was designed to focus on courses and research normally subsumed under other academic areas of specialization, including but not limited to (a) Area Studies, with comparative focus on Africa, the Caribbean, and the U.S.A.; (b) Black Studies, with emphasis on theories, behavior, history and conditions of Blacks in the diaspora; (c) History, with particular concern for the precolonial, slavery, and pre-civil rights eras; (d) Women's Studies, emphasizing feminist theory and international feminism; (e) Political Science, with special concern for how state theory and revolutionary politics impact on oppressed groupings; (f) Agricultural Sciences, with a focus on rural food production and farm management, practices and problems encountered by rural women; (g) Policy Studies, with development policies in the Third World and social policies in the U.S.A. being highlighted; (h) Health Sciences, with emphasis on problems of nutrition and sanitation, especially water sanitation; and (i) other Social and Behavioral Sciences which look at the political, social, economic and psychological factors which determine the policies, practices, obstacles, conditions, forms of resistances and the general quality of life for Africana women.



Clearly, this broadly based program of study required modification and refinement from a diverse interdisciplinary faculty. So, in 1983 funds were requested and awarded from the Fund for Improvement of Post Secondary Education for a two-year Developmental Faculty Program in Africana Women's Studies. Ten (10) faculty members from Atlanta University and twenty (20) faculty members from four (4) undergraduate colleges and universities (Hampton University, Atlanta Junior College, Southern University and Jackson State University) were selected to participate in this program. They formed a consortium of faculties and institutions in Africana Women's Studies. The Africana Women's Center served as the coordinating entity and the base for the program.

The disciplinary specializations of participating faculty members ranged from Biology, Business Administration, Library and Information Studies, Political Science, History, Sociology, English, Afro-American Studies, Art, Music, Psychology, Education and Social Work to Communications. The program designed for the faculty consisted of intensive training institutes, research (individual and collaborative) and developmental activities such as the development of course outlines and bibliographies, course piloting and the integration of courses into existing academic programs. In addition, participants were involved in networking and promotional activities for Africana Women's Studies.

Data from the Faculty Development Project and an extension of that Project in the form of a Dissemination Project, also funded by The Fund for Improvement of Post Secondary Education,

form the base for the publication of the Africana Women's Studies Series. The four volumes in the series culminate and document five years of collaborative work by professors, staff and administrators in the five historically Black colleges and universities in the Africana Women's Studies Consortium. A list of Consortium members is found in the appendix of each volume.

The Series is offered as a guide to scholars, programs and institutions interested in transforming the traditional curriculum, integrating information about Africana women into existing Black and Women's Studies courses and designing new courses and curricula. It should provide useful data and innovative techniques and approaches to research scholars, teachers and students in and outside academia. The four separate volumes in the Series can be used collectively or individually in the identification of available resources, materials and perspectives on Africana women. They make no claim of definitiveness, but are presented as a resource kit for beginning the process of removing biases and including necessary knowledge about Africana women in institutions of higher education in the United States.

Volume 1, Course Syllabi, consists of thirty courses, eleven graduate level and nineteen undergraduate level, which can be used as models by teachers in the development of courses in a variety of disciplines. The courses were pilot tested by the developmental faculty and many have been offered for credit in the institutions where they were piloted. Included among the syllabi in Africana Women's Studies are courses on Black Women in American Politics, The Social World of Older Africana Women, Africana

Women and the Media: Image and Action, Third World Women and Development, Women in Contemporary African Fiction and Women in International Business: Africa and the Caribbean, and many others. Volume 2, Bibliographies in Africana Women's Studies consists of thirty well researched and updated bibliographies which will be useful in classroom settings, for academic research purposes and for national and international policy research. The bibliographies include listings on Africana Women and Development, Africana Women: Mothers and Sons, Africana Women in History, Mental Health Issues of Africana Women, and many many more. As a companion and extension of the topical bibliographies, Volume 3, Cross-Cultural Bibliography of Africana Women, contains four sections of citations which cut across topical and disciplinary foci. Works on African women, Caribbean women and African-American women are listed in separate sections, and the fourth section lists cross-cultural works on Africana women to facilitate comparative, cross-cultural research and study. Finally, Volume 4 contains the Proceedings of a National Conference on Africana Women's Studies in the United States, held December 13-14, 1985 at Atlanta University. The proceedings reflect the state of the art in Africana Women's Studies in the United States and should serve as a valuable resource for teachers, students, researchers and institutions interested in understanding how women of Africana descent define the discipline of Africana Women's Studies.

We view the Africana Women's Studies Series as the beginning of a long and protracted intellectual, cultural and political

journey. The journey is not expected to be without hazzards or barriers, but if the Series illustrates the need to continue to meet the challenge of developing a less biased, more comprehensive data base and more creative approaches to research, teaching and curriculum development in higher education in the United States the journey will have gotten off to a good start. If it serves as an incentive and model to teachers, students, researchers and other individuals interested in learning more about perspectives, goals, ideologies, activities, concerns, problems, accomplishments and contributions of Africana women it will have made a significant mark on the history of knowledge.

As this new field of scholarship develops, we expect to continually, review, revise, refine, update and change, when necessary, both content and approaches to address the needs of Africana women, the discipline, higher education and global equity. We hope that many of you will join us in our developmental journey.

BUSINESS AND ECONOMICS

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Africana Women in International Business  
Clara Prevo, Instructor  
Atlanta University

Course Description:

This is a one semester course which utilizes the comparative approach to focus on some socio-economic aspects and their implications for black women's role in business development for selected economies. The comparisons will be made both within continents and cross-culturally. While certain cultural and social factors will be examined, the primary focus will concentrate on their impact on the participation of Africana women in the business and economic environment.

Objective:

It is the intent that at the end of this course, the participant will have obtained the following:

- In-depth knowledge of the socio-economic status and business involvement of at least two groups of Africana women on separate continents.
- An analysis will be made of how each group has fared in economics and business development within both their similar cultures as well as across culture.
- The structure of the domestic business environment and economy will be examined to determine its role in determining the economic status of the women.
- The structure of the international economy and business environment will also be examined to determine its impact, if any, on the role of the selected subjects.

Course Design:

The course is designed to incorporate several basic pedagogical approaches including:

- Case Studies. The case studies for the selected countries will zero in on specific variables concerning socio-economic factors.
- Readings. A survey of the literature for defining and explaining the socio-economic conditions which affect the Africana woman in both business and general environment is necessary.

Guest Lectures. Whenever possible, guest presenters will discuss their observations and experiences, which may result from either research and/or direct country experience, and

Research. Each participant is expected to further enrich the course by developing research directly related to the course and which may supplement the course.

Each approach is designed to develop, stimulate, and enhance the participant in her intellectual development as well as personal interests.

Rationale:

Traditionally, the study of international business and economic development has focused almost exclusively on the white male's role and impact. To a lesser extent, the African male might also be the focus of attention, but it is almost never the case where the impact and role of international business has been examined with the emphasis on African women, and vice versa. While there may be some similarities, it is generally recognized that these effects may vary across economies due to a number of social and cultural factors.

This course attempts to bring some understanding by identifying the similarities and the many differences which may have affected the Jamaican and American Black woman's role in business development.

Course Outline:

I. Introduction to the business and economic history as background for selected countries.

Readings:

Baker, Elizabeth. Technology and Women's Work. New York, N.Y.: Columbia University Press, 1964.

Bay, Edna. Women and Work in Africa. Boulder, CO: Westview Press, 1982.

Blake, Judith. "The Changing Status of Women in Developed Countries." In Comparative Modernization, pp. 305-19. Edited by Cyril E. Black. New York, N.Y.: Free Press, 1976.

Boserup, Ester. Women's Role in Economic Development. New York: St. Martin's Press, 1970.

Brooks, Evelyn. "A Righteous Discontent." In Race, Class, and Sex. Edited by Amy Swerdlow. New York: G.K. Hall. Forthcoming.

D'Onofrio-Flores, Pamela. Scientific-Technological Change and the Role of Women in Development. Boulder, CO: Westview Press, 1981.

Larguía, Isabel. "The Economic Basis of the Status of Women." In Women Cross-Culturally: Change and Challenge, pp. 281-95.

Payer, Cheryl. The Debt Trap: The International Monetary Fund and the Third World.

Smuts, Robert. "The Female Labor Force: A Case Study in the Interpretation of Historical Statistics." Journal of the American Statistical Association 55 (March 1960): 71-79.

Snedden, David. "Probable Economic Future of the American Woman." American Journal of Sociology, XXIV (March 1919).

Youssef, Nadia H. "Women and Work in Developing Societies." Berkeley, CA: University of California Population Monograph Series 15.

II. Examination of social and cultural norms which would affect the participation of women in international business and economic development.

Frobel, J.J. Heinrichs, and Kreye, O. The New International Division of Labour. Cambridge: Cambridge University Press, 1980.

Heenan, David A.; Keesan, Warren J.; and Warren, J. "The Rise of Third World Multinationals." Harvard Business Review (Jan./Feb/1979): 101.

Helleiner, G.K. "Manufactured Exports from Less Developed Countries and Multinational Firms." Economic Journal (March): pp. 21-47.

Lim, Linda Y.C. "Women Workers in Multinational Corporations: The Case of the Electronics Industry in Malaysia and Singapore." Ann Arbor, MI: Univ. of Michigan Women's Studies Occasional Paper No. IX, 1978.

"Women Workers in Multinational Electronics Factories." In Women and Technological Change in Developing Countries. Edited by Roslyn Dauber and Melinda L. Cain. Boulder, CO: Westview Press, 1978.

Lindsay, Beverly, editor. Comparative Perspectives of Third World Women: The Impact of Race, Sex, and Class. New York, N.Y.: Praeger, 1980.

Nayyar, Deepak. "Transnational Corporations and Manufactured Exports from Poor Countries." Economic Journal 88: 59-84.

Shapiro, James E. Taiwan. Multinational Monitor, June 1981, pp. 11-13.

Sharpston, Michael. "International Sub-Contracting." Oxford Economic Papers, 1975, pp. 94-135.

III. Comparative analysis of Jamaican and American women as workers.

- A. Historical development
- B. Current economic status
- C. Involvement and role in business

Readings:

Bolles, A. Lynn. "From Slavery to Factors: Women, Family Structures and Development in Jamaica." In Trying to Make a Living. Edited by Dorothy Remy and Karen Sacks.

"Goin' Abroad": Working Class Jamaican Women and Migration." In Contemporary Studies of the Black Female and the Migratory Experience in the United States. Edited by Delores M. Mortimer and Roy S. Bryce-Laporte. Washington, D.C.: Research Institute on Immigration and Ethnic Studies, Smithsonian Institution, 1981.

"Impact of Working Class Women's Employment on Household Organization in Kingston, Jamaica." Ph.D. dissertation, Rutgers University, 1981.

"Kitchens Hit by Priorities: Employed Working Class Jamaican Women Confront the IMF." In Women, Men and the International Division of Labor. Edited by June Nash and M. Patricia Fernandez. New York, N.Y.: SUNY Press. Forthcoming.

"Working Class Household Economic Strategies in Kingston, Jamaica." In Women and World Change: Equity Issues in Development. Edited by Ann Cottrell and Naomi Black. Beverly Hills, CA: Sage Press, 1981.

Froner, Philip. Women and the American Labor Movement. Two volumes. New York, N.Y.: The Free Press, 1979.

Gilman, Charlotte Perkins. The Home, Its Work and Influence. New York, N.Y.: Chariton, 1910.

I.L.O. "The Employment and Conditions of Work of African Women." Overseas Quarterly 4 (1965): 176-78.

Jamaica Government. Investment in Jamaica. A Jamaica National Investment Promotion Limited Publication, 1981.

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Africana Women and Economic Development  
Spring, 1985

Gloria Braxton, Instructor  
Southern University

This course is a study of the political economy of Africana women and work. Although primary emphasis will be placed on women and work in Africa, adequate attention will be given to black women in the United States and the Caribbean as well. The course has been designed for students who may or may not have had a previous course in politics in developing nations generally, or Africa specifically.

The basic contention of this course is that Africana Women do, directly and indirectly, play a significant role in the development of their respective economies. Only recently have development planners and researchers begun to fully recognize the contributions of women. Women have been viewed as invisible, and thus, ignored and neglected in development planning. The distinction between access to resources and control over resources becomes critically important as we begin to understand those contributions that are directly as opposed to indirectly observable.

Thus, the basic objectives of this course are as follows:

1. To provide students with a working knowledge of the economic and societal setting within which Africana women function.
2. To help students formulate analytical statements about the traditional roles of Africana women and how, why, and the extent to which these roles have been altered due to technological and political events.
3. To provide a descriptive analysis of the roles and contributions of Africana women in rural and urban economies.
4. To determine what problems most affect Africana women in terms of achieving aspirations and playing optimum roles in development.
5. To describe the impediments and/or constraints to greater participation for women.

6. To study the importance of Africana women in the household and the family.
7. To examine the various strategies that have been employed to enhance women's contributions to the development process.

Textbooks:

1. Maria Rosa Cutrufelli, Women of Africa: Roots of Oppression. London: Zed Press, 1983.
2. Sue Ellen M. Charlton, Women in Third World Development. Boulder, CO: Westview Press, 1984.
3. Claude Ake, The Political Economy of Africa. New York: Longman, 1982.
4. Nici Nelson, ed., African Women in the Development Process. London: Frank Cass, 1981.

General Outline

- I. African Economies
  - A. Character and Prospects
  - B. Setting
  - C. Traditional Production

Required Readings

Claude Ake, The Political Economy of Africa  
Gavin Kitching, Class and Economic Change in Kenya (New Haven, CT: Yale University Press, 1980), Chapter 1, "Colonial Change and the Distribution of Labour Time"; pp. 8-32.

Suggested Readings

Polly Hill, (1970) Studies in Rural Capitalism in West Africa, Chapter 1, "A Plea for Indigenous Economies: The West African Example."  
Andrew M. Kamarck, (1970) The Economics of African Development, Chapters 1-5.  
Walter Rodney, (1982) How Europe Underdeveloped Africa.

Dupe Oluombosun, (1975) Nigeria's Neglected Rural Majority.  
Charles Wilber, (1979) The Political Economy of Development and Underdevelopment.

J.S. Uppal and Louis R. Salakever, ed., (1972) Africa: Problems in Economic Development.

Daniel A. Offiong, (1982) Imperialism and Dependency: Obstacles to African Development.

## II. Conceptualizing Women's Role

- A. Development and Underdevelopment defined
- B. Western Influence
- C. Problems of information and data on women

### Required Readings

Lourdes Benaria, "Conceptualizing the Labour Force: The Underestimation of Women's Economic Activities", in Mici Neilson, ed., African Women in the Development Process.

Shelby Lewis, "African Women and National Development", in Beverly Lindsay, ed., Comparative Perspectives of Third World Women.

Barbara Rogers, The Domestication of Women, Chapter "Women and Men: the Decision of Labour," pp. 12-28.

Sue Ellen M. Charlton, Women in Third World Development, Part 1, "The Meaning of Development for Women."

Filomina C. Steady, The Black Woman Cross-Culturally, "The Black Woman Cross-Culturally: An Overview", pp. 7-41.

### Suggested Readings

Pat Caplan, "Development Policies in Tanzania -- Some Implications for Women", in Mici Neilson, African Women in the Development Process.

J.R. Ojo, "The Position of Women in Yoruba Traditional Society," Department of History, University of Ife, Faculty Seminar Paper, 1978-79.

Human Resources Development Division, U.N. Economic Commission for Africa, "Women: The Neglected Human Resource for African Development," Canadian Journal of African Studies, VI, No. 2 (1972), pp. 359-70.

Elizabeth Reid, "Women at a Standstill: The Need for Radical Change," in Women Workers and Society: International Perspectives, pp. 1-10.

Laurel Herbenar Bossew, The Redivision of Labor: Women and Economic Choice in Four Guatemalan Communities, Chapter 1, "Introduction, Women and Development."

Irene Tinker, "Women in Developing Societies: Economic Independence Is Not Enough," in Jane Roberts Chapman, ed., Economic Independence for Women (Beverly Hills, CA: Sage Publications, 1976), pp. 113-36.

Leith Mullins, "Women and Economics in Africa," in Nancy Hafkin and Edna Bay, eds., Women in Africa, pp. 240-64.

Karen Sacks, "An Overview of Women and Power in Africa," in Jean F. O'Barr, ed., Perspectives on Power: Women in Africa, Asia, and Latin America, pp. 1-10.

Gloria Amor-Nikoi, "Women and Work in Africa," in Ukandi G. Damachi and Victor P. Diejomach, eds., Human Resources and African Development, pp. 188-219.

Deborah Fellow, Women in Accra, Sections on Persistence of Traditional Attitudes, pp. 23-63.

Zillah Eisenstein, "Developing a Theory of Capitalist Patriarchy and Socialist Feminism," in Zillah Eisenstein, ed., Capitalist Patriarchy and the Case for Socialist Feminism, pp. 5-40.

Maureen MacKintosh, "Gender and Economics: The Sexual Division of Labour and the Subordination of Women," in Kate Young, Carol Wolkowitz and Roslyn McCullagh, eds., Marriage and the Market: Women's Subordination in International Perspective, pp. 1-15.



Mayra Buvinic, et al., eds., Women and Poverty in the Third World, Part 1, "Overview and Policy Analysis."

Svetlana, Turchaninova, "Trends in Women's Employment in USSR," in Women Workers, ILO Publications, pp. 149-60.

Maxine Molyneux, "Women in Socialist Societies: Problems of Theory and Practice," in Kate Young, et. al., Marriage and the Market, pp. 167-203.

III. Status of Women in Traditional Society

A. Status of Women Before Contact With West

B. Impact of Colonialism

C. Women's Participation: General Data

Required Readings

Maria Rosa Cutrufelli, Women of Africa: Roots of Oppression, Chapter 1, "Colonialism and Social Change," and Chapter 2, "The Position of Women in Traditional Society."

Judith Van Allen, "Sitting on a Man: Colonialism and the Lost Political Institutions of Igbo Women," Canadian Journal of African Studies, VI, No. 2 (1972), pp. 165-81.

Guy Standing, Unemployment and Female Labour Supply in Kingston, Jamaica, Chapter 1, "The Historical Context," pp. 31-45.

Toyin Falola, "The Place of Women in Pre-Colonial Yoruba Economy," Department of History, University of Ife, Faculty Seminar Paper, 1978.

Edna Bay, (1982) Women and Work in Africa, Section 1, pp. 19-81.

Joyce Ladner, "Racism and Tradition: Black Womanhood in Historical Perspective," in Filomina Steady, ed. The Black Woman Cross-Culturally, pp. 269-88.

Suggested Readings

Helen N. Burness, "The Position of Women in Gwandu and Yauri," Oversea Education, 26, No. 4 (January, 1955), pp. 143-52.

Phyllis M. Kaberry, Women of the Grass Lands: A Study of the Economic Position of Women in Bamenda, British Cameroons. London: Her Majesty's Stationary Office, 1952. Chapter III, "Land Tenure;" Chapter IV, "Methods of Cultivation;" Chapter V, "Labour and Leisure in Kimbaw;" Chapter VI, "Control of Crops;" Chapter VII, "Standards of Hiring."

Ma "aji Isa Shani, "The Status of Muslim Women in Northern States of Nigeria." Journal of the Centre for Islami and Legal Studies (Zaria) 1:2, (1967), pp. 39-52.

E.J. Usoro, "The Place of Women in Nigerian Society," African Women, 4, (June, 1961), pp. 27-30.

Judy C. Bryson, Women and Economic Development in Cameroon, pp. 7-47. "Traditional Social Systems and Modern Realities: Continuing Values in a Changing World."

Miara Sudarkasa, Where Women Work: A Study of Yoruba Women in the Marketplace and in the Home. Chapter II, "Divisions of Labor by Sex in Yoruba Society."

Olive Temple, "Women in Northern Nigeria." August, 1914 (Memo)

Caroline Ifeka-Muller, "Sitting on a Man: Colonialism and the Lost Political Institutions of Igbo Women: A Reply to Judith Van Allen." Canadian Journal of African Studies, 7, No. 2 (1973), pp. 317-18.

V.C. Onwuteaka, "The Aba Riot of 1929 and Its Relation to the System of Indirect Rule," Nigerian Journal of Economic and Social Studies 7, (November, 1965), pp. 273-82.

Margaret Jean Hay, "Luo Women and Economic Change During the Colonial Period," in Nancy Harkin and Edna G. Bay, eds., Women in Africa, pp. 86-109.

Barbara Yates, "Colonialism, Education and Work: Sex Differentiation in Colonial Zaire," in Edna Bay, Women and Work in Africa.

James L. Brain, "Less Than Second Class: Women in Rural Settlement in Tanzania," in Nancy Hafkin and Edna Bay, eds., Women in Africa, pp. 265-82.

Jocelin Massiah, "Participation of Women in Socio-economic development: Indications as Tools for Development Planning. The Case of Commonwealth Caribbean," in Women and Development: Indicators of Their Changing Role, UNESCO. Socio-economic Studies, 1981.

Mere Kisekka, "Role of Women in Socio-economic Development: Indicators as Instruments of Social Analysis, The Case of Nigeria and Uganda," in Women and Development: Indicators of Their Changing Role, UNESCO, 1981.

Elisabeth Croll, Women in Rural Development: The People's Republic of China, ILO, 1979.

C.K. Brown, The Participation of Women in Rural Development in Kaduna State of Nigeria, Centre for Social and Economic Research (Paper No. 5), Ahmadu Bello University, Zaria, 1979.

Nancy Borie Leis, "Economic Independence and Igaw Women: A Comparative Study of Two Communities in Niger Delta." Unpublished Ph.D. dissertation, Northwestern University.

Olayide S. Olajuwon and V.E. Bello-Osogie, "Roles of Women in Nigeria Small Farming," in S. Olajuwon Olayide, J.A. Emeke, V.E. Bello-Osogie, Nigerian Small Farmers: Problems and Prospects in Integrated Rural Development. Ibadan: Centre for Agricultural and Rural Development, University of Ibadan, 1980.

Emmy B. Simmons, Economic Research on Women in Rural Development in Northern Nigeria. Washington, D.C.: Overseas Liaison Committee, American Council on Education, 1976.

Comfort Olayiwole, "Women's Role and Economic Development in Africa: The Case of Nigeria." Lecture presented at the Seventeenth Annual Seminar on Political Change and Development in Africa, Southern University, Baton Rouge, Louisiana, April 2, 1984.

- IV. Rural African Women: Role and Status in Society
- A. Work done by women in rural areas
  - B. Problems encountered

Required Readings

Ester Boserup, (1970) Women's Role in Economic Development, Part 1, "The Village", pp. 15-81.

Sue Ellen Charlton, Women in Third World Development, Part III, "Issues in Research and Public Policy," Chapters 3 & 4.

Constance Sutton and Susan Makiesky-Barrow, "Social Equality and Sexual Status in Barbados," in Filomina Steady, The Black Woman Cross-Culturally, pp. 469-513.

Judy C. Bryson, "Women and Agriculture in Sub-Saharan Africa: Implications for Development," in Nici Nelson, ed., African Women in the Development Process.

Suggested Readings

Jennie Dey, "Gambian Women: Unequal Partners in Rice Development Projects?" in Nici Nelson, ed., African Women in the Development Process.

Tomilayo Adeyokunnu, Women and Agriculture in Nigeria, United Nations Economic Commission for Africa, Addis Ababa, 1981.

Bukola Oni, "Position Statement regarding Rural Women in Development in Nigeria." Prepared for the World Conference on Agrarian Reform and Rural Development, pp. 12-20, (July, 1979), Rome Italy.

Gloria J. Braxton, "Rural Women in Nigeria: An Example from Oyo State, Nigeria." Paper prepared for delivery at the 1983 meeting of the Association for Women in Development, October, 1983.

Barbara Clark, "The Work Done By Rural Women in Malawi," Eastern African Journal of Rural Development, 8, Nos. 1 & 2 (1975), pp. 80-91.

Rene Dumont, "Development and Mounting Famine: A Role for Women," in Women Workers, ILO Publication, 1976, pp. 43-48.

V. The Urban Woman: Role and Status in Society

- A. Sex in the Market Place
- B. Impact of Industrialization
- C. The Professional Woman
- D. Job Opportunities in the Modern Sector
- E. Migration

Required Readings

Cutrufelli, Chapter 3, "The Function of Women's Labour in Less Developed Countries."

Eleanor R. Fapohunda, "Women at Work in Nigeria: Factors Affecting Modern Sector Employment," in Damachi and Diejomaoh, Human Resources and African Development, pp. 220-41.

Christine Obbo, African Women: Their Struggle for Economic Independence, Chapter 2, "Background of Change;" Chapter 5, "Migration;" Chapter 7, "Strategies for Urban Survival;" Chapter 8, "Occupation of Migrant Women."

Guy Standing, Unemployment and Female Labour, Chapter II, "Urbanisation and Unemployment."

Sally T. Hillsman and Bernard Levenson, "Job Opportunities of Black and White Working-Class Women," in Rachel Kahn-Hut, Arlene Kaplan Daniels, and Richard Colvard, eds., Women and Work: Problems and Perspectives, pp. 218-33.

Suggested Readings

Judy Bryson, Women and Economic Development in Cameroon, pp. 79-84, "Women in the Modern Sector."

Claire Robertson, "Ga Women and Socio-economic Change in Accra, Ghana," in Nancy J. Hafkin and Edna G. Bay, eds., Women in Africa, pp. 111-33.

Barbara Lewis, "The Limitations of Group Action Among Entrepreneurs: The Market Women of Abidjan, Ivory Coast," in Nancy J. Hafkin and Edna G. Bay, eds., Women in Africa, pp. 135-56.

Deborah Fellow, Women in Accra: Options for Autonomy, sections on "Traditional Female Roles and New Female Roles," pp. 139-221.

Elizabeth Jelin, "Women and the Urban Labour Market," in Richard Anker, et al., eds., Women's Role and Population Trends in the Third World, pp. 239-67.

Claire C. Robertson, Sharing the Same Bowl: A Socioeconomic History of Women and Class in Accra, Ghana, Chapters 1, 2 & 3.

Susan J. Kleinberg, "The Systematic Study of Urban Women," in Milton Cantor and Bruce Laurie, eds., Class, Sex, and the Woman Workers, pp. 20-42.

Annie Phizacklea, "Migrant Women and Wage Labour: The Case of West Indian Women in Britain," in Jackie West, ed., Work, Women, and the Labour Market, pp. 99-117.

Kenneth Little, African Women in Towns: An Aspect of Africa's Social Revolution, Chapters 1, 2 & 3.

Thomas W. Merrick and Marianne Schminck, "Households Headed by Women and Urban Poverty in Brazil," in Mayra Buvinic, et al., eds., Women and Poverty in the Third World, pp. 244-71.

Deborah Fellow, Women in Accra, Sections on "The Impact of the West and Modern Constraints in Access to Options," pp. 64-79; 112-38.

Guy Standing, Unemployment and Female Labour, Chapter 9, "Behavioral Determinants of Labour Force Participation."

VI. Household and the Family

- A. Family Structure, Marriage and Kinship
- B. Socio-cultural dimensions of household work
- C. Reproductive and Productive Roles
- D. Child Care Concerns

Required Readings

- Cutrufelli, Chapter 4, "Demographic Control: Tradition and Innovation."
- Juan C. Elizaga, "The Participation of Women in the Labour Force of Latin America: Fertility and Other Factors," in Women Workers, ILO Publication, pp. 129-48
- T.O. Fadayomi, "The Demand for Pre-School Care: An Aspect of Problems of Nigerian Working Mothers," International Social Work, 22, No. 1.
- Christine Oppong, "Family Structure and Women's Reproductive and Productive Roles: Some Conceptual and Methodological Issues," in Richard Anker, Mayra Buvinic, and Nadia H. Youssef, eds., Women's Roles and Population Trends in the Third World, pp. 173-201.
- Natalie J. Sokoloff, Between Money and Love: The Dialectics of Women's Home and Market Work, Chapter 4, "Early Marxist Feminism: Theories of the Home," Chapter 5, "Later Marxist Feminism: Theories of Patriarchal Capitalism," Chapter 7, "Dialectical Relations of Women's Work."
- Guy Standing, Unemployment and Female Labour (Jamaica), Chapter III, "Family Study."
- Suggested Readings
- T. Adeoye Lambo, "Socio-Economic Change and its Influence on the Family, with emphasis on the Role of Women: A Socio-Psychological Evaluation," Ibadan, No. 26, February, 1969, pp. 30-35.
- Judy Bryson, Women and Economic Development in Cameroon, pp. 60-67, "Motherhood and Childcare."
- Felcie Morgenstern, "Women Workers and the Courts," in Women Workers, ILO Publication, pp. 51-63.
- Marguerite Dupire, "The Position of Women in a Pastoral Society," (Niger) in Denise Paulme, ed., Women of Tropical Africa, pp. 47-92.
- Monique Gessaiw, "Contagious Women" (Guinea) in Denise Paulme, ed., Women of Tropical Africa, pp. 17-46.

Solange Falade, "Women of Dakar and the Surrounding Urban Area," in Denise Paulme, ed., Women of Tropical Africa, pp. 217-30.

Christine Obbo, African Women, Chapter 3, "Marriage and the Family."

Nancy Chodorow, "Mothering, Male Dominance, and Capitalism" in Zillah Eisenstein, ed., Capitalist Patriarchy and the Case for Socialist Feminism, pp. 83-106.

Vanessa Maher, "Work, Consumption, and Authority within the Household: A Moroccan Case," in Kate Young, et al., Marriage and the Market, pp. 69-87.

Maila Stevens, "Women, Kinship and Capitalist Development," in Kate Young, et al., pp. 112-26.

Kenneth Little, Africa Women in Towns, Chapters 9 & 10.

Sue Ellen Charlton, Part II, Chapters 5, 6 & 7.

Bettina Berch, The Endless Day: The Political Economy of Women and Work, Chapter 6, "Household Work."

Vanessa Maher, Women and Property in Morocco, Chapters 10, 11 & 12.

Miara Sudarkasa, "Female Employment and Family Organization in West Africa," in Steady, The Black Woman Cross-Culturally, pp. 49-63.

VII. Development Alternatives for Women

A. Mobilization Techniques

B. Development Planning

C. Political Movements

Required Readings

Patricia Lapido, "Developing Women's Cooperatives: An Experiment in Rural Nigeria," in Nici Nelson, ed., African Women in the Development Process.

Cutrufelli, Chapter 5, "Women, Education, and Political Movements."

EDUCATION

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Mathematics Education for Black American Females  
Olivia Boggs, Instructor  
Atlanta University

PURPOSE:

The course will provide a forum for students to learn about strategies for improving the status of Black American women and girls in mathematics. Research skills will be enhanced while students develop and test theoretical explanations for sex-related and race-related differentials in mathematics achievement levels. The course has a two-pronged purpose: 1) to heighten students' awareness of the dilemma confronting Black American women and girls with regards to mathematics; and 2) to improve research-related skills by allowing students to conduct projects related to mathematics education of Black American females.

RATIONALE:

The literature abounds with findings which document that women are rarely found in the lucrative mathematics-related careers. This dilemma is even truer for American women of African descent. Explanations range from theories of low interest levels in mathematics among girls to genetic inability of girls to reason quantitatively. A recent study of 647 females and 700 males in high school concluded that females have low confidence in their mathematical abilities and that this is learned behavior. Researchers at Johns Hopkins University examined 40,000 intellectually gifted seventh grade boys and girls. They noted that even among the population of the gifted, boys score consistently higher on tests of mathematical reasoning. While research on sex related differentials in mathematics achievement is being conducted and reported in the literature, fewer studies on sex/race related differentials can be found. It is incumbent upon scholars with interest in Afro-American women to systematically study phenomena which negatively impact upon that population.

COURSE REQUIREMENT:

Students will be required to complete an original research project related to mathematics education of Afro-American women and/or girls. The project findings will be submitted in writing and presented orally to the class.

**OUTLINE:**

Week 1: Registration/Overview

Week 2: Historical Framework

**Objectives:**

1. To develop an historical framework for mathematics education for Black American women and girls.
2. To gain a fundamental understanding of the history of Black American women.
3. To gain an understanding of the educational history of Black American women as consumers and providers.
4. To develop a theoretical linkage between historical development and current roles of Black women in mathematics related careers.

**Required Readings:**

Barnett, Evelyn Brooks. "Nannie Burroughs and the Education of Black Women." In The Afro-American Woman: Struggles and Images, pp. 97-108. Edited by Sharon Harley and Rosalyn Terborg-Penn. Port Washington, N.Y.: Kennikat, 1978.

Bethune, Mary McLeod. "Clarifying Our Vision with the Facts." Journal of Negro History 23 (1938): 12-15.

Burroughs, Nannie. "Black Women and Reform." The Crisis 10 (1915): 187.

Armstrong, Jane M. "Achievement and Participation of Women in Mathematics: Results of Two National Surveys." Journal of Research in Mathematics Education 12 (November 1981): 356-72.

Week 3: Psychological Framework

**Objectives:**

1. To understand the psychological bases for behavior and learning styles of Black American women and girls.
2. To understand existing psychological explanations for differential sex-related achievement and aptitude levels in mathematics.

**Required Readings:**

Holmes-Norton, Eleanor. "Black Women as Women." Social Policy 3 (1972): 2-3.

Jackson, Jacquelyne. "Black Women in a Racist Society." In Racism and Mental Health, pp. 185-268. Edited by Charles Willie, et al. Pittsburgh, PA: University of Pittsburgh, 1972.

Noble, Jeanne. "We Wear the Masks." In Beautiful. Also Are the Souls of My Black Sisters, pp. 109-45. By Jeanne Noble. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Molleat, Patricia L. "Sex Differences in High Schools Students: Causal Attributions of Performance in Mathematics." Journal of Research in Mathematics Education (1980): 356-66.

Week 4: Sociological Framework

**Objectives:**

1. To develop an understanding of the societal and familial factors which impact upon Black American women and girls.

2. To understand sociological explanations for sex-differentiated mathematics achievement levels.

**Required Readings:**

Almquist, E. "Unrangling the Effects of Race and Sex: Disadvantaged status of Black Women." Social Science Quarterly 56 (1975): 129-72.

Glassman, C. "Women and the Welfare System." In Sisterhood is Powerful: Of Writings From the Liberation Movement, pp. 102-15. Edited by R. Morgan. New York: Vintage Books, 1971.

Tanner, J.M. "Sequence, Tempo and Individual Variation in the Growth of Boys and Girls Aged Twelve to Sixteen." Daedalus 100 (Fall 1971): 907-31.

Week 5: Pedagogical Framework

**Objectives:**

1. To understand the implications and impact of afroemtioned topics on teaching and learning of mathematics to Black American women and girls.

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Mental Health Issues of African Women  
Spring 1984

Margaret W. Clifford, Instructor  
Atlanta University

1. INTRODUCTION

African women suffer severely from discrimination in this society. The Black female faces discrimination to a degree greater than Black males or white females. She is in a double bind being both Black and female, creating problems in developing positive feelings about herself as a Black person and as a woman. Society is likely to label her with the undesirable traits ascribed to Blacks as well as with the negative characteristics ascribed to women in this country. This position of the Black woman as the least valued group in this society is one conducive to the development of stress.

2. The objective of this course is to examine some of the major issues affecting the mental health of African women. The course will include a discussion of areas of stress for Black women, their survival mechanism for coping with stress, and the role of the counselor in working with this group of clients.

3. Specific Objectives: At the end of this course, students will:

- 3.1. Understand the effects of African origins on Black females in the U.S.
- 3.2. Understand the effects of slavery on the Black females in the U.S.
- 3.3. Understand the issues effecting the mental health of the female who is both black and poor.
- 3.4. Comprehend the conditions of stress for the Black professional female.
- 3.5. Identify techniques for coping with stress available to the Black female.
- 3.6. Be able to plan strategies for counseling the Black female.

4. Topics to be discussed:

4.1 African Origin

4.1.1. Historical perspective of culture in Africa compared to the Black woman's role in America.

4.2 The Afro-American woman during slavery.

2. To present individual research proposals which treat specific aspects of teaching and learning of mathematics to Black American women and/or girls.  
required Readings:

Russell, Michele. "Black-Eyed Blues Connections: Teaching Black Women." In All the Women are White, All the Blacks are Men, But Some of Us Are Brave, pp. 196-207. Edited by Gloria Hull, et al. Old Westbury, N.Y.: The Feminist Press, 1982.

Becker, Joanne Rossi. "Differential Treatment of Females and Males in Mathematics Classes." Journal of Research in Mathematics Education 12 (January 1981): 40-53.

Davis, Angela. "Education and Liberation." In Women, Race and Class, pp. 99-109. By Angela Davis. New York: Random House, 1981.

Evertson, Carolyn M. "Predictors of Effective Teaching in Junior High Mathematics Classrooms." Journal of Research in Mathematics Education (May 1980): 167-78.

Weeks 6 and 7: Field Research for Project Objectives:

- 1. To give students two weeks for gathering data necessary for the completion of the required research project.
- 2. To provide an outlet for relating theory to practice.
- 3. To prepare students to engage in research necessary for policy and curriculum innovations which impact positively on Black American women and girls.

Week 8: Presentation of Research Findings Objective:

To provide a forum through which students may formally present independent research findings on differential levels of mathematics achievement related to sex and race.



4.3 Areas of stress for the female who is both Black and poor

- 4.3.1. Economic discrimination
  - 4.3.2. The matriarchy myth
  - 4.3.3. Strength versus dominance
  - 4.3.4. Shortage of Black males
  - 4.3.5. Civil rights versus women's rights
  - 4.3.6. Concern for the vulnerability of children
  - 4.3.7. Sharing pain with Black males
  - 4.3.8. The "loose" woman syndrome
  - 4.3.9. Defining beauty
  - 4.3.10. The degradation of the welfare system
  - 4.3.11. Counseling and the deficit mode
- 4.4. Stress and the Black professional woman - 12 Percent of Black Female workers

- 4.4.1. The strain that a Black woman's success places on her relationship with men
- 4.4.2. The feeling that they are substantially underpaid compared to their professional peers
- 4.4.3. The loneliness she faces on the job
- 4.4.4. The lack of mobility (promotion, etc.) within a particular job situation
- 4.4.5. Establishment of self-identity, as the minority woman compares herself with her family, peer groups, and the larger society

4.5. Resiliency of the Black woman - Coping strategies

- 4.5.1. Seeking solutions to her problems thru inner strength, race and self pride, concern over femininity and creativity for problem solving

4.6. Strategies for counseling the Black Female

5. Class Procedures

This course is conducted largely through readings, class discussions, group interactions and individual class presentations. Each student will have the responsibility for one or more topics to be researched and presented orally in class. The topic presented will be written in the form of a term paper to be turned in to the instructor one week before the last day of the course. For each topic researched it is expected that the student will prepare an annotated bibliography on that topic. These bibliographies will be combined into a bibliography of Mental Health Issues of African Women and distributed to each student attending the class.

6. Class Schedule

- 6.1 Week 1.
  - 6.1.1. Course Introduction
  - 6.1.2. The effects of African origins on the Black female in the U.S.
- 6.2. Week 2.
  - 6.2.1. The effects of slavery on the Black female in the U.S.
- 6.3. Week 3.
  - 6.3.1. The issues effecting the mental health of the female who is both Black and poor
    - 6.3.1.1. Economic discrimination
    - 6.3.1.2. The matriarchy myth
    - 6.3.1.3. Strength versus dominance
- 6.4. Week 4
  - 6.4.1. Mental health issues of the female who is both Black and poor
    - 6.4.1.1. Shortage of black males
    - 6.4.1.2. Civil rights versus women's rights
    - 6.4.1.3. Concern for vulnerability of children
    - 6.4.1.4. Sharing pain with Black males
- 6.5. Week 5
  - 6.5.1. Mental health issues of the female who is both Black and poor
    - 6.5.1.1. The "loose" woman syndrome
    - 6.5.1.2. Defining beauty
    - 6.5.1.3. The degradation of the welfare system
    - 6.5.1.4. Counseling and the deficit mode
- 6.6. Week 6
  - 6.6.1. Conditions of stress for the Black professional female
    - 6.6.1.1. The strain that a Black woman's success places on her relationship with men
    - 6.6.1.2. The feeling that they are substantially underpaid compared to their professional peers
    - 6.6.1.3. The loneliness she faces on the job
    - 6.6.1.4. The lack of mobility (promotion, etc.) within a particular job situation
    - 6.6.1.5. Establishment of self-identity, as the minority compares herself with her family, peer groups, and the larger society
- 6.7. Week 7
  - 6.7.1. Techniques for coping with stress

- 6-8. Week 8  
6.8.1. Strategies for counseling the Black female
- 6-9. Week 9  
6.9.1. Review and wrap-up

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Black Women in Educational Administration  
Spring, 1985

Roberta S. Tyson, Instructor  
Southern University

This course is designed to investigate factors that affect the ascendance of Africana women in the hierarchy of education. Through research, utilizing a variety of resources, students will identify the impact of several factors on the number of black women and level of responsibility of those women in Educational Administration.

Course Objectives

1. To analyze the status of Africana women in Educational Administration.
2. To investigate the impact of societal attitudes and political practice on the professional mobility of Black women in education.
3. To identify sexist and racist strategies utilized in the hiring and promotion of female educators.
4. To create in both male and female students an awareness of the harmful and confining effects of sexist/racist stereotyping.
5. To provide comparative data on women in African and Caribbean countries.

ACTIVITIES

Activities of the course will include committee reports, interviews with selected women in Educational Administration and analysis of research on the subject. Each committee will prepare a formalized presentation with

documented research exploring one of the main concepts discussed in class.

The concepts to be explored are delineated below:

Historical Overview of Education for Blacks in the United States

A. Impact of Desegregation on Black Administrators

B. Federal and State Legislation

Analysis of the history of education for black women in the U.S. which would prepare them to become administrators

A. Education prior to slavery

B. The Antebellum period

C. The Reconstruction Era

D. Separate but Equal

E. Equal Educational Opportunity

F. Affirmative Action

INGS:

1. Emmett Harold, Jr. "The Politics of Frustration: An Analysis of Negro Leadership in East Baton Rouge Parish, Louisiana, 1953-1966." Thesis, Louisiana State University, 1967.

er, Carl N. "Revolution Without Ideology: The Changing Place of Women in America." In The Woman in America. Edited by Robert J. Lifton. Boston, MA: Houghton Mifflin, 1965.

man, Clark. Environmental Factors in Negro Elementary Education. Published for the Julius Rosenwald Fund. Chicago, Ill.: W.W. Norton and Co., Inc., 1932.

r, Lucille K. The Birth Order Factor: How Your Personality is Influenced by Your Place in the Family. New York: Pocket Books, 1978.

Hansy, James E. "The Effects of the Brown Decision on Black Educators." The Journal of Negro Education 47 (Winter 1978): 88-95.

Harris, Patricia Roberts. "Problems and Solutions in Solving Equality of Women." In Women in Higher Education. Edited by W. Todd Furniss and Patricia A. Graham. Washington, D.C.: American Council on Education, 1974.

Johnson, Charles S. The Negro College Graduate. Durham, N.C.: University of North Carolina Press, 1938.

Katz, Jacob. In Search of Autonomy: The Educated Woman. New York: Van-Nostrand-Rein, 1971.

Ladd, Everett C. Negro Political Leadership in the South. Ithaca, N.Y.: Cornell University Press, 1966.

III. Comparison of factors affecting the education of black women in political systems/countries other than the United States

READINGS:

Abu-Laban, Sharon McIrvin, and Baba Abu-Laban. "Women and the Aged as Minority Groups: A Critique." Canadian Review of Sociology and Anthropology 14 (February 1977): 103-116.

Chaney, Elsa M. "The Mobilization of Women: Three Societies," in Women Cross-Culturally: Change and Challenge, ed. Ruby Rohrllich-Leavitt (Chicago, Ill.: Aldine, 1975), p. 475.

Krystall, Abigail. "The Education of Women Since Independence." Bureau of Education Research Paper. Nairobi: University of Nairobi, 1975.

King, Kenneth. Jobless in Kenya: A Case Study of Educated Unemployed. Bureau of Education Research, Monograph Series. Nairobi: University of Nairobi, 1976), p. 3.

Kinzer, Nora Scott. "Sociocultural Factors Mitigating Role Conflict of Buenos Aires Professional Women," in Women Cross-Culturally: Change and Challenge, ed. Ruby Rohrllich-Leavitt (Chicago, Ill.: Aldine, 1975), pp. 182-85.

Lindsay, Beverly. "Education and Career Choices for Kenyan Women," Journal of Negro Education, in press.

McGrath, Patricia L. "The Unfinished Assignment: Equal Education for Women (Paper No. 7, Worldwatch Institute, Washington, D.C., July 1976, p. 25.

#### IV. Characteristics of Women in Education

- A. In the U.S.
- B. In Other Countries
- C. Role Influence
- D. Career Determinants
- E. Socio Economic Status

#### READINGS:

Astin, Helen S. Woman Doctorate in America. New York: Russell Sage, 1970.

Cain, Glen George. Married Women in the Labor Force: An Economic Analysis. Chicago, Ill.: Univ. of Chicago Press, 1966.

Arter, Margaret Helen. "The Role of Women in Administration in State Universities and Land Grant Colleges." Ph.D. dissertation, Arizona State University, 1972.

Nixon, Mary. "Equal Opportunity: Still Empty Words." The ATA Magazine, January-February, 1975, pp. 87-94.

Kahne, Hilda. "Women in the Professions: Career Considerations and Job Placement Techniques." Journal of Economic Issues (September 1971): 28-45.

Kimmel, Ellen, et al. "Specific Programs to Promote Women into Educational Administration." Phi Delta Kappan 16 (April 1979): 586-88.

Mednick, Martha T. Shuch, and Gerald Puryear. "Motivational and Personality Factors Related to Career Goals of Black College Women." Journal of Social and Behavior Science 21 (January 1975): 1-30.

Ovard, Glen F. "Professional Women in Public Schools, 1970-71." NEA Research Bulletin 49 (October 1971): 67-68.

Sandis, Eva E. "The Transmission of Mother's Educational Ambitions as Related to Specific Socialization

Techniques." Journal of Marriage and the Family 32 (February 1970): 204-11.

Cronin, Joseph M., and Sally B. Pancrazio. "Women as Educational Leaders." Phi Delta Kappan 60 (April 1979): 583-86.

Dullea, Georgia. "Women in Classrooms, Not the Principal's Office." The New York Times, Sunday, July 13, 1975.

Graham, Patricia Anderson. "Women in Academe." Science 169 (January 1970): 1284-90.

Taylor, Suzanne S. "Educational Leadership: A Male Domain?" Phi Delta Kappan, (October 1973): 124-28.

Pass, Barbara Harper. "A Study of Administrative Women in Education." Ed.D. dissertation, University of Virginia, 1976.

Zimmerman, Jeanne Noil. "The Status of Women in Educational Administration Positions Within the Central Offices of Public Schools." Ed.D. dissertation, Temple University, 1971.

Williams, Marcille Gray. The New Executive Woman. New York: Chilton Book Co., 1977.

Mednick, Martha T. Shuch, et al. Women and Achievement: Social and Motivational Analyses. New York: Wiley, 1975.

#### V. Black Women in Executive Roles in Public Education

- A. In the United States
  1. Discrimination and Societal Practices
  2. Political Climate
- B. In Other Countries

#### READINGS:

Howe, Florence. "Women in Administrative Positions in Public Education." A position paper prepared by the Recruitment Leadership and Training Institute, July 1974, Temple University, Philadelphia, Pa.

West, Philip T. "Women in Administrative Positions in Public Education." A position paper prepared by the

Recruitment Leadership and Training Institute, July  
1974, Temple University, Philadelphia, Pa.

"Women as Managers." Women in Action. A Federal Women's  
Program Publication, Vol. 9, No. 6 (October 1979).

IV. Implications for the future.

HEALTH

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Health Issues of Africana Women  
Winter, 1985  
Barbara Small Morgan, Instructor  
Atlanta Jr. College

Introduction/Course Description:

The First National Conference on Black Women's Health Issues held at Spelman College from June 24-26, 1983 marked "the beginning of Black Women looking critically at health issues that affect our survival," says Byllie Avery, Director of the Atlanta Black Women's Health Project. This conference provided a forum by which Black Women could openly and collectively articulate issues and concerns that many have privately and personally confronted and/or contemplated for decades, and in some instances for centuries. A legacy of the "me" decade of the 70's might be the notion that Black Women like other sectors of the populus have a right and indeed a responsibility to pursue mental and physical well being. Thus, it is most appropriate that all Africana (i.e. Afro-American, African and Caribbean) Women experience a "Health Renaissance."

Accordingly, this course will survey health issues and concerns of women of African ancestry and origin. Topics to be discussed include (1) reproductive health, (2) nutrition, (3) exercise and physical fitness, (4) common diseases and disorders, (5) preventive health and health maintenance, (6) hygiene, and (7) stress management. Each of the aforementioned populations of Africana Women will be compared and contrasted in relationship to these topics as well as in terms of socio-economic, political, cultural and biological factors that impact upon these health issues.

The Goals of this Course are:

- (1) to promote an awareness and understanding of some major health issues and concerns of Africana Women.
- (2) to raise the Africana Woman's level of sensitivity about the importance of health and health maintenance.
- (3) to identify factors (i.e. socio-economic, political, geographic and cultural) that negatively as well as positively influence the health of Africana Women and to describe the manner in which these factors exert their influence(s).

- (4) to identify life styles and personal regimes that promote good mental and physical health among African Women.
- (5) to encourage African Women to more systematically and more conscientiously adopt life styles and personal regimes that promote good mental and physical health.
- (6) to identify resources (i.e. symposia and conferences, health agencies, printed and audio-visual materials, etc.) that provide information regarding African Women's health issues.

**Course Requirements and Assignments:**

- (1) Each student is required to attend each of two weekly scheduled seminars.
- (2) Each student is required to read the assigned materials in advance of the corresponding class period and to prepare an abstract (i.e. a short written summary) of the paper or book read for submission.
- (3) Each student is encouraged to identify and bring to class related references (i.e. journal and newspaper articles, books, etc.) for which extra-credit points will be awarded.
- (4) Each student is required to prepare and submit a scholarly research paper on a topic related to an African Women's health issue and orally present an overview of its content.
- (5) Each student is encouraged to contribute to the class by actively participating in discussions.

**Grading Policy:**

Grades will be awarded on the basis of points earned in relationship to total points awarded.

- (1) Scale: 100% - 90% of total points awarded = A  
 82% - 80% " " " " = B  
 72% - 70% " " " " = C  
 62% - 60% " " " " = D  
 below 60% " " " " = F
- (2) Assignments:  
 Research paper 100 pts.  
 Abstracts 10 pts. each  
 Extra-credit 5 pts. each (Maximum of 30 pts.)

(3) Suggested Readings

- An Introduction to African Women's Health Issues -- Barnes, 1972; Christopher, 1980; Stewart, 1984; Butler, 1983; Sipla, 1979
- Reproductive Health -- Cudlipp, 1975; Gifford-Jones, 1971; Mitchell, 1979; Kennard, 1974
- Nutrition -- Chaney, 1983; George, 1980 - Exercise and Physical Fitness -- Taylor, 1972
- Common Diseases and Disorders -- Harris, 1979; Grisby, 1974; Kiple, 1980; Lemieux, 1978; Roman, 1915; Africa's Health: Endemic Diseases, 1960
- Hygiene -- Sabol, 1982; Sims, 1977; Sims, 1976; Tyson, 1974
- Mental Health and Stress Management -- Carothers, 1960; Dobb, 1960; Chesler, 1972; Johnson, W., 1983;
- Life Styles and Personal Regimes That Promote Good Mental and Physical Health -- Barnum, 1974; Maulden, 1979; Essence Rx, 1980; Garth and White, 1982; Gayles, 1974; Rudolph and Risverro, 1980
- Preventive Medicine and Health Maintenance -- Davis, 1983; Houghton, 1967; Johnson, Georgia, 1975; Poma, 1981; Slesinger, 1973; "The Economics of Health Care," 1972; "Improving Harlem's Health," 1969

HISTORY



THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Women in History  
Spring, 1985  
Sarah Hughes, Instructor  
Hampton University

INTRODUCTION:

WOMEN IN HISTORY is a survey of the past female experience in selected cultures, with emphasis on African women. The history of women, black or white, cannot be fully understood if limited to the lives of Americans. To situate the American experience in a broader framework, some of the varieties of ways that gender has shaped women's lives in past societies will be considered through class readings, discussions, lectures and individual research projects that focus on specific themes. These will include cultural traditions of subordination, resistance, and complementarity in Asia, Africa, Europe, and the Americas, the impact of slavery and colonialism on women in Africa, the Caribbean, and the United States, differences in the lives of rural and urban women in the twentieth century, and organized efforts to improve the political, educational, social, and economic status of women.

REQUIRED BOOKS:

Filomena Steady, The Black Woman Cross-Culturally  
Lois Banner, Women in Modern America  
Naomi Katz and Nancy Milton, eds., Fragment From a Lost Diary and Other Stories  
Alice Walker, ed., I Love Myself When I Am Laughing

PROCEDURES:

Although some lectures are necessary to present material to the group, WOMEN IN HISTORY will meet in a seminar format most of the time. For a seminar to function effectively discussions by the participants must be based upon shared reading and must both explore facts and analyze causes. All members of a seminar must participate in the discussions as the group attempts to reach a consensus on the historical problems presented by the assigned materials. The process fails if only the instructor and one or two students have done any of the reading, for the seminar then degenerates into a lecture course.

EVALUATION:

Grades will be based upon: midterm exam = 20%; comprehensive final exam = 40%; term paper = 20%; oral report on topic of term paper = 10%; class participation = 10%.

Roth examinations will consist primarily of essay questions. The term paper of 8-12 typed, double-spaced pages should be on a topic chosen in consultation with the instructor. This paper will be due on April 15, 1985. Oral reports on the term papers will be scheduled for presentation in classes during the month of April.

#### SCHEDULE OF CLASSES AND ASSIGNMENTS

\* Reading on reserve at the main desk, Huntington Library

January 21 Introduction to course  
 January 23 Sex, Gender and Society  
 January 25 Economic and Cultural Factors Shaping Gender Roles  
 Reading: The Black Woman Cross-Culturally, 515-534.

January 28 Brief discussion of Western Perceptions of Women;  
 Lecture: The European Tradition: Ancient Greece

January 30 The European Tradition: Christianity and the Law

February 1 Asian Women: China and Korea  
 Reading: Fragment From a Lost Diary, 1-43, 56-83. Optional Reading: Aline K. Wong, "Women in China: Past and Present," in Carolyn J. Matthiasson, ed., Many Sisters, Women in Cross-Cultural Perspective\*

February 4 Asian Women: Indonesia and India  
 Reading: Fragment From a Lost Diary, 44-55, 127-134, 163-186. Optional Reading: Doranne Jacobson, "The Economics of Polygamy," in Woman's Role in Economic Development\*. Optional Reading: Helga E. Jacobson, "Women in Philippine Society: More Equal Than Many," in Matthiasson, Many Sisters\*

February 8 Islamic Women: Guest Lecture, Dr. Hoda Zaki  
 Reading: Azizah Al-Hibri, "A Study of Islamic Herstory: or How Did We Ever Get Into This Mess," Women's Studies International Forum, vol.V, no. 2, 207-219\*; Nawal El Saadawi, "Women and Islam," Ibid., 193-206\*; Optional

Reading: Louise E. Sweet, "In Reality: Some Middle Eastern Women," in Matthiasson, Many Sisters\*.

February 11 Islamic Women in Africa

Reading: Nawal El Saadawi, The Hidden Face of Eve, 7-50\*; Optional Reading: Baba of Karo, "A Girl's First Marriage," in Mary F. Smith, ed., Baba of Karo: A Woman of the Muslim Hausa\*

February 13 African Women: Africa and the Diaspora and 15  
 Reading: The Black Woman Cross-Culturally, 7-41; Herbert S. Klein, "African Women in the Atlantic Slave Trade," in Women and Slavery in Africa\*

February 18 African Women: Traditional Roles Filmstrip and Slides

Reading: Fragment From a Lost Diary, 105-106; The Black Woman Cross-Culturally, 45-78, 185-208.

February 20 African Women: Traditional Roles

Reading: Claire C. Robertson and Martin A. Klein, "Women's Importance in African Slave Systems," in Women and Slavery in Africa\*; Solange Falade, "Women of Dakar and the Surrounding Urban Area," in Denise Paulme, ed., Women of Tropical Africa\*

February 22 African Women in Towns

Reading: The Black Woman Cross-Culturally, 141-184; Fragment From a Lost Diary, 135-162, 107-127, 254-264.

February 25 MIDTERM EXAMINATION

February 27 The Burden of Colonialism and Apartheid

Reading: Fragment From a Lost Diary, 244-253, 265-310; The Black Woman Cross-Culturally, 79-106, 209-262. Optional Reading: Shelby Lewis, "African Women and National Development," in Beverly Lindsay, ed., Comparative Perspectives of Third World Women: The Impact of Race, Sex and Class\*

March 1 African Revolutionary Women

Reading: The Black Woman Cross-Culturally, 107-140. Optional Reading: Leith Mullings, "Women

and Economic Change in Africa," in Nancy J. Hafkin and Edna G. Bay, eds., Women in Africa: Studies in Social and Economic Change\*

March 11 African Women: The Caribbean Reading: The Black Woman Cross-Culturally, 419-429, 451-498.

March 13 Revolutionary Women: The Chinese Experience  
 Readings: Sheila Rowbotham, "When the Sand Grouse Flies to Heaven," in Women, Resistance, and Revolution\*; Jan Myrdal, "Women," in Report from a Chinese Village\*; and Norma Diamond, "Collectivization, Kinship, and the Status of Women in Rural China," in Rayna R. Reiter, ed., Toward an Anthropology of Women.

SPRING VACATION

March 15 Africana Women: South America  
 Reading: The Black Woman Cross-Culturally, 561-614.

March 18 Africana Women in the United States: The Slave Era  
 Reading: The Black Woman Cross-Culturally, 265-299, 317-334.

March 20 Changing Conceptions of Women in 19th Century America  
 Reading: Barbara Welter, "The Cult of True Womanhood, 1820-1860," in American Quarterly 18 (1966)\* OR Ben Barker-Benfield, "The Spermatic Economy: A Nineteenth-Century View of Sexuality," in M. Gordon, ed., The American Family in Social-Historical Perspective\* AND Paula Baker, "The Domestication of Politics: Women and American Political Society, 1780-1920," in The American Historical Review 89 (1984)\*

March 22 Racism in the Women's Movement  
 Reading: The Black Woman Cross-Culturally, 301-315.

March 25 Origins of the "New Woman" of the Twentieth Century  
 Reading: Women in Modern America: A Brief History, 1-91.

March 27 The Struggle to Vote  
 Reading: Women in Modern America, 93-137

March 29 American Women in the 1920s  
 Reading: Women in Modern America, 139-181.  
 Begin reading I Love Myself When I Am Laughing and complete at least pages 1-25, more if you can.

April 1 Rural Women  
 Reading: I Love Myself..., 38-59, 82-122, 246-295. Alice Walker, "In Search of Our Mother's Gardens" in Generations: Women in the South, a special issue of Southern Exposure (Winter 1977)\*

April 3 Urban Women  
 Reading: I Love Myself..., 152-173; The Black Woman Cross-Culturally, 335-367.

April 5 Urban Women  
 Reading: I Love Myself..., 152-173; The Black Woman Cross-Culturally, 335-367.  
 Paper: Submit a two-page essay on Zora N. Hurston. Due April 10

April 8 Women in the Depression and World War II  
 Reading: Women in Modern America, 183-229.

April 10 Black Urban Culture of the 1920s and 1930s: Blues Singers  
 Reading: The Black Woman Cross-Culturally, 383-401;

April 12 Postwar Antifemdnism  
 Reading: Women in Modern America, 230-246.

April 15 The Civil Rights Movement and the Origins of Women's Liberation  
 Reading: Sara Evans, Women's Consciousness and the Southern Black Movement, and Cynthia Washington, "We Started From Different Ends of the Spectrum," in Generations: Women in the South; Roberta Salper, "The Development of the

American Women's Liberation Movement," in Female Liberation\*; Women in Modern America, 246-273.

TERM PAPERS DUE

April 17 The Personal is Political: The Women's Movement 1968-1972

Reading: Robin Morgan, Sisterhood Is Powerful,\* read several short essays; miscellaneous pamphlets in folder marked "Women's Liberation."\* (Class visitation by Atlanta University faculty)

April 19 The Black Woman, 1968-1980

Reading: Gwendolyn R. Puryear, "The Black Woman: Liberated or Oppressed?" in Lindsay, ed., Comparative Perspectives of Third World Women\*.  
Optional Reading: Joyce Ladner, Tomorrow's Tomorrow; Toni Cade, ed., The Black Woman: An Anthology; Michele Wallace, Black Macho and the Myth of the Superwoman; Bell Hooks, Ain't I A Woman

April 22 Four oral reports

April 24 Four oral reports

April 26 Four oral reports

April 29 FINAL EXAMINATION, 3:10 to 5:00 p.m.

LIBRARY AND INFORMATION STUDIES

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Resources in Black Women's Studies

SLIS Seminar

May 11, 1984 9:30am - 4:30pm

Eleanor Hinton Hoytt, Instructor

Atlanta University

Course Description

This minicourse will address the availability and use of primary, secondary, and tertiary resources for researching Black women of the 19th and early 20th centuries. It is designed to identify reference materials, monographic and periodical literature, and manuscript and archival resources deposited in research collections. Participants will examine these works to determine their use and the extent to which selected topics are included.

Course Outline

I. Archival/Manuscript Sources

- A. Guides and Directories
- B. Book Catalogs
- C. Research Collections
  - 1. Manuscript papers
  - 2. Records of organizations
- D. Research and Resource Centers

II. Reference Works

- A. Biographical Indexes and Dictionaries
- B. Periodical Indexes and Abstracts
- C. Bibliographies
- D. Documentary Histories

III. Monographic/Periodical Literature

- A. Autobiographies/Biographies
- B. Anthologies/Books
- C. Exhibit Catalogs
- D. Periodicals
- E. Special Issues of Periodicals
- F. Dissertations

IV. Research Topics

- A. Individual Black Women

Mary Church Terrell (1863-1954)

Alice Dunbar-Nelson (1875-1935)

Bessie Coleman (1893-1926)

Pauline Hopkins (1856-1930)

Victoria Earle Matthews (1861-1907)

Anna Julia Cooper (1858-1964)

Harriet Gibbs Marshall (1868-1941) Ida Wells Barnett (1862-1931)  
 Sarah Mapps Douglass (1806-1882)  
 Frances Ellen Watkins Harper (1825-1911)  
 Angelina Weld Grimké (1880-1950)  
 Susan Smith McKinney Steward (1847-1918)  
 Edmonia Lewis (1845-c.1911)

B. Research Questions:

Each participant is to select a research subject and determine the usefulness of the materials:

1. Develop a profile of subject.
2. From this profile, develop a search strategy for determining the availability of primary resources.
3. Locate a biographical sketch on subject and determine the usefulness.
4. Select at least five descriptors to use in searching subject in monographic and periodical literature.
5. Perform the search and share with participants the availability, limitations of materials and the value of information found on subject.
6. Identify two steps you can take in continuing this search.

I.A. Guides and Directories

Atlanta University. Trevor Arnett Library. Guide to Manuscripts and Archives in the Negro Collection. Author, 1971.

Black Women's Directory: Organizations Local and National. Cincinnati, OH: Black Career Women, Inc., 1980.

Clarke, Robert., ed. Afro-American History: Sources for Research. Washington, D.C.: Howard University Press, 1981.

Enabulele, Arlene B. and Dionne Jones, compilers. A Resource Guide on Black Women in the United States. Washington, D.C.: Howard University, Institute for Urban Affairs and Research, 1978.

Hindig, Andrea and Clarke A. Chambers, eds. Women's History Sources. Two Vol. Set. New York: R.R. Bowker, 1980.

Josey, E.J. and Marva L. DeLoach, eds. Ethnic Collections in Libraries. New York: Neal-Schuman, 1983.

The National Union Catalog of Manuscript Collections. Washington, D.C.: Library of Congress, 1956 -.

Schatz, Walter, ed. Directory of Afro-American Resources. New York: R.R. Bowker, 1970.

Smith, Jessie C., ed. Ethnic Genealogy: A Research Guide. Westwood, Conn.: Greenwood Press, 1983.

Stetson, Erlene, editor. "Black Women In and Out of Print." In Women in Print I: Opportunities for Women's Studies Research in Language and Literature. James E. Hartman and Ellen Messer-Davidson, editors. New York: Modern Language Association, 1982.

I.B. Book Catalogs

Bibliographic Guide to Black Studies. Published annually. G.K. Hall.

The Chicago Afro-American Union Analytic Catalog: An Index to Materials of the Afro-American in the Principal Libraries of Chicago. G.K. Hall, 1972. 5 vols.

Chicago Public Library. Vivian G. Harsh Collection. Dictionary Catalog of the Vivian G. Harsh Collection of Afro-American History and Literature. G.K. Hall, 1978. 4 vols.

5. Aurora Club. Records 1958-1975. Formed in early 1940s in St. Louis for Negro working women. Scrapbook, programs, clippings, Univ. of Missouri, St. Louis, Western Historical Manuscript Collection, St. Louis, MO.
6. Bethune, Mary McLeod. Papers 1923-1936. National Archives for Black Women's History, Washington, D.C.
7. Brewster, Juanita Gilmore. Papers 1895-1970. An educator. Tuskegee Institute Archives, Tuskegee, Ala.
8. Brown, Charlotte Hawkins (1883-1948). Papers. Library, Radcliffe College, Cambridge, MA.
9. California Eagle Records, a black newspaper, 1920-1965, founded by Carlotta Bass. Southern California Library for Social Studies and Research.
10. Carey, Mary Ann Shadd (1823-1893). Papers. Moorland-Spingarn Collection, Howard University, Wash., D.C.
11. Carter, Jeannette. Papers 1927-1963. Pres. of National Political Study Club; officer of National Negro Press Association. Moorland-Spingarn Collection, Howard University, Washington, D.C.
12. The Chautauqua Circle Collection (1933-1963). Papers of Atlanta women's club. Robert W. Woodruff Library, Atlanta University Center, Atlanta, GA.
13. Committee on Interracial Cooperation Collection (1928-1943), Atlanta, Ga. Papers. Can find material on Mary McLeod Bethune, Charlotte Hawkins Brown, and other black women. Robert W. Woodruff Library, Atlanta University Center, Atlanta, GA.
14. Connor, Jeffie Olirea Allen (1895-1972). Papers 1914-1972. She was a home demonstration agent for U.S. Dept. of Agriculture and school supervisor in McLennan County (Waco), Texas. Correspondence between her husband, George Connor, physician, her biographical records. She worked with the National Association of Colored Women's Clubs, YWCA, black colleges in Texas. Baylor University, The Texas Collection, Waco, Texas.
15. Conrad & Tubman Papers 1839-1941. Research material compiled by Earl Conrad on Harriett Tubman. Schomburg Center for Research in Black Culture, N.Y. Public Library, N.Y., N.Y.
16. Cooper, Anna Julia. Papers 1881-1958. Correspondence, manuscript, clippings. Moorland-Spingarn Collection, Howard University, Washington, D.C.
17. Davis, Angela (1944 - ). Papers 1969-1972. Articles, statements, clippings, etc. Sophia Smith Collection, Smith College, Northampton, MA.

- Fisk University. Library. Dictionary Catalog of the Negro Collection of the Fisk University Library. G.K. Hall, 1974. 6 vols.
- Hampton Institute. Library. A Classified Catalogue of the Negro Collection. Author, 1940 (Reprinted by Scholarly Press, 1971).
- Library. George Foster Peabody Collection. 1972.
- Howard University. Moorland-Spingarn Research Center. Dictionary Catalog of the Arthur B. Spingarn Collection of Negro Authors. G.K. Hall, 1970. 2 vols.
- Howard University. Moorland-Spingarn Research Center. Dictionary Catalog of the Jesse E. Moorland Collection of Negro Life and History. G.K. Hall, 1970. 9 vols.; First supplement, 1976. 3 vols.
- New York Public Library. Schomburg Center for Research in Black Culture. Dictionary Catalog of the Schomburg Collection of Negro Literature and History. G.K. Hall, 1962. 9 vols. First supplement, 1967, 2 vols.; Second supplement, 1972. 4 vols.; Supplement, 1974.
- Smith College. Library. Guide to Research in Afro-American History and Culture. A Selected and Annotated Bibliography of Materials in the Smith College Library: Part I: Manuscripts, General Reference and African Background. Compiled by Emma N. Kaplan, 1975.
- I.C. Manuscript Papers and Organizational Records
1. Adelphai Club Papers 1942-1949. Oldest Black women's club in Minnesota. Founded 1899. Minnesota Historical Society, St. Paul, MN.
  2. Alpha Kappa Alpha, Inc. (1908). Papers. Headquarters, 5211 South Greenwood Ave., Chicago, Illinois.
  3. Asberry, Nettie (1886-1966). Papers. Founder of NAACP in Tacoma, Wash. and associated with Colored Women's Federation of Washington. Univ. of Washington, Seattle, Washington.
  4. Association of Southern Women for the Prevention of Lynching Collection (1932-1937). Can find information on black women. Robert W. Woodruff Library, Atlanta University Center, Atlanta, GA.

30. Gaines, Irene McCoy (1896?-1964). Papers. Social worker of Chicago and prominent Negro clubwoman. Active in Republican Party of Illinois (1940s & 1950s). Chicago Historical Society Library, Chicago, Ill.
31. Giovanni, Nikki (1943 - ). Papers 1960s. Correspondence, manuscripts, photos, articles. Mugar Memorial Library, Special Collections, Boston University, Boston, MA.
32. Gregg, Rosa Lee Slade (1901-1971). Papers. Active in National Association of Colored Women's Clubs. Detroit Public Library, Detroit, Michigan.
33. Gumbly, L.S. Alexander Collection. 1800-1960. Negro life in America; scrapbooks concerned with Marian Anderson, Ethel Waters, Josephine Baker, etc. Schomburg Center for Research in Black Culture, N.Y. Public Library, N.Y., N.Y.
34. Hall, Gwendolyn Midlo (1929 - ). Papers 1939-1974. Historian and civil rights activist; interested in drug reform. Bentley Historical Library, Michigan Historical Collections, University of Michigan, Ann Arbor, Mich.
35. Hallie Q. Brown House (St. Paul, Minn.). Papers 1938-1969. Correspondence, minutes. Minnesota Historical Society, St. Paul, MN.
36. Hamilton, Grace Towns Collection 1941-1960. Papers. Active in Atlanta Y.W.C.A. and Atlanta Urban League. Robert W. Woodruff Library, Atlanta University Center, Atlanta, Ga.
37. Hare, Maud Cuney Collection 1900-1936. Photography and clippings on music and musicians. Robert W. Woodruff Library, Atlanta University Center, Atlanta, Ga.
38. Housewives League of Detroit (1930-1973). Papers. Detroit Public Library, Detroit, Mich.
39. Hunter, Jane E. (1882-1971). Papers ca. 1930-1969. Founder of Phyllis Wheatley Association. Correspondence, speeches, clippings. Western Reserve Historical Society, Cleveland, Ohio. Also Pendleton District Historical & Recreational Commission, Pendleton, S.C.
40. Hurston, Zora Neale. Papers 1926-1960. Correspondence, manuscripts, clippings, etc. Univ. of Florida Libraries, Manuscript Division, Gainesville, Fla.
41. Johnson, Georgia Douglas. Papers 1938-1956. Countess Cullen Memorial Collection, Robert W. Woodruff Library, Atlanta University Center, Atlanta, Ga.

8. Dawson, Mary Cardwell. Papers 1937-1959. Founder of National Negro Opera Company in 1941. Biography, information, certificates. Schomburg Center for Research in Black Culture, N.Y. Public Library, N.Y., N.Y.
9. Delaney, Sadie Peterson. Papers 1923-1958. Correspondence of Sadie Delaney, a librarian. Tuskegee Institute Archives, Tuskegee, Ala.
10. Delta Sigma Theta, Inc. (1913). Papers. At Delta headquarters, 1814 M St., N.W., Washington, D.C. 20036.
11. Duncan, Fannie May (Bragg). Tape. Black founder of Cotton Club first black nightclub in Colorado Springs, CO. Pikes Peak Regional Library District, Colorado Springs, CO.
12. Davis, Hilda Andrea (1905 - ). Papers. She was Dean of Women (1937-1952) at Talladega College; president of Association of Deans of Women and Advisers to Girls in Negro Schools; president of National Association of College Women. Talladega College Library, Talladega, Ala.
13. Dunmore, Hope I. Papers 1905-1960. Negro clubwoman. DuSable Museum of African American History, Chicago, Ill.
14. Elam, Mollie Ann. Papers 1910-1925. Civic leader and clubwoman, Ill. Assoc. of Colored Women; founder of Elam house, a home for Negro girls. DuSable Museum of African American History, Chicago, Ill.
15. Fauset, Crystal. Papers 1946-1950. First black woman in Pennsylvania state legislature. Scrapbooks and clippings. Moorland-Spingarn Collection, Howard University, Washington, D.C.
16. Female African School Society, Wilmington, Delaware. Records 18331863. Historical Society of Delaware Collections, Wilmington, DE.
17. Florida Negroes, Federal Writers' Project Records, ca. 1936-1940. Florida Historical Society, Univ. of South Florida, Tampa, Fla.
18. Fouse Family Papers 1914-1951. Wife of L.B. Fouse, negro educator in Lexington, Ky.; was active in civic affairs. Univ. of Kentucky, Archives, Lexington, Ky.
19. Gray, Juanita R. Papers 1973. Information on black Denver leaders. She was community services assistant for Denver Public Library. Denver Public Library Western History Dept., Denver, CO.



- University. Wayne State University, Detroit, Mich.
55. Parks, Rosa Lee McCauley (1913- ). Papers 1950s-1970s. Correspondence, photos, clippings, etc. Wayne State University Archive of Labor and Union Affairs, Detroit, Mich.
56. Petry, Ann Lane (1911 - ). Papers 1940 - . Notes, drafts, manuscripts, articles, etc. Mugar Memorial Library, Special Collections, Boston University, Boston, MA.
57. Pittman, Tarea Hall. Papers, ca. 1950-1972. Correspondence, etc., pertaining to establishment of California Fair Employment Practices Commission; active in CA Association of Negro Women. Bancroft Library, Manuscript Division, University of California, Berkeley.
58. Phyllis Wheatley Association. Records 1908-1966. Manuscript Collection, University of Illinois at Chicago Circle Library.
59. Phyllis Wheatley Settlement House (Minneapolis). Papers 1924-1963. Correspondence, clippings. Minnesota Historical Society, St. Paul, Minn.
60. Pleasant, Mary Ellen. Papers 1896. Letters. Mother of civil rights in California. Manuscript Division, Bancroft Library, University of California, Berkeley. Also at San Francisco Public Library.
61. Poole, Druscilla. Papers 1900-1967. Correspondence, journals on black history. Secretary of Negro Library Association; state Negro women's Republican organization; founder of local NAACP. State Island Institute of Arts and Sciences Library, Staten Island, N.Y.
62. Robeson, Eslanda Goode. Correspondence with her husband, Paul Robeson, 1930 & 1931. Countee Cullen Memorial Collection, Robert W. Woodruff Library, Atlanta University Center, Atlanta, GA.
63. Rosenwald, Julius Fund. Papers 1917-1940. Can find information on Black women who applied to the fund, such as Marian Anderson, Margaret Walker, Fannie S. Beicher. Amistad Research Center, Dillard University, New Orleans, LA.
64. Shehee, Edith Meriwether Washington. Papers 1910-1964. Correspondence, scrapbooks, photos of Shehee (1891-1968), an educator and active in Tuskegee Woman's Club. Tuskegee Institute Archives, Tuskegee, Alabama.
65. Slowe, Lucy Diggs. Papers 1919-1943. Dean of women, Howard University, 1922-1937; president of National Association of

2. McDuffie, Elizabeth (1881-1946). Papers beginning 1933. Aid for Franklin Delano Roosevelt. Robert W. Woodruff Library, Atlanta University Center, Atlanta, Ga.
3. Michigan Association of Colored Women's Clubs. Papers. Michigan Historical Commission State Archives and Library, Lansing, Mich.
4. Miner, Myrtilla. Papers 1839-1864. Correspondence re. establishing school for Negro girls in Wash., D.C. Library of Congress, Manuscript Division, Washington, D.C.
5. Motley, Constance Baker (1921 - ). Papers. Lawyer, judge, N.Y. Senator. Sophia Smith Collection, Smith College, Northampton, MA.
6. NAACP Records 1909-1969. Library of Congress, Manuscript Division, Washington, D.C.
7. National Association of Colored Graduate Nurses, 1908 - . Records 1908-1951. Correspondence, minutes, conference meeting programs. Schomburg Center for Research in Black Culture, N.Y. Public Library, N.Y., N.Y.
8. National Black Sisters' Conference (1968 - ). Papers. At headquarters in Pittsburgh, PA.
9. National Council of Negro Women. Papers. Sophia Smith Collection, Smith College, Northampton, MA; also located in Wash., D.C., New York, and Ohio.
10. National Federation of Afro-American Women. Records 1895. women's reform club. Notes on proceedings of organizational meeting, clippings, Boston Public Library, Boston, MA.
11. National Youth Administration Records 1934-1944. National Archives and Records Service, Washington, D.C.
12. Neal, Eva and Family. Papers 1881-1963. Correspondence, leaflets, clippings of black community of Minneapolis/St. Paul, Minn. Minnesota Historical Society, Archives and Manuscripts, St. Paul, Minn.
13. Neighborhood Union Collection (1908-1935). Papers. Founder, Mrs. Lugenia Burns Hope; an Atlanta social welfare agency. Robert W. Woodruff Library, Atlanta University Center, Atlanta, GA.
14. Overton, Carrie Burton (1888-1975). Papers through 1969. Correspondence, reports, notes. Secretary to civil rights leader Mary White Overton; stenographer for NAACP; also worked at Howard

- College Women. Correspondence, biographical data. Moorland-Spingarn Collection, Howard University, Washington, D.C.
66. Smith, Bessie (1894-1937). Papers (1923 - ). William Ransom Hogan Jazz Archives, Tulane University Library, New Orleans, LA.
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 Atlanta University  
 223 James P. Brawley Dr., S.W.  
 Atlanta, Georgia 30314

Center for Research on Women  
 Memphis State University  
 Memphis, TN 38152

Center for the Study, Education and Advancement of Women  
 University of California at Berkeley  
 Berkeley, CA 94720

Center for Women's Identity Studies  
 Chicago State University  
 95th & King Dr.  
 Chicago, IL 60628

Minority Women's Program  
 Wellesley College Center for Research on Women  
 Wellesley, MA 02181

Moorland-Spingarn Research Center  
 Howard University  
 Washington, D.C. 20059

National Institute for Women of Color  
 1712 N St., N.W.  
 Washington, D.C. 20036

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#### LITERATURE/LINGUISTICS

Women in Contemporary African Fiction  
Spring, 1984  
David Dorsey, Instructor  
Atlanta University

I. INTRODUCTION

Since the 1950's the continent of Africa has undergone some of the most dramatic and swift social change in human history. The roles of women as agents, influence, beneficiaries and victims of this change have been crucial, but inadequately documented. A part of this change has been the sudden efflorescence of written literature taking its place beside the many traditional genres of verbal arts.

Literature, however, records social change indirectly, that is, as it is subjectively perceived by individual writers and by the social groups to whom they write. It reveals, therefore, the consciousness of its artist and audience better than it reflects their experience in statistical or other 'objective' terms.

The subject of this course, then, is the issues and solutions of women's problems in modern African life as these are presented in fiction. In order to understand the presentations it will be necessary to consider what is known of women's actual status in modern African life. It will also be necessary to apply academically honed critical tools in determining across cultures - what the texts actually declare. The result of the exploration should include both an introduction to the positions of women in several African societies, and perception of the relationship of a literature to the values and experiences of the society which produces it.

Presumptive social issues

The course takes as its premise that in rapid social change stresses, contradictions and dissatisfactions arise in people's expectations for themselves and for others. The course will attempt to identify the following issues as they apply to women in the texts considered:

1. What is the text's definition of the goals of human existence? How does the place of women differ from men's in this ultimate scheme of things?
2. How does that definition compare to the society's traditional perception of feminine virtues and 'natural' female character? In short, what is the text's comment on tradition?

3. What limitations are observable on the women's access to independence and/or self-fulfillment? For example, in career, ownership and management of property, etc. (Limits imposed by internalized norms are particularly significant.)

4. What limits (including internalized norms) are observed in the exercise of prerogatives which attained status is presumed to confer?

Solutions, implicitly and explicitly proposed in the text

There are three levels at which an author may believe social problems can be resolved. It will be useful to consider the type of resolution the text suggests, and to evaluate its premises and its utility. The levels are:

1. Recommended change in the individual woman's attitude, character, or even luck
2. Recommended reform of communal attitude toward specific women's inequities
3. Recommended radical reform of the society's social institution's and values; in short, "revolution" or some sort.

Literary Questions

In order to interpret the texts carefully, and to see individual authors in the context of the literary community, three literary concerns will be:

1. to estimate the author's level of consciousness about his/her own cultural assumptions, values, etc.
2. to study the literary techniques which serve to ambiguate or disambiguate reports of events and of causation
3. to compare female and male authors in general and individually.

Texts

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Samuel Kahiga, The Girl from Abroad. London: Heinemann, 1974.

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II. COURSE OBJECTIVES

This course specifically seeks to expand four areas of student knowledge and four academic skills.

Knowledge: to acquire 1. an overview of the economic, political and social status of women in selected African countries: Cameroon, Ghana, Nigeria and Senegal; Kenya and Somalia; South Africa

2. an overview of the portrayal of women in black African fiction
3. an overview of contributions of women to contemporary African fiction
4. a basic command of basic references and bibliographic resources about African women and African literature.

Skills: to develop one's capacity

1. to perceive how the socialization process influences aspirations, self-definition, behavior, etc.
2. to perceive how a society's value system interacts with institutional structures of power to maintain the established distribution of power and privilege
3. to identify culturally imposed definitions of reality adopted by the author or the characters
4. to identify and report cultural and individual values implicit in a work of fiction.

## II. CLASS PROCEDURES

1. Each student will have special responsibility for one or more authors of class-assigned texts. The student will provide the class with a brief background report on the author's country; colonial experience; current government; current economy; population size and distribution by ethnic group and by religion; educational system (including access by class, ethnic group and sex); women in the economy; popular indigenous literary genres provide a brief bio-bibliography of the author act as a leader and resource regarding the list of specific reading questions for that class text.
2. After this student's and the teacher's introduction, class discussion of each text will begin with proposed answers to a list of questions intended to identify the issues, solutions and literary questions listed above.

3. In addition to the text itself, for each text students will be assigned at least one social science article on the actual status of women in the country involved, and at least one article of literary criticism on, or relevant to, the text.

4. Each student will prepare a written and an oral term report on the corpus of one African author, or on a similarly integral corpus of three to five books. Focus of the report will be on the treatment of women in the corpus. All topics must be approved by the instructor, and subsequent consultation is much encouraged!

## IV. CLASS SCHEDULE

### Week I

Course introduction  
Introduction to African geography, history, economy and literature

### Assigned readings

Brown, Lloyd W. Women Writers in Black Africa. Westport, CT: Greenwood Press, 1981, pp. 3-34.

Van Allen, Judith. "African Women, 'Modernization' and National Liberation," in Iglitzin, L.B. and Ross, R., eds., Women in the World: A Comparative Study. Santa Barbara, CA: CILCO, 1976, 189-202.

### Week II

#### Assigned Readings

Head: Maru

Head: Serowe, pp. 83-37, 100-102, 110-113, 170-179

Brown, Lloyd W., pp. 158-185

### Week III

Dipoko, Because of Women

Area Handbook for Cameroon. Prepared for Foreign Area Studies of the American University. Washington, D.C.: U.S. Government Printing Office.

### Week IV

Sellasia, Warrior King

Donald N. Levine, Wax and Gold. Chicago, Ill.: Univ. of Chicago Press, 1965, pp. 95-147.

### Week V

Kahiga, The Girl from Abroad

Lindsay, Beverly, "Issues Confronting Professional African Women: Illustrations from Kenya" in Lindsay, Beverly, ed., Comparative Perspectives of Third World Women: The Impact of Race, Sex, and Class. New York: Praeger, 1980, pp. 78-93.

### Weeks VI and VII

Ngugi, Devil on the Cross

Cook, David and Michael Odenmkpe. Ngugi wa Thiong'o. An Exploration of His Writings. London: Heinemann, 1983, pp. 119-140, 177-242.

Mazrui, Ali A. Political Values and the Educated Class in Africa. Berkeley, CA: Univ. of Calif. Press, 1978, pp. 23-63.

### Week VIII

Sembene, Xala

Barthel, Kiane, "The Rise of a Female Professional Elite: The Case of Senegal." African Studies Review 18.3 (1975)

Weeks IX  
Chrechain-Adelugba, F.N. "Self and Other in Sembene Ousmane's Xala" in K. Ogunbesan, New West African Literature. London, Heinemann 1979, pp. 91-103.

Okoye, Behind the Clouds

Amadi, Elechi, Ethics in Nigerian Culture. London: Heinemann, 1982, pp. 71-81

Okonjo, Kamene, "The Dual-Sex Political System in Operation: Igbo Women and Community Politics in Midwestern Nigeria," in Hafkin, Nancy C. and Bay, Edna G., Women in Africa: Studies in Social and Economic Change, pp. 45-58.

Obiechina, Emmanuel, An African Popular Literature. Cambridge, Cambridge Univ. Press, 1973, pp. 1-17, 32-71

Week X  
Emecheta, The Joys of Motherhood Brown, op. cit., pp. 90-91  
Van Allen, Judith, "Aba Riots or Igbo Women's War?..." in Hafkin and Bay cited above, pp. 59-86

Weeks XI and XII

Beti, Perpetua, or the Habit of Unhappiness

Hesbois, Laure, "Perpetue et l'habitude du malheur" ou Mongo Beti et la revolution avortee." Presence Francophone 14, Spring 1977, pp. 57-71 (to be translated by the professor).

Week XIII

Tlali, Muriel at the Metropolitan

Bernstein, Hilda W. For Their Triumphs and For Their Tears London: International Defense and Aid Fund, 1975 (complete).

Weeks XIV and XV

Student oral reports.

## THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Women in Contemporary African-American, African-Caribbean and African Literature

Spring, 1985  
Doreatha Drummond Mbalia, Instructor  
Hampton University

### COURSE DESCRIPTION

One of the weaknesses of the traditional approach to teaching Black literature in general, and Black women's literature, in particular, that is often pointed out by interdisciplinary academicians is the narrow and at times distorted focus it places on the commonality of African literature produced in America, the Caribbean and Africa. In an attempt to reflect this commonality, this semester's theme for English 404 is "Women in Contemporary African-American, African-Caribbean and African Literature."

All of the primary works required for this course have as their subject matter African women, and all except one are written by African women. With the aid of secondary sources, class members will be expected to address three main concerns:

1. What is the particular nature of the African woman's existence in each work or story?
2. What are the direct and indirect causes of this existence?
3. What commonalities do you see in the plight of African women in all of these works?

In addition to addressing these concerns, each student must fulfill the following requirements: each one of which is worth 20% of the final grade.

1. A researched essay of ten to twelve pages
2. An oral report
3. Four written exercises
4. A midterm examination
5. A final examination

TEXTBOOKS

- Bruner, Charlotte, ed. Unwinding Threads. Exeter, New Hampshire: Heinemann, 1983.
- Emecheta, Buchi. The Joys of Motherhood. New York: Braziller, 1979.
- Kahigs, Samuel. The Girl from Abroad. London: Heinemann, 1974.
- Morrison, Toni. Sula. New York: Alfred A. Knopf, 1974.
- Walker, Alice. The Third Life of Grange Copeland. New York: Harcourt Brace, 1970.
- Washington, Mary Helen, ed. Black-eyed Susans. Garden City, N.Y.: Doubleday & Company, 1975.
- Zell, Hans M., Carol Bundy, and Virginia Coulon, eds. A New Reader's Guide to African Literature. New York: Holmes & Meier Publishers, 1983.

REQUIRED READINGS: RESERVED AND HANDOUTS

Throughout the semester students will be required to read secondary material in preparation for class discussions. Some of this material is listed on your bibliography and includes historical and current events on geographical areas related to the literature. Each student is expected to read all assigned readings as a part of the course requirements.

ORAL REPORT REQUIREMENTS

Each student must deliver a thirty (30) minute oral report on one novel, five short stories or three critical essays. The student is required to choose an author and work(s) not discussed in class but related to class discussions and readings. She may feel free to choose from the bibliography included in this syllabus.

COURSE CALENDAR

- Tues. 1/22 Introduction to the course: "The Extra-literary and Contextual Approaches to Literature" (Lecture) and a selection of Poetry
- Thurs. 1/24 African Women on the Continent: The Effect of Colonialism/Imperialism on West and Southern African Women "Soweto Song," p. 70 (Confirmation)
- Tues. 1/29 Oral Report African Women in America: The Effects of Domestic Colonialism on African-American Women "Fragments: Mousetrap," pp. 120-121 (Confirmation)
- Thurs. 1/31 Unwinding Threads: "Mista Courifer" and "Point of No Return" Black-eyed Susans: "The Coming of Maureen Peal" and "If You're Light and Have Long Hair"
- Tues. 2/5 Oral Report Unwinding Threads: "Anticipation" Black-eyed Susans: "Frankie Mae"
- Thurs. 2/7 Unwinding Threads: "New Life at Kyerefasa" and "Snapshots of a Wedding" Black-eyed Susans: "My Man Bovanne" and "Everyday Use"
- Tues. 2/12 Oral Report Unwinding Threads: "Rejection" Black-eyed Susans: "A Sudden Trip Home in the Spring"
- Thurs. 2/14 The Joys of Motherhood. pp. 7-55
- Tues. 2/19 Oral Report The Joys of Motherhood, pp. 56-100
- Thurs. 2/21 The Joys of Motherhood, pp. 101-150
- Tues. 2/26 Oral Report The Joys of Motherhood, pp. 151-224
- Thurs. 2/28 The Third Life of Grange Copeland, pp. 3-50
- Tues. 3/5 Spring Vacation
- Thurs. 3/7 Spring Vacation
- Tues. 3/12 Oral Report The Third Life of Grange Copeland, pp. 53-97
- Thurs. 3/14 The Third Life of Grange Copeland, pp. 101-157
- Tues. 3/19 Oral Report The Third Life of Grange Copeland, pp. 161-247

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

- Thurs. 3/21 The Girl from Abroad, pp. 1-30  
 Tues. 3/26 Oral Report The Girl from Abroad, pp. 31-61  
 Thurs. 3/28 The Girl from Abroad, pp. 62-90  
 Tues. 4/2 Oral Report Sula, pp. 3-66  
 Thurs. 4/4 Sula, pp. 67-111  
 Tues. 4/9 Oral Report Sula, pp. 123-174  
 Thurs. 4/11 Oral Reports  
 Tues. 4/16 Oral Reports  
 Thurs. 4/18 African Women in the Caribbean: The Effects of Colonialism on Caribbean Women "Haiti," p. 71 (Confirmation)  
 Tues. 4/23 The African Woman in the Caribbean (A Literary Handout)  
 Thurs. 4/25 A Wholistic Analysis of the African Woman in Literature

The Way We Love: Intimacy and the African-American Woman  
 Winter, 1985  
 Janis Coombs Epps, Instructor  
 Atlanta Jr. College

OVERVIEW

There has been much discussion in the African-American community at large about the relationships between Black men and women. For the most part that discussion has focused upon the fact that many of those relationships are falling--falling so badly that it is not unusual to hear statistical information which says that Black women over 25 outnumber Black men 4 to 1, that the numbers of households headed by single Black women have dramatically increased over the last decade, that domestic violence is on the rise and that the numbers of Black women who commit suicide have increased. As Germaine as these statistics are to the real lives of Black men and women, they become even more significant because they are numbers which represent true stories of loving men and women who have somehow lost themselves and their capacity to maintain committed relationships.

This course then will examine the stories that Black women tell about the way they love and the nature of their intimate entanglements. Although the stories are fictitious they are based on fact. Intimacy as defined by Eric Erikson is "the capacity to commit oneself to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments, even though they may call for significant sacrifices and compromises." What are these sacrifices and compromises that Black women make in the name of love? How committed are they to these relationships? What presuppositions and expectations do they bring to these relationships? How do they cope if the relationship does not work? How are Black women able to handle deep and devastating hurt, while at the same time insuring that their children lead productive lives?

Such questions will be answered by examining the impact of race, sex and power on the heterosexual love relationships of Black women. Such an examination must be done within a cultural context, therefore, in addition to the novels and short stories written by Black women, we will look to the popular culture of movies, pulp magazines, record lyrics, and the like, which help define and mis-define our relationships. Further, we will examine the Caribbean lifestyle and the ways men and women relate to one another in that culture.

## PRESUMPTIVE SOCIAL ISSUES

This course takes as its premise that:

1. Unlike other groups in white America, Black women experience the "double jeopardy" of being Black and female.
2. The process and relations of power help define Black women's oppression in intimate relationships.
3. Conflicts between Black men and Black women must be seen in the context of the racial victimization of both.
4. Black women grow up believing many societal myths such as "someday my prince will come."

## GOALS

Our goal then is to characterize the nature of intimate heterosexual relationships and to more accurately suggest solutions such that intimate, positive relationships continue to be viable structures within the race. A concomitant goal is to interpret the texts carefully such that we are able to study the literary techniques which reveal the characters involved in each relation ship.

## COURSE ORGANIZATION

The course is organized into the following major areas:

- I. Intimacy and Myth II. Intimacy and Power III. Intimacy and Compensation IV. Intimacy and Wholeness

### I. Intimacy and Myth

This unit will serve as an introduction to the course. Key terms will be defined and an historical perspective provided. The focus will be on the stereotypes, images and myths we bring to relationships and how those expectations of male/female intimacy are pre-shaped by image.

Exemplary Text Morrison, Toni. The Bluest Eye. New York, N.Y.: Focket Books, 1976. (Pauline, BreedLove and Cholly)

Supportive Texts Christian, Barbara. Black Women Novelists: The Development of a Tradition, 1892-1976. Westport, CT: Greenwood Press, 1981, pp. 3-34.

Dowling, Collette. The Cinderella Complex: Women's Hidden Fear of Independence. New York, N.Y.: Simon & Schuster, 1981, pp. 13-32.

Harley, Sharon and Terborg-Penn, Rosalyn. The Afro-American Woman: Struggles and Images. Port Washington, N.Y.: Kennikat Press, 1978.

Hooks, Bell. "Continued Devaluation of Black Womanhood." Ain't I a Woman: Black Women and Feminism. Boston, MA: South End Press, 1981, pp. 51-86.

King, Mae. "The Politics of Sexual Stereotypes." Black Scholar 4 (April, 1973), pp. 12-23.

Washington, Mary Helen. "Introduction," in Black-Eyed Susans: Classic Stories By and About Black Women. Garden City, N.Y.: Doubleday, 1975, pp. ix-xxxiii.

## II. INTIMACY AND POWER

Black male/female intimacy has often been characterized as a relationship of power over powerlessness. This unit will examine the ways racism and sexism have poisoned intimate relationships. Further, discussion will center on the male/female unit becoming a powerful unit unto itself.

Exemplary Text Marshall, Paule. Brown Girl, Brownstones. New York, N.Y.: Random House, 1959. (Deighton and Silla Boyce)

Supportive Texts Apandaye, Eantou. "The Caribbean Woman as Writer," in Study Black Bridges: Visions of Black Women in Literature, edited by Roseann Bell, Betty Parker and Beverly Guy-Sheftall. New York, N.Y.: Anchor Press, 1979, pp. 61-68.

Braithwaite, Edward. "West Indian History and Society in the Art of Paule Marshall's Novel." Journal of Black Studies 1 (December 1970), pp. 225-38.

Hooks, Bell. "The Imperialism of Patriarchy," in Ain't I a Woman: Black Women and Feminism. Boston, MA: South End Press, 1981, pp. 87-117.

King, Mae C. "Oppression and Power: The Unique Status of the Black Woman in the American Political System." Social Science Quarterly 56 (June 1975), pp. 116-28.

Spillers, Hortense. "The Politics of Intimacy," in Sturdy Black Bridges: Visions of Black Women in Literature, edited by Roseann Bell, Betty Parker and Beverly Guy-Sheftall. New York, N.Y.: Anchor Press, 1979, pp. 87-106.

Stewart, James, and Scott, Joseph. "The Pamp-whore Complex in Everyday Life," in Black Male/Female Relationships, vol. 1, no. 2, 1979.



Wade-Gayles, Gloria. No Crystal Stair: Visions of Race and Sex in Black Women's Fiction. New York, N.Y.: The Pilgrim Press, 1984, pp. 3-56.

Puryear, Gwendolyn. "The Black Woman: Liberated or Oppressed?" in Comparative Perspectives of Third World Women, edited by Beverly Lindsay. New York, N.Y.: Praeger, 1980, pp. 251-75.

Wallace, Michele. Black Macho and the Myth of the Superwoman. New York, N.Y.: The Dial Press, 1979.

### III. Intimacy and Compensation

Black women respond in various ways to the disappointment of romantic love. Some compensate by throwing themselves into their work, others by living their lives in isolation, still others turn to religion and the church.

The focus of this unit is the coping strategies devised by women when intimate relationships are no longer intimate.

Exemplary Text Naylor, Gloria. The Women of Brewster Place. Virginia: R.R. Donnelly & Sons Co., 1982.

Supportive Texts Brandel-Syrier, Mia. Black Women in Search of God. London: Lutterworth Press, 1962.

Jackson, Jacquelyn. "Black Women in a Racist Society," in Racism and Mental Health, edited by Charles Willie, et al. Pittsburgh, PA: University of Pittsburgh Press, 1972.

Stack, Carol B. "Sex Roles and Survival Strategies in the Urban Black Community," in The Black Woman Cross-Culturally, edited by Filomina Steady. Cambridge, MA: Schenkman Publishers, 1981, pp. 349-68.

Wade-Gayles, Gloria. No Crystal Stair: Visions of Race and Sex in Black Women's Fiction. New York, N.Y.: The Pilgrim Press, 1984, pp. 57-145.

Walker, Alice. In Love and Trouble. New York, N.Y.: Harcourt, Brace, Jovanovich, 1967.

Walker, Alice. "In Search of Our Mother's Gardens." MS 2 (May 1974), pp. 64-70.

Washington, Mary Helen, ed. Midnight Birds: Stories by Contemporary Black Women Writers. New York, N.Y.: Anchor Books, 1980.

### IV. Intimacy and Wholeness

Central to this unit is the fact that many women become whole, functioning, self-confident beings as a result of intimate involvements with Black men. This development, unfortunately, does not always occur within the confines of the relationship. The focus will be on both wholeness achieved while in an intimate relationship and wholeness achieved as a result of an intimate relationship.

Exemplary Text Hurston, Zora Neale. Their Eyes Were Watching God. Philadelphia, PA: J.P. Lippincott Co., 1937. (Janie & Teacake)

Supportive Texts Howard, Lillie P. "Marriage: Zora Neale Hurston's System of Values." CLA Journal 11 (December 1971), pp. 256-68.

Karenga, Ron. "In Love and Struggle: Toward A Greater Togetherness." Black Scholar 6 (March 1975), pp. 16-28.

Madhubuti, Haki. "Not Allowed to be Lovers: Black Men and Women in the Struggle for Meaning, Family and Future," in Black Books Bulletin, vol. 6, no. 4, 1980, pp. 48-57.

Nobles, Wade. "Extended Self: Rethinking the so-called Negro Self Concept." Paper presented to National Association of Black Psychologists Convention, August 1974.

Taylor, Susan. "Intimacy - The Bond Between Us." Essence, November 1981, p. 75.

### COURSE ASSIGNMENTS

#### 1. Popular Culture Project

Every student in the course will be expected to research some aspect of popular culture which offers insights into the intimate relationships of Black males and females. In addition to collecting data from contemporary culture, you must analyze why your data offers insights and determine what your data means in terms of relationships. For example, you might want to examine "The Prince Phenomena." If so, you would collect the lyrics from his songs, look at the movie Purple Rain, and examine his music videos. What image does Prince have of Black females? What does he consider to be a good, heterosexual relationship? How might he define intimacy? Why has he become a culture hero? Does he project a positive image for the Black community? Each project should culminate in a 5-7 page typewritten analysis. Each student should also be prepared to orally present the results of the project.

## 2. Literary Project

Every student in the course will be responsible for reading a novel by or about a Black woman that has not been discussed in class. You will be expected to write an analysis of a primary heterosexual relationship in the novel. You should examine the expectations each person brought to the relationship, the power plays in the relationship and whether or not the relationship is positive for the people involved. Your essay should be from 5-7 pages typewritten.

## 3. In Class Examinations - 20%

## 4. Final Examination - 20%

### Grading

Popular Culture - 30%  
Literary Project - 30%  
In Class Examination - 20%  
Final Examination - 20%

## THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Africana Women: Mother-Son Relationships  
Spring, 1985

Thelma M. Cobb, Instructor  
Southern University

Within the broad scope of Africana literature, interactional family relationships emerge as a recurring theme. In most instances, the interaction emanates from the mother and occurs largely between mother and daughter. Numerous novels and short stories explicitly chronicle mother-daughter relationships. On the other hand, there appears to be some ambivalence in the treatment of mother-son relationships. Since sociological studies tend to document the mother-son relationship as a crucial aspect of Africana familial interaction, an examination of this relationship in works of fiction by and about Africana women should provide some insight into not only the nature of the mother-son relationship but the forces that impact and shape this relationship. The purpose of this course is to examine the mother-son relationship in works of fiction by and about Africana women, together with the social, cultural, and interactional forces that define the relationship.

### COURSE OBJECTIVES

1. Using his own experiences as a frame of reference, the student will formulate his perception of the mother-son relationship in the Africana family.
  - 1.1 The student will analyze how the media defines the mother-son relationship
  - 1.2 The student will examine the relationship in his own family
  - 1.3 The student will discover the factors and forces that form his perception of the relationship
2. Given access to basic background materials, the student will demonstrate a knowledge of social forces that influence the mother-son relationship in the Africana family.

- 2.1 The student will be able to recognize the distinction between myth and reality concerning the role, type, and status of the African mother.
- 2.2 The student will be able to identify the social forces and practices that define the role and status of the African son
- 2.3 The student will be able to identify the social forces and practices that define the mother-son relationship in the African family
- 2.4 The student will be able to explain how writers use these forces and practices in their reflections of the mother-son relationship
3. Given selected background readings, the student will demonstrate a knowledge of similarities and differences in mother-son relationships in cultures other than his own.
  - 3.1 The student will investigate mother-son relationships in other African cultures
  - 3.2 The student will be able to identify forces within other cultures that impact upon the mother-son relationship
  - 3.3 The student will contrast and compare the influence of cultural forces on the perception of the mother-son relationship
4. Having read selected works, the student will be able to analyze the mother-son relationship in a work of fiction.
  - 4.1 The student will be able to recognize how a writer uses setting and character to lend credibility to the social and cultural nuances of a work that defines the mother-son relationship
  - 4.2 The student will be able to analyze how the author uses inter- actional processes in the African family to depict mother-son relationships
  - 4.3 The student will develop an awareness of the differences between how a male writer and a female writer view the mother-son relationship

4.4 The student will demonstrate an understanding of how the prevailing literary temper and time influence a writer's perception of the mother-son relationship

#### MATERIALS

Sources for the course are works of fiction by and about African women that reflect how others view or experience mother-son relationships in African families. Where the mother-son relationship is subsumed under either the main plot structure or major thematic emphasis of a work, appropriate selections from the work will be examined. Because multiple copies of some African works are unavailable, duplicated selections from the works will be used. In addition, articles from periodicals, newspapers, and works of non-fiction will be used for background readings.

#### COURSE REQUIREMENTS

1. The student is responsible for the core readings listed on the course outline. Starred (\*) items indicate readings for class discussion. Further, the student is encouraged to do supplementary readings from the course bibliography.
2. Each student will prepare a written term project. The project may be a book review or a library paper. Book reviews must be written on works not dealt with in class. The library paper must be developed around the influence of one of the items listed below on mother-son relationships in the African family. The topic must be approved by the instructor.
  - Concepts of Manhood
  - Single Parenting
  - Pressures of Racism
  - Value Systems
  - Concepts of Motherhood
  - Changing Roles of Women

## COURSE OUTLINE

### I. Mother-son relationships in the Africana family: An Overview

- Blassingame. The Slave Community  
Bohannon and Curtin. "African Families" in Africa and Africans  
\*Equiano. Narrative of the Life of Gustavus Vassa  
\*Franklin. From Slavery to Freedom  
Lester. To Be A Slave

#### Discussion Questions:

In the selections listed, how is the role of the mother defined? Do you think criticisms of the matriarchal family might be valid? Does the criticism of the matriarchal nature of the Africana family contain any stereotyped views of Blacks? How might you deal with such criticism?

### II. Social forces that define mother-son relationships in Africana families

- \*Achebe. from Things Fall Apart  
Gaines. Autobiography of Miss Jane Pittman  
Petry. The Street  
Thomas. from Down These Mean Streets  
\*Wright. "Bright and Morning Star"  
\_\_\_\_\_ . from Native Son

#### Discussion Questions:

What kinds of life experiences have the characters experienced? What do the characters resent? What do they envy? What is uncertain in their view of the future? Whom do they view as "the enemy"? What inner conflict, confusion, and impairment of character result from the disparity between their perceived ideals and reality?

### III. Interactional forces that define mother-son relationships in Africana families.

- African and Afro-American Folk Tales  
Baldwin. Go Tell It on the Mountain  
Gaines. "The Sky is Gray"  
\_\_\_\_\_ . A Long Day in November  
Fisher. "Miss Cynthie"

#### Discussion Questions:

What is an extended family? Do you perceive the extended family as a symbol for a disintegrated family? What kinds of attitudes and values did the mother in each story attempt to instill in the son? What survival skills did the mother impart? Were the skills the sole invention of the mother? If not, from whom else were the skills learned? If the son's attitudes on values differ from the mother's, why?

### IV. Cultural forces that define mother-son relationships in Africana families.

- \*Aldoo. "Certain Winds from the South"  
Haley. from Roots  
Nicol. "Life is Sweet at Kumansenu"  
Nzekwu. "The Finger of God," from Blade Among the

#### Boys

- Morrison. from Song of Solomon  
O'Connor. "Everything That Rises Must Converge"  
Williams. "Son in the Afternoon"

#### Discussion Questions:

Family patterns can have both positive and negative effects. Speculate about patterns that might create positive or negative mother-son relationships in a given culture. Is the source of some negativism in the relationship the fact that mother and son may have started from different cultural assumptions about the relationship? Cite examples from the core selections that show how the relationship is defined by cultural forces. Is the cultural impact on the relationship defined differently by male and female writers?

### V. Mother-son relationships in Africana families: Change and Challenge

- Hill. The Strengths of Black Families  
Lindsay. Comparative Perspectives on Third World Women  
Staples. "Myth of the Black Matriarchy"  
\_\_\_\_\_ . "Mother-Son Relationships in the Black Family"  
Willie. A New Look at Black Families.

Discussion Questions:

Re-define mother-son relationships. What have been the effects of the changing status of women on your perception of the relationship? What kinds of hypotheses might you develop for the strengthening of mother-son relations? What changes would you prescribe for mothers? for sons?

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Africanisms: Africana Aesthetics in Folk Literature  
Spring, 1985

Doris Ginn, Instructor  
Jackson State University

Course Overview

No historical circumstance nor event can explain a literary work. The literature of a people is above all an act of language where cultural identities are discovered. Language, the carrier of culture, gives confidence and reveals one's belonging to the world and to others. Africana cultures are uniquely interwoven to reflect this bond. Africanisms in Caribbean Literature, one aspect of Africana culture, reveal socio-cultural messages that transcend three continents in Africana women's writings. A linguistic approach to these writings will serve as the link between these continents in exposing their socio-cultural themes and structures.

Linguistics as an eclectic discipline is an esoteric science in the scientific study of language. The use of the linguistic approach for the study of "Africanisms: Africana Aesthetics in Folk Literature" will facilitate a profound understanding of Africana people, their past, and their works. Specific theories of Sociolinguistics, the study of languages in society, will provide scholars with the intellectual, perceptive discrimination for determining diverse cultures and their ethnolinguistic connections.

The study of ethnic literature linguistically exposes the student to the oral tradition of Blacks and it sensitizes a more provocative awareness of the past, present, and future links of Africana culture and philosophy. This course will exercise comparative sociolinguistic analyses to develop this awareness. Though the three distinct cultures are geographically separated in time and influence, much will be learned from parallel themes, cultural concerns, and linguistic techniques used for the analysis of the literary expressions of the culture. The works of Louise Bennett - Jamaica and the West Indies, and Nikki Giovanni African-American, are representative examples.

This course, "Africanisms - Africana Aesthetics in Folk Literature," seeks as an interdisciplinary link to reveal the ethnolinguistic "common denominator" of Africana women and their heritage. Africanisms are language forms showing vestiges of slave speech from native West African languages and ethnolinguistics is the language approach to the diverse cultures that make up Africana people.

#### Course Description

"Africanisms: Africana Aesthetics in Folk Literature," is an interdisciplinary course. The focus is "ethnolinguistic" for a comprehensive, comparative analysis of Africana women, their cultural heritage, their literary expressions, and their literary themes. Throughout the course, there will be continued comparative examinations of the similarities in literary and folk traditions of Black Folks to substantiate the belief that the differences among cultures are minute; that similarities across continents are the norm; that literature reflects the cultural history of a people's past; that the literature by Africana women exhibits the common bond of uniqueness among Black folks; and that the cultural traditions transcend three continents.

#### Course Objective

The primary objective of the course is to highlight the literary contributions of Africana women from the Caribbean area for its sociolinguistic and ethnolinguistic characteristics. This focus, however, is socioculturally comparative.

#### Specific Objectives

This course seeks to link tri-continental cultures through their oral and written traditions from linguistic, thematic, interdisciplinary and genre approaches.

- I. Linguistic: To examine
  - A. the historical background of language variation in the tri-continents cultures B. the folk tradition implicit in the literary text C. the components of culture reflected in English that is formal, oral, literate and Black
- II. Interdisciplinary: To compare and contrast
  - A. cultural roots of Africana women B. cultural folkways of Africana women C. cultural linguistic rituals and mannerisms of Africana women D. cultural dialects of Africana cultures

#### III. Thematic: To analyze

- A. metaphorical masking in ambiglossia, veiled illusions, and ethnotropisms
- B. ethnic motifs of super woman, sapphira woman, etc.
- C. ethnolinguistic rituals and mannerisms of Africana women writers

#### IV. Genre: Poetry; to compare

- A. linguistic stylistics
- B. ethnic content analyses through prose, poetry and the short story
- C. intertextual developments and messages
- D. formal and informal literary styles of Africana women
- E. the use of figurative language tri-culturally

#### Course Requirements

1. There is no basic or single textbook for the course; specific readings required.
2. Students must read the additional relevant sources listed in the bibliography.
3. Students must research the biographical data and cultural orientations of Africana woman studied.
4. Students must submit one major paper. Choose and develop a concept from one of four approaches listed under specific objectives; submit typed paper for evaluation following the oral class presentation.
5. Students must submit one comparative review (or critique) for the literary contributions of two Africana women.

#### Evaluations

Class readings and discussions	20%
Biographical essays w/bibliography	30%
Quizzes, 2 @ 10%	20%
Major paper w/bibliography	30%
	100%

Course Format and Activities

- Week I Introduction of course concepts, plans and directions  
Distribute course outline and discuss specific task therein  
Lecture: The Relationship Between Linguistics and Language

Specific Readings:

- Sapir, Edward. Language  
Postman & Weingartner. Chapter 1, "What is Linguistics?" in Linguistics: A Revolution in Teaching, pp. 3-16.  
Smith, Henry Lee. "Linguistics: A Modern View of Language," in English Linguistics: An Introductory Reader, ed. by Harold Hungerford, Jay Robinson, James Sledd, pp. 82-106.  
Lehmann, Winfred. "What is Linguistics?" in Language: Introductory Readings, 3rd Ed., pp. 18-25.  
Virginia P. Clark, et al. Language: An Introduction.

Part I The Linguistic Approach to Understanding Africanisms in Caribbean Literature

Weeks II, III, IV, V Discussion topics:

- "History of Black English"  
"Linguistic Variations in Languages"  
"Pidgin and Creole Language Characteristics"  
"The Impact of Slavery on Africana Communications"  
"Linguistic Analysis and Literature"

Source Readings:

- Postman & Weingartner. Chapter 3, "What is Linguistics Good For?" in Linguistics: A Revolution in Teaching, pp. 26-40.  
Quirk, Randolph. Chapter 3, "The Language of Language and Literature," in The Linguist and the English Language, pp. 65-76.

Knight, Franklin W. Chapter 2, "Settlements and Colonies," in The Caribbean, pp. 23-49.

Knight, Franklin W. Chapter 3, "Patterns of Colonization in the New World," in The Caribbean, pp. 50-66.

Perry & Sherlock. A Short History of the West Indies.

DeCamp, David. "Introduction: The Study of Pidgin and Creole Languages," in Pidginization and Creolization of Language, ed. by Dell Hymes.

Bickerton, Derek. Dynamics of a Creole System.

Alleyne, Mervyn C. "The Linguistic Continuity of Africa in the Caribbean," Black Academy Review 1, pp. 3-16.

Alleyne, Mervyn C. Comparative Afro-American.

Dillard, J.L. Black English: Its History and Usage in the United States.

Harrison, D.S. Part II, "Historical Origins," in Black English: A Seminar, pp. 57-146.

Stewart, William. "Creole Languages in the Caribbean," in Study of the Role of Second Languages in Asia, Africa, and Latin America (Xerox).

Evaluation

Quiz I, Week IV

Concept Paper (Week V) Presentations and Discussions (Suggested Concepts)

"History of the Caribbean and Its People"

"Caribbean Multilingualism"

"The West Indian Family"

"Africanisms"

"Africana Folk Literature"

Part II The Interdisciplinary Concept in a Comparative/Contrastive Analysis of Folk Cultures

Weeks VI; VII, VIII, IX Discussion topics:

"The Sociolinguistic Impact of the Historical-Sociocultural Background of the Caribbean on its Linguistic Variations"

"Dialect Awareness and Distinction"

"Comparative Linguistic Variation Among Africana Peoples in the Caribbean, United States and Africa"

"Folk Lore and Folk Ways: Concepts, Distinctions, and Identity"

"Africana Women Writers and the Folk Traditions"

"What is Folk Aesthetics?"

Source Readings:

Turner, Lorenzo Dow. Africanisms in the Gullah Dialect.

Escure, G.J. "Linguistic Variation and Ethnic Interaction in Belize: Creole/Carib," in Language and Ethnic Relations, eds. Howard Giles and Bernard Saint-Jacques, pp. 101-16.

Hudson, R.A. Chapter 2, "Variations of Language," in Sociolinguistics, pp. 21-27.

Taylor, D. Languages of the West Indies

Greenberg J. Chapter 8, "African Languages '1960'," in Language, Culture and Communication, pp. 126-36.

Greenberg, J. Chapter 9, "African tongues and tribes, (1960)," in Language, Culture and Communication, pp. 137-42.

Jessel, Levic. Chapter 3, "Sapir: A People and Its Language," in Languages and Peoples, pp. 82-94.

Bascom, William. "Four Functions of Folklore." Journal of American Folklore 67 (1954), pp. 333-49.

Herskovits, Melville J. "Some Next Steps in the Study of Negro Folklore." Journal of American Folklore 56 (1943), pp. 1-7.

Herskovits, Melville J. "What Africa Gave to America." The New Republic 84, No. 1083 (1935), pp. 92-94.

Herskovits, Melville J. "The Southern Outposts of the New World Africanisms." American Anthropologist 41 (1943), pp. 81-93.

Herskovits, Melville J. "Folklore After a Hundred Years: A Problem in Redefinition." Journal of American Folklore 59 (1943), pp. 89-100.

Herskovits, Melville J., Frances S. Herskovits. Dahomean Narrative: A Cross-Cultural Analysis. Northwestern University African Studies No. 1, Evanston, Illinois, 1958.

Dundes, Alan. The Study of Folklore. Englewood Cliffs, N.J.: Prentice Hall, 1965.

Academic Reports by Students: Bibliographic Essays/Reports (Week IX) choose one:

Louise Bennett

Una Marson

Esther Chapman

Mary F. Lockett

Nikki Giovanni

Mary Adelle Waldott

Sonia Sanchez

Velma Pollard

Jennifer Brown

Lucille Clifton

Toni Morrison

Others

Part III Linguistic Variation as a Theme of Analysis in Africana Literature

Weeks X, XI, XII, XIII, XIV Discussion topics:

"Figurative Language in Literature"

"Structural Development in Literature Cross-Culturally (Point of View, tone, theme, character, plot, setting)"

"The semantics of the metaphor in Ethnic Literature"

"Language usage in the Creation of Ritual Communication CrossCulturally"

Source Readings:

Stewart, William A. "An Outline of a Linguistic typology for Describing Multilingualism," in Study of the Role of Second Languages in Asia, Africa, and Latin America, ed. by F.A. Rice, pp. 15-25.

Fisher, Dexter, ed. Minority Language and Literature

Hill-Lubin, Mildred A. "And the Beat Goes On--A Continuation of the African Heritage in African-American Literature." CLA (December, 1979), pp. 172-87.

Cobb, Martha K. "Redefining the Definition in Afro-Hispanic Literature." CLA, pp. 147-59.



Lee, Valerie. "The Use of Folklore in Novels by Black Women." CLA (March, 1980), pp. 266-72.

Morris, Inez. "African Sculpture Symbols in Women in Love." CLA (March, 1985), pp. 263-80.

Cuthbert, Marlene, ed. Language and Communication

Dubois, The Souls of Black Folk

Ginn, Doris O. "Ambiglotism." Aspects of Bidialectalism, (1980), pp. 83-86.

Ferguson, Charles A. "Diglossia." Word XV, pp. 325-40.

McNamara, John. "Problems of Bilingualism." The Journal of Social Issues, 23 (Spring, 1967).

Evaluation

Comprehensive Quiz Week XIV

Part IV The Genres of Prose and Poetry Under Analysis for Ethnolinguistic nuances in Folk Cultures

Weeks XV, XVI Discussion topics:

"Cross-Cultural Stylistics in Literary Expression"

"Poetic Textual Analyses"

"Comparative Literary Criticism"

"Contextual Comparisons of Protest Movements in the Literature of African Writers: Negritude, Négritude, Harlem Renaissance"

"Linguistic Comparison of the Cultural Context of African Literature: Male & Female"

Source Readings

Sapir, Edward. Language, Culture, and Personality

Burns, Paul C. "Linguistics: A Brief Guide for Principles," in Linguistics for Teachers: Selected Readings.

Shumaker, Wayne. An Approach to Poetry.

Mordecai, Pamela and Mervyn Morris. Jamaica Woman.

Ball-Williams, Cynthia. Womaning.

Scholes, Robert, et. al. "The Elements of Poetry," in Elements of Literature, pp. 423-64.

Week XVII Symposia of Major Papers

Final Evaluation

MEDIA

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THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Africana Women and Media: Image and Action  
Spring, 1985

Doris E. Saunders, Instructor  
Jackson State University

I. Introduction

Since the beginnings of the United States as a nation devoted to the premise that "all men are created equal," Black women have been raising their voices and their pens in the earnest desire that black women and children, as well as men be treated fairly in this country, as employees or workers and in the manner in which they are depicted by the media. Because the parameters of the world have grown wider and at the same time more narrow, the problems of women around the world, particularly Africana Women, are of primary concern to Afro-American women. While focusing on Black women who may be American, the problems they face have a universality which causes each example to have applications in the larger context. As women in Africa, such as Madame Winnie Mandela, articulate the problems of apartheid in South Africa and entertainers, such as Franco/Nigerian Sade develop international following, then the media treatment of them is likewise monitored.

It was with the desire to correct the images extant regarding Black women at the turn of the century that Mrs. Josephine St. Pierre Ruffin, wife of a black judge in Boston and editor of a woman's newspaper, The Woman's Era, sent out the call to organize Black American clubwomen. This was in protest to a statement that had been circulated by a white doctor claiming that there was not a virgin in the United States among the colored women over sixteen years of age. His accusation was widely publicized in the white daily press. Mrs. Ruffin, bitterly resentful, sent rebuttals to the offending papers and then determined to accept the responsibility to work for change in the prevailing image of black women.

Maria W. Steward (1803-1879) primarily known for her public addresses, found a wider audience through the pages of The Liberator where her public addresses were printed. Mary Ann Shadd Cary, the indomitable editor and publisher of The Provincial Freeman broke ground in an area that men considered their private preserve - editorial commentary. Ida B. Wells, writer and publisher of the Memphis Free Speech, dared to charge white men with murder for economic reasons rather than sexual assault of white women by black men, and found her paper burned out and a price on her head. She took the case to England and published "The Red Record", the true story of lynching in America. These women and others will be looked at and discussed within the constructs of this course.

## II. Objective

In this semester-long seminar, beginning with the historic documentation of Black women and their roles as media participants, we will at the same time, move to examine in the manner in which Black women have been depicted in mass media. Newspapers, magazines, books, film, video and recordings will comprise the primary media sources for this course. We will not be limited to those publications or other media outputs from the United States, but will examine as many different genres as possible, drawing where possible a comparison between African women from the Continent, the Caribbean and the United States. Through readings, discussion and research papers, students will develop a heightened consciousness of the important role played by media in shaping attitudes and setting cultural norms and values. The importance of African women as participants in shaping positive images and providing role models for youth should be affirmed.

### Course Outline

#### Week One - Discussion and Overview

Readings and Discussion on Maria W. Stewart, Mary Ann Shadd Cary, Francis E. Watkins Harper and other female journalists and writers of the early 19th century.

Readings in Dann, Martin E., ed. The Black Press, 1827-1890, pp. 6167; pp. 28, 332. Lerner, Gerda, ed. Black Women in White America, pp. 83, 94, 323, 437.

Week Two - Discussion on Ida B. Wells and the Memphis Free Speech. Josephine St. Pierre Ruffin and the Black Women's Club Movement as response to negative images of black women in white press.

Readings: Rayford W. Logan. The Betrayal of the Negro. From Rutherford B. Hayes to Woodrow Wilson, pp. 239-41; pp. 334, 317. Lerner, Gerda, ed. Black Women in White America, pp. 440-43; 447-58; 196, 243.

Week Three - Films - The Birth of a Nation and the Early Twentieth Century Media Images of Black Women. Black Women and Self-Image. The Beautician - Mme. C.J. Walker, Annie Malone and Sara Washington.

Readings: Boston University: Afro/American Studies Program, Occasional Paper No. 2, Boston, 1974, "Black Images in Films, Stereotyping and Self-Perception as Viewed by Black Actresses." Carleton Moss and Cecily Tyson, Beah Richards, Ruby Dee, et al. Porter, Gladys L. Three Negro Pioneers in Beauty Culture. Vantage Press, 1966.

Week Four - Stage: Adah Overton Walker, Abbie Mitchell, Florence Mills and Josephine Baker. The Black Actress as an Exotic

Readings: Barbara Slicherman and Carol Hurd Green. Notable American Women: The Modern Period, pp. 40-41; 483-84. Cambridge, MA: Belnap Press, 1980. Edith Isaacs, The Negro in the American Theatre, 1947, pp. 36-67.

Week Five - The Harlem Renaissance/Crisis and Opportunity New Images and

New Writers, Zora Neale Hurston, Alice Dunbar Nelson, Jessie Fauset, Georgia Douglas Johnson.

Reading: The New Negro edited by Alain Locke. New York: Atheneum, 1970, pp. 300-40; 369-82.

Week Six - Depression and the New Deal: The WPA as Angel - New Opportunities for Writing and Documentation of Black History by Black Women. Margaret Walker (Illinois Writers Project); Shirley Graham (Rosenwald Fellow for Drama); Florence Murray (Rosenwald Fund for Journalism); Alma Polk (Rosenwald Fund for History); Margaret Walker (Rosenwald Fund for Creative Writing); Dorothy West, editor, Challenge. Reading: Investment in People by Edwin R. Embree and Julia Waxman. New York: Harper & Row, 1949, pp. 132-61. Guichard Parris and Lester Brooks, Blacks in the City: A History of the National Urban League. Boston, MA: Little Brown, 1971. Adelaide M. Cromwell. Afterword to Dorothy West, The Living is Easy, Old Westbury, N.Y.: The Feminist Press, 1982.

Week Seven - Mid Term Examination and Review

Week Eight - The Big Band Sound Billie Holiday/Lena Horne/Ella Fitzgerald/Nina Mae McKinney/ The Cotton Club Girl... Depiction of Black Women on Stage and Screen and in the press.

Readings: Charlemae Rollins, Famous Negro Entertainers of Stage, Screen and TV. New York: Dodd, Mead and Co., 1967, pp. 69-75. Lena Horne and Richard Schickel, Lena. New York: Doubleday & Co., pp. 105-206.

Week Nine - World War II Women Journalists Cover the War, Women Enter Armed Forces, Go to Washington as Publicists and Lobbyists, Cover Society

Readings: Geraldine Major's Black Society with Doris E. Saunders. Chicago, Ill.: Johnson Publishing Co., 1976, pp. 336-88.

\*Each student is required to select a topic at the beginning of the semester and develop an original research paper based upon the subject; an aspect of Africana Women and the Media. Paper to be at least 15 typed, doublespaced pages, with notes and bibliography. Topic to be approved by instructor prior to beginning research.

David Levering Lewis, When Harlem Was In Vogue. New York: Alfred Knopf, 1981, pp. 121-236; 273-74.  
Dunnigan, Alice Allison. A Black Woman's Experience - From School House to White House. Philadelphia, PA: Dorrance & Co., 1974. Charlotta A. Bass. Forty Years: Memoirs from the Pages of a News-Paper. Los Angeles, CA: C.A. Bass, 1960, pp. 117-56.

Week Ten - Women in Advertising "New Images of Black Women" Goodby, Aunt Jemima

Reading: D. Parke Gibson. \$70 Billion in the Black: America's Black Consumers. New York: MacMillan, 1978, pp.89-124.

Week Eleven - Black Sexploitation: Equal Opportunities for Trash/Video Recording and Film

Readings: Jean Carey Bond. "The Media Image of Black Women" in Freedomways, 15 (1975), pp. 34-37. Michael Leahy and Wallis Annenberg. "Discrimination in Hollywood: How Bad is It" in T.V. Guide, October 13-19, 1984. Dan Henderson, "Cheesecake has a bitter taste to some." Memphis Commercial Appeal, Jan. 20, 1985.

Week Twelve - Window Dressing on the Set: In Front of the Camera and Behind It. Employment in the Television Industry  
Readings: Window Dressing on the Set: Women and Minorities in Television. A Report of the United States Commission on Civil Rights, August, 1977. "Minority Women in Cable" Cablelines, Nov. 1974. Entire issue devoted to "Women in cable". Cablelines published by Cable Communications Resource Center, 1900 L St., N.W., Washington, D.C. 20036.

Week Thirteen - Black Women as Managers and Innovators: Strategies for Change. Guidelines to Ownership. Department of Commerce, National Telecommunication and Information Administration.

Readings: R. Lee Halliard. "Pressing for Power: Pam Johnson, Publisher of the Ithaca Journal." First Black American Woman publisher of mainstream daily. In Black Enterprise, April, 1985, pp. 4, 50. Janice C. Simpson. "The Woman Boss: Black female managers," in Black Enterprise, January 1981, pp. 20-25.

Week Fourteen, Fifteen and Sixteen - Individual Research Reports on Africana Women and Media.\* Will be given orally and critiqued in classroom.

Week Sixteen - Final Examination.

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Reflections of Black Women in Media

Spring, 1985

Ruby J. Simms, Instructor

Southern University

I. Course Introduction/Description

Media reflect and shape popular opinion and generate a variety of images about places, events and people. Beginning with a chronological and comparative, introductory approach, this course will provide an overview of Africana Women's (Africa, the Caribbean and the United States) experience in film. However, the major objective focuses upon an analysis of the roles of Afro-American women as reflected in selected situation comedies, dramatic weekly series and specials, dating from the 1950's to the 80's. How black women's roles relate to contemporary issues involving education, religion, economics, politics, health and personal and social relationships will be emphasized.

II. Course Objectives

As a result of participating in the activities of this course, students should be able to:

1. describe, explain, discuss, interpret, analyze and evaluate the role of African, Caribbean and Afro-American women in early films.
2. critically analyze the impact of the media in reinforcing pre-judicial attitudes toward the black female.
3. compare and contrast selected past and present situation comedies, police stories, and dramatic series which portrayed or portray black women in various roles in the family and in society, especially how such roles relate to education, religion, economics, politics, health and personal and social relationships.
4. use observations, knowledge and skills gained to write two journals, involving four consecutive episodes of "The Jeffersons" and "The Cosby Show."

5. propose, in writing and orally, future directions and developments for Afro-American women in media.
6. select a title and write a script for a situation comedy that would present the black woman in a role relating to a contemporary issue.
7. express positive feelings and attitudes toward course subject matter, activities and each other.

III. Required Readings

Bogle, David. Toms, Coons, Mulattoes, Mammies and Bucks: An Interpretative History of Blacks in American Films. New York: Viking Press, 1973.

Hall, Susan. "African Women on Film." Africa Report 22 (January-February, 1977): 15-17.

Henry, Francis, and Pamela Wilson. "The Status of Women in Caribbean Societies: An Overview of their Social, Economic and Sexual Roles." Social Economic Studies 24 (June, 1975): 165-98.

Mapp, Edward. "Black Women in Films." The Black Scholar 4 (March-April, 1973): 42-46.

Slater, Jack. "Does T.V. Have a Secret Formula for Blacks?" Ebony 35 (January, 1980): 104-08.

IV. Outline of Units

A. Unit I - Africana Women in Historical Perspective: Images of their Role(s) in Films.

1. Africana Women
2. Caribbean Women
3. Afro-American Women

Questions for Discussion

1. What image of the African, Caribbean and black American woman did early films project? On the bases of these portrayals and roles, can any general interpretation of African, Caribbean and American societies be made?
2. What change over time do you notice in the portrayals for each group?

Questions for Discussion

1. How did each situation comedy T.V. program listed above define the role of the Afro-American woman? What kind of evidence and criteria did each use? Did they have similar or different premises?
  2. What values were depicted in each episode?
  3. Did any of the programs depict the role(s) of Afro-American women in terms of contemporary issues, such as education, religion, economics, politics, health, and personal and social relationships?
  4. How would you explain your own opinion about the role of black women in situation comedies, weekly dramatic series and dramatic series and specials?
  5. What particular techniques did the producers and writers use to dramatize a particular role for the black woman?
  6. What emotions did the episodes appeal to?
  7. What black woman self-image did each program project?
  8. Has the history of negative black images on television changed?
  9. If the answer to number 8 is "yes", what are your proposals for bringing about a change?
- NOTE: Proposals and suggestions should be incorporated in students' script (major project).

- E. Unit V - A Comparative Analysis of the role(s) of the Afro-American female in "The Jeffersons" and "The Cosby Show".
1. General discussion of information placed in two journals, involving four consecutive episodes of "The Jeffersons" and "The Cosby Show."
  2. Analysis - "The Jeffersons"
    - a. Louise
    - b. Florence
    - c. Helen
    - d. Jennie
    - e. Mother Jefferson (deceased)

3. How would you compare historic film images of black women with those you have seen in recent years? What issues are presented? Are they "new," the same or different from those of the past?

B. Unit II - Reflections of Afro-American Women in Television in the 50's and 60's.

1. "Beulah", October 3, 1950
2. "Amos 'n' Andy", June 28, 1951
3. "Julia", 1968

C. Unit III - Reflections of Afro-American Women in Television in the 70's.

1. Situation Comedies
  - a. "Sanford and Son", 1972
  - b. "All in the Family, 1972
  - c. "That's My Mamma"
  - d. "Good Times", 1974
  - e. "The Jeffersons", 1975-

2. Dramatic Weekly Series

- a. "Paris", 1979
- b. "The Lazarus Syndrome", 1979

D. Unit IV - Reflections of Afro-American Women in the 80's.

1. Situation Comedies

- a. "The Jeffersons" - cont'd.
- b. "Benson"
- c. "Different Strokes"
- d. "Gimme A Break"
- e. "Webster"
- f. "The Cosby Show"

2. Dramatic Specials

- a. "Roots"
- b. "King"
- c. "The Autobiography of Miss Jane Pittman"
- d. "A Woman Called Moses"
- e. "Paul Roberson"
- f. "I Know Why the Caged Bird Sings"
- g. "Backstairs at the White House"
- h. "For Us the Living"

3. Analysis - "The Cosby Show"

- a. Claire
- b. Denise
- c. Vanessa
- d. Rudy

F. Unit VI - Future Directions and Developments:  
Presentation and Defense of major project  
(script), which highlights the role of the  
Afro-American women in Television as related to  
one of the following contemporary issues:

1. education
2. religion
3. economics
4. politics
5. health
6. personal and social relationships

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Beauty, Myth and Fantasy: Africana Women (1920-1960)  
Winter, 1985  
Teresa A. Lowery, Instructor  
Atlanta Jr. College

Course Description

To impart a fresh interpretation of beauty, style, to stimulate a re-thinking of accepted standards of beauty based on stereotypes, this course will present 10 women who were glamour girls, love goddesses, adventuresses, fantasy figures, and purveyors of beauty in the black idiom during the period of 1920 through the 1950's. While briefly referring to black females who are generally familiar, i.e., Josephine Baker, Lena Horne and Diahann Carroll as well as Donna Summer, Diana Ross, and Vanity, current figures will serve only as a reference point. Emphasis will be on the "unknown," prevideo beauties such as Freddie Washington, Blanche Dunn, and a "society girl" or two. Through the lives of these women, the course will illustrate concepts of myth, persona and racial aggrandizement during the heyday of United States and (European) world domination. It is essentially a survey course, but sociological, psychological and cultural implications will be discussed. Comparisons will be made with African and Caribbean women with emphasis on the similarity of colonialist attitudes vis-a-vis the United States and Europe.

Course Objectives

- (1) To expand upon and illuminate the ideas of beauty and myth in the context of a racist society;
- (2) To introduce a delightful group of women and to encourage appreciation of our varieties of lifestyles;
- (3) To study the symbols of media and how they are manipulated through such avenues as staging, character assignment, management of conflict, etc.;
- (4) To study black culture from a novel perspective;
- (5) To become familiar with the Beauty preferences of imperialist and pre-imperialist Africana women.



Basic Course Assumptions/Operating Generalities

1. The United States is a land built on myths, including the one that blonds (and white women in general) are more desirable and have "gentler" more "feminine" attributes.  
Readings: Agan, Patrick. Decline and Fall of the Love Goddesses. Los Angeles, CA: Pinnacle Books, 1979. Read: Preface and pp. 220-244 (Dorothy Dandridge).  
Stern, Alvin. 50 Years of Blondes. New York, N.Y.: Trinity Press, 1983. Read: to 1960's Barner, Ted. They Had Faces Then. CA: Rustic Press, 1981. Read: Preface and look at all pictures.
2. Sexual race mixing has been inevitable, if covert, from the first time blacks set foot in America.  
Readings: Rogers, J.S. Sex and Race, Vol. III. Helga Rogers, 1944. Read: Preface and Introductory Information. ALSO: "Mixed Marriages As Seen In Our Time." Chapter 2, pp. 15-26. "Mixed Marriages As Seen By the White Scientists," pp. 26-41. George, Don. Sweet Man. New York, N.Y.: G.P. Putnam's Sons, 1981. Read: pp. 39 about Lana Turner and Herb Jeffries. Sealy, Shirley. The Celebrity Sex Register. New York, N.Y.: Simon and Schuster, 1982. Read: pp. 194, "Mae West," "Lana Turner," Hoskins, Robert. Louis Armstrong. The Biography of a Musician. New York, N.Y.: Holloway House Publishing Co., 1979. Read: Chapter 3, pp. 45-48 to end of second paragraph. Haley, Alex. Roots. New York, N.Y.: Dell Books, 1978. Read: Chapters 84 and 85, pp. 454-465, "The Conception and Birth of Chicken George."
3. The mixed offspring of black/white mothers and fathers has acted as a buffer class between the "lower" black classes and the ruling class of whites.  
Readings: Madhubuti, Haki R. Enemies: Clash of Races. Third World Press, 1978. Read: "The Latest Purge," pp. 41-47 middle; p. 57, third paragraph. Travis, Dempsey. Autobiography of Black Chicago. Chicago, Ill.: Urban Research Institute, 1981. Read: pp. 86-88.
4. It was in an extraordinary era of color consciousness (and modest economic advancement) that black "glamour" girls emerged.

Readings: Lewis, David L. When Harlem Was In Vogue. New York, N.Y. Alfred Knopf, 1981. Read: Chapter 2. Travis, Chapters 1 and 2.

5. The black females preferred by black males have traditionally exhibited strong Anglo-Saxon genetic traits.  
Readings: Cade, Toni. The Black Woman: An Anthology. New York, N.Y.: New American Library, 1970. Read: "Double Jeopardy: To Be Black and Female," by Frances Beall, pp. 10-25. "Black Romanticism," by Joyce Green, pp. 137-142. "Black Pride? Some Contradictions," by Ann Cook, pp. 149-161.
6. Living in a land of myths under arrogant white control has posited many contradictions for blacks, particularly in the United States:
  - A. Lynching of black men but not black women because of cross-racial sexual liaisons; B. Use of heat and lye to straighten hair and skin along with a corresponding denigration of dark skin and nappy hair; C. The aping of white social traditions by middle class blacks (debutante balls, "perfect" English), while rejecting the black ethos as expressed in music, dance, dialect and earthiness; D. A desire of black men for white women (forbidden fruit), especially among upwardly mobile or very much younger "crossover" music devotees.  
Readings: Interstate Tattler - Editor, Geraldin Dismond. Just look at the advertisements for skin preparations and hair straightening. Lewis, When Harlem Was In Vogue - Chapter 6, "Nigger Heaven." Haley, Alex. The Autobiography of Malcolm X. New York, N.Y.: Ballantine Books, 1964. Read: Chapter 4, "Laura," pp. 66-68 Chapter 6, "Detroit Red," p. 91, third paragraph, 94, fourth paragraph. Chapter 7, "Hustler," p. 117 bottom and p. 122 top. Chapter 9, "Caught," pp. 135-39 and p. 136 middle.
7. A so-called black (or "Negro") society was strong by the 1920's. In general, this society looked down upon entertainers (with notable exceptions), the blues (mentioned before) and those of less advantaged socio-economic position. Their motto was "Lighter and lighter by the generation."  
Readings: Lewis, When Harlem Was In Vogue, Chapter 10.
8. Out of a confusion of identity and desire for a black female "ideal," came the society beauty and/or "glamour" girl. To be one required: (a) beauty based on a white standard;

(b) money to buy the accoutrements of style (clothes, cars, jewels, etc.); (c) visibility as an entertainer or "society" figure; (d) press coverage to establish a name; (e) some combination of romance/mystery/charisma/talent.

9. Women in the African milieu often had standards of beauty that were radically different from the Western concept. In both pre- and during colonialism different kinds of standards prevailed, with varying interpretations according to skin color.

Readings: Hunter, Guy. New Societies of Tropical Africa. London: Oxford Univ. Press, 1962. Read: pp. 82-87; 148-154. Stanley, Henry M. In Darkest Africa. New York, N.Y.: Charles Scribner's Sons, Inc., 1891. Look at pictures of tribal life. Hohnel, Ludwig Von. Discovery of Lakes Rudolph and Stefanie. New York, N.Y.: Longmans, Green and Co., 1894. Look at pictures.

10. In this class, we will study ten women, with emphasis on Afro-Americans. Their lives will be perused and the specific type of glamour or status associated with them will be investigated. Specific goal: to formulate a general/personal standard of beauty. The women to be studied are: Gertrude Saunders, Nora Holt, L'Allelia Walker, Kip Reinlander, Valada Snow, Geraldin Dismond (Majors), Blanche Dunn, Bricktop, Freddi Washington, and Lucile Scott.

#### Course Methodologies

- (1) Lecture-Discussion
- (2) Viewing of photographs, slides and old prints
- (3) Personal research assignments
- (4) Artistic collages illustrating visually certain concepts
- (5) Keeping of Thought Diary
- (6) Recording of all class sessions.

#### Course Grading

- (1) 25% for Diary
- (2) 50% for Class Participation and Discussion
- (3) 25% for Personal Research Assignments
- (4) Collages can help make up points in other areas.

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Images of Black Women in the Trinidadian Calypso  
and in the Afro-American Blues, 1920-1950

Enid Housty, Instructor  
Hampton University

I. COURSE DESCRIPTION

Historical and critical survey of the portrayal of the black woman in the Trinidadian calypso and the Afro-American blues. Includes a close reading of texts.

II. COURSE OBJECTIVES

Music 203 will explore the music of the calypso and the blues by examining its African heritage, and by paying close attention to its portrayal of the black woman. In addition, the relationship of the music to the general traditions of western music, and its role as the source of information about the culture and social organization of the society within which the performers operate will also be considered. Listening to recorded examples of music and attending live performances, whenever possible, will be emphasized.

III. LEARNER OBJECTIVES

It is anticipated that through your exposure to the music in this course you will become more aware of the following:

- a. the cultural and individual values implicit in the calypso and the blues
- b. the role of black women as subjects and performers of the calypso and the blues
- c. the black woman's role in West Indian and American societies
- d. the role and status of the black musician in the New World during slavery and after emancipation
- e. the African cultural heritage of blacks in the New World

IV. TEXTBOOKS REQUIRED

Brooks, Tullford. America's Black Musical Heritage. Englewood Cliffs, N.J.: Prentice-Hall, 1984.

Roberts, John Storm. Black Music of Two Worlds. New York: William Morrow and Co., 1974.

Midsemester Examination - February 28, 1985

Test #2 - February 7, 1985

Outline of Written Report due - February 21, 1985

C. The Calypso of Trinidad

1. Origins 2. Social function 3. Portrayal of black women 4. Calypsonians

Readings - Roberts, Chapter 5, pp. 108-119; Hill, Error. "On the Origin of the Term Calypso," Ethnomusicology, vol. 11, no. 3 (September 1967), pp. 359-366; Rohlehr, Gordon. "Sparrow and the Language of the Calypso," Caribbean Quarterly, nos. 12 (1968), pp. 91-96; Thorne, Harcour. "Calypso and Calypsonians," Crisis, vol. 64, no. 8 (October 1957), pp. 479-482, 517.

Recordings - Calypso Kings and Pink Gin, Cook 1185; More Sparrow More!! LD2020; Sparrow Calypso Carnival LD1010; Sparrow Power, LD3030; Lord Melody "Sugar Jam", EMO02; Don't Touch Me Tomato, SLP722; Calypso Rose, GS2242.

Test #3

D. The Blues

1. Origins 2. Social function 3. Portrayal of black women 4. Performers of the blues

Readings - Brooks, Chapter 2, pp. 51-60; Roberts, Chapter 6, pp. 179-194; Davis, Nathan. Writings in Jazz (1985), pp. 53-60; Oliver, Paul. The Meaning of the Blues (1969), pp. 97-130. Recordings - The Bessie Smith Story, Columbia, CL855-858; The Blues, Folkways Jazz Anthology, vol. 2, Folkways, FJ2802; The Blues Tradition, Milestone, MLP2016; The Real Blues, John Lee Hooker, Everest 1089; The Smithsonian Collection of Classic Jazz, Smithsonian Institution, Washington, D.C., #P6 11891.

Test #4

Written Reports due - April 16, 1985

V. DEPARTMENTAL CRITERIA FOR ASSIGNMENTS

Written assignments should be:

- a. written in blue or black ink or typed on one side of the paper
- b. completed on white, opaque notebook or tablet paper, unless specified otherwise by the instructor
- c. written legibly with correct grammar, spelling, and punctuation
- d. submitted on time
- e. carefully labeled with the student's name, the course and section, and the date

Oral reports should be carefully organized, and should be clear and logical.

VI. BASIC COURSE REQUIREMENTS

- A. The African Heritage
  1. Oral tradition 2. Vocal music 3. Musical instruments 4. Dance

Readings - Brooks, Chapter 1; Roberts, Chapter 1, pp. 3-14. Recordings - African Music, Folkways, FW8852; Anthology of Music of Black Africa, Everest, SDBR3254/3; Drums of the Yoruba of Nigeria, Ethnic Folkways, FE4411; Folk Music of Liberia, Folkways, FE4465; Music of West Africa, Roulette, SR9003.

Test #1

B. Music of the Slaves

1. Sacred music 2. Folk music 3. Instrumental music 4. Dance music

Readings - Brooks, Chapter 2, pp. 42-51; Chapter 4, pp. 164-174; Roberts, Chapter 2; Chapter 6, pp. 139-160.

Recordings - Afro-American Spirituals, Work Songs, and Ballads, Library of Congress AAFS-L3; Caribbean Islands Music: Haiti, The Dominican Congress AAFS-L3; Caribbean Islands Music: Haiti, The Dominican Republic, Jamaica, Nevis, Nonesuch, H-72047; Cult Music of Cuba, Ethnic Folkways, FE4410; Meringue! Nemours Jean Baptiste, Cook 1186.

VII. CRITERIA FOR EVALUATION

- A. Examinations
  - 1. Four tests
  - 2. Quizzes
  - 3. Midsemester examination
  - 4. Final examination
- B. Oral Report

The topic of the report is assigned by the teacher or suggested by the student who volunteers to explore some specific idea or specific work related to the discussions in class. A panel of students may report on a topic. The report will be evaluated in terms of the assignment and presentation. It should be carefully organized around the topic and should be directed to other members of the class as information and critical statement or the expression of a point of view.

C. Written Report

A report of at least 6 double-spaced, type-written pages, assigned by the teacher or suggested by the student. The content of the report will be evaluated on its accuracy, clarity, and internal logic. Writing skills will be judged on spelling, grammatical usage, sentence and paragraph construction, and to a limited extent on style.

The facts and ideas of experts, whether quoted directly or written in your own words, must be cited in footnotes. Please be certain that bibliographical information is given--name of author, title of source, publication and date. A preliminary synopsis or outline of the report, including a proposed bibliography, is to be submitted by February 21. The final report is due on April 16.

VIII. EVALUATION OF STUDENT PERFORMANCE

Oral Report	12%
Written Report	20%
Four Tests	20%
Midsemester Examination	18%
Final Examination	20%
Class Participation	10%
(includes attendance and quizzes)	
Total	100%

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Black Women in American Politics  
Spring 1984

Bob Holmes, Instructor  
Atlanta University

This mini course will examine the role and involvement of Black women in the American political system. Areas to be focused on include: political status of Afro-American women, political socialization, and behavior and contributions/activities at the local, state and national levels of government. Reading assignments are on reserve in the Political Science Reading Room in the Oglethorpe Building.

DISCUSSION TOPICS AND READINGS

March 16 - Introduction and Conceptual Framework

- Samuel DuBois Cook, "Racism and Sexism" in Shelby Lewis, ed., Black Political Scientists and Black Survival, Balamp Press, 1977, 45-53.
- Mae C. King, "Oppression and Power." Social Science Quarterly, June 1975, 116-128.
- Elizabeth Almquist, "Untangling the Effects of Race and Sex." Social Science Quarterly, June 1975, 129-142.

March 23 - Political Socialization and Behavior

- John Pierce, William Avery and Addison Carey, "Sex Differences in Black Political Beliefs and Behavior," in Marianne Githens and Jewel Prestage, eds., A Portrait of Marginality, Longman, 1977, Chapter 4.
- Lynne Iglitzin, "Political Education and Sexual Education." Politics and Society, Winter 1972, 241-254.
- Ernest Washington, "Politicizing Black Children." Black Scholar, May/June 1973, 2-7.
- Mae C. King, "The Politics of Sexual Stereotypes," in Githens and Prestage, A Portrait of Marginality, Chapter 19.
- Jewel Prestage, "Political Behavior of Black Women," in LaFrances Rodgers-Rose, ed., The Black Woman, Sage, 1980, Chapter 14.

- Herrington Bryce and Alan Warrick, "Black Women in Electoral Politics," in Githens and Prestage, A Portrait of Marginality, Chapter 22.

March 30 - Contributions/Activities: State and Local

- Marianna W. Davis, ed., Contributions of Black Women to America (Vol. II), Kandy, 1982, Chapters III (Local Government) and IV (State Government).

- Jewel Prestage, "Black Women State Legislators," in Githens and Prestage, A Portrait of Marginality, Chapter 23.

April 6 - The National Scene and the Future

- Davis, ed., Contributions of Black Women to America, Chapter V (National Government) and VI (The Real Quest).
- Githens and Prestage, A Portrait of Marginality, Chapter 24.

## THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Seminar in the Politics of Southern Rural Black Women  
Spring 1984

M.H. Boone, Instructor  
Atlanta University

### INTRODUCTION

The American South has experienced some very profound changes over the last three decades. These changes have been in the social, political and economic areas. The changes have been prompted in part by the agitation of blacks for social, economic and political parity with whites in the southern region; and by the renewed drive of the south to gain economic equality with the rest of the nation.

In response to the agitation by blacks, the national government and southern states have responded with measures which have encouraged segments of the black community to pursue a course of conciliation and mediation with the dominant power group in the southern region. The rapprochement between blacks and whites in the region has to some degree led to the revival of an industrial rebirth in the South. Much of the industrial and political innovation has occurred in the rural areas of the American South. It is this area where we locate the greatest increase in the number of black elected and appointed officials. It is also in the rural areas where we can expect to find the most dramatic changes in social development.

The rise of black political authority has not gone undocumented. This documentation has centered upon the numbers of black elected officials and to a limited extent to their achievements while in office. What has been missing in these accounts is the contributions made by black southern rural women to the social development of blacks in the American South.

The civil rights movement attempts at obtaining the vote and the drive for economic parity have come in part due to the efforts of black females. These efforts have not been documented in any systematic fashion.

### OBJECTIVE

In this seminar we want to begin the systematic documentation of the role played by rural black southern women in the social development of the American South. We should note, by way of explanation, that the term social development is used in a broad sense to mean the political and economic development of a people and region. The role of black rural women in the social development of the Post New South is an area of virgin scholarship.

It is the primary objective of this seminar to trace the role of rural black southern women in the changes occurring in the Post New South since 1952. The time frame is significant because it represents the beginning of the move of the South from its traditional approach to social and economic problems, to an acceptance of the need to mirror more closely the rest of the nation in terms of economic and political development.

Course Requirements: All students are responsible for: (1) reading all assigned materials; (2) completing a series of essays on questions pertaining to the Seminar; (3) completion of an annotated bibliography on the political, social and economic status of southern rural black women.

It is anticipated that at least one field trip will be taken during the semester.

Discussion Topics:

- I. Overview of Southern Political Development - African Slave Trade - The Economic Necessity for Slavery - American Civil War - Reconstruction and the Post Bellum South
- II. Political Socialization of Southern Rural Black Women
- III. Contemporary Social, Economic and Political Status of SRSW
- IV. The Southern Political Environment, Today
- V. Political Leadership Patterns of Southern Rural Black Women
- VI. Political Organizing Patterns Among Southern Rural Black Women
- VII. Issues and Concerns Pursued by Southern Rural Black Women
- VIII. Some Reaction to the Activity of Southern Rural Black Women

I. Overview of Southern Political Development

- A. African Slave Trade John Hope Franklin, From Slavery to Freedom William E.B. DuBois, The Suppression of the African Slave Trade to the U.S. of America, 1638-1870 Gerda Lerner, ed., Black Women in White America: A Documentary History. Chapter 1 on the question of black women in slavery. Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the United States, pp. 18-22 gives a brief view of the position of white women on the question of black female slavery.

- B. The Politics and Economics of Slavery Eugene D. Genovese, The Political Economy of Slavery Marcus W. Jernegan, Laboring & Dependent Classes in Colonial America, 1607-1783 Dred Scott v. Sandford 19 Howard 393 (1857) Benjamin Quarles, Black Abolitionist

- C. Civil War & Reconstruction James M. McPherson, The Negro's Civil War: How American Negroes Felt and Acted During the War for the Union (New York: Pantheon Books) 1965, Kenneth Stamp, The Era of Reconstruction 1965-1977 (New York: Alfred Knopf) 1965, Harold Hyman (comp.), The Radical Republicans & Reconstruction (Indianapolis, IN: Bobbs-Merrill) 1967, Benjamin Quarles, The Negro in the Civil War (Boston: Little Brown) 1953, John H. Franklin, Reconstruction After the Civil War (Chicago: Univ. of Chicago Press) 1961.

II. Political Socialization of Rural Black Southern Women

- Gerda Lerner, ed., Black Women in White America: A Documentary History, (New York: Vintage Books) 1973. "A Colored Woman However Respectable is Lower Than the White Prostitute," pp. 166-169 and "In Defense of Black Women," pp. 169-171. David J. Bearsor, "Sex Linked Patterns of Socialization," Sex Roles 1979, Chapter 5, pp. 11-18. Zillah R. Eisenstein, Capitalist Patriarchy and the Case for Socialist Feminism. (New York: Monthly Review) 1979. Carol Tavis & Carole Offir, The Longest War: Sex Difference in Perspective (New York: Harcourt Brace, Jovanovich, Inc.) 1977, "Getting the Message," Chapter 6. Mae C. King, "Oppression and Power: The Unique Status of the Black Woman in the American Political System," Social Science Quarterly 56, June 1975, pp. 116-128. Mae C. King, "The Politics of Sexual Stereotypes," Black Scholar, April, 1973. Michelle Z. Rosaldo, Women, Culture and Society (Stanford, CA: Stanford Univ. Press) 1974.

III. Contemporary Social and Economic Status of Southern Rural Black Women

- The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978. Current population, U.S. Department of Commerce, Bureau of the Census. Frederica Daly, "To Be Black, Poor, Female and Old," Freedomsways 16:4 (1976). F.M. Howell, "Status Attainment Through Marriage: Social-Psychological Dimensions Among Rural Women," Rural Sociology 45 (Winter 1980), pp. 681-707. Norton Juster, So Sweet to



Labor: Rural Women in America, 1865-1895. (New York: Viking Press) 1979.

Rose M. Brewer, "Black Women Workers, Yesterday and Today," Women in Texas Work Force, N.P. 1978.

Filomina C. Steady, "Individual and Social Energy Flows: Bridging Nutritional and Anthropological Thinking about Women's Work in Rural Areas," Nutritional Anthropology (Pleasantville, N.Y.: Redgrave Pub. Co.) 1980.

"Human Resource Development in the Rural South." Final Report for the Task Force on Southern Rural Development, Center for the Study of Human Resources, The University of Texas, Austin, Texas, (Sept. 1975). Stephen G. Sapp, "An Assessment of Rural Unemployment Statistics: The Case of Gadsden County, Florida," in Rural Sociology in the South: 1977, Proceedings of Rural Sociology Section, Southern Association of Agricultural Scientist, February 1977, pp. 6-9.

Social and Economic Profile of Black Mississippians, Mississippi Research and Development Center. Money Income and Poverty Status of Families and Persons in the United States: 1980, U.S. Department of Commerce, Bureau of the Census Current Population Reports, Series P-60 #127.

#### IV. The Southern Political Environment Today

V.O. Key, Jr., Southern Politics in State and Nation (New York: Alfred Knopf) 1949, especially chapters 1, 16, 29 and 30.

Jack Bass and Walter Devires, The Transformation of Southern Politics (New York: Basic Books, Inc.) 1976, chapter 3.

William C. Haverd, ed. The Changing Politics of the South (Baton Rouge, LA: Louisiana State Univ. Press) 1972.

#### V. Political Leadership Patterns of Southern Rural Black Women

Susan Kling, Fannie Lou Hamer: A Biography, Women for Racial and Economic Equality Publication, n.d.

Gerda Lerner, ed., Black Women in White America: A Documentary History (New York: Vintage Books) 1973, also "The Negro Woman in Politics," p. 339.

"Developing Community Leadership," p. 345. Susan Johnson, "Fannie Lou Hamer: Mississippi Organizer," Black Law Journal, 2 (Summer, 1972). Mississippi Authority for Educational Television. "A Conversation with Fannie Lou Hamer," October 10, 1973.

Department of Archives and History, Jackson, MS. Edmund Costantini & Kenneth Craik, "Women as Politicians: The Social Background Personality and Political

Careers of Female Party Leaders," Journal of Social Issues, 28 (1972), pp. 217-236.

#### VI. Political Organizing Patterns Among SRBW

Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the United States (New York: Atheneum, 1971); see pp. 186-191 on early organizing by black women. Gerda Lerner, "Early Community Work of Black Club Women," Journal of Negro History, 9 (April 1979), pp. 158-167.

Louie D. Shivery, "History of Organized Social Work Among Atlanta Negroes, 1890-1935." M.A. Thesis, Atlanta University, 1936.

Darlene Roth, "Matronage: Patterns in Women's Organization, Atlanta 1890-1940." Ph.D. Dissertation, George Washington University, 1978.

#### VII. Issues Raised by SRBW

Susan Carroll, Women Candidates and Support for Women's Issues: Closet Feminism. Paper presented at the Midwest Political Science Association Annual Meeting, Chicago, Ill., 1979.

Jacquelyn D. Hall, Revolt Against Chivalry: Jessie Daniel Ames and the Women's Campaign Against Lynching (New York: Columbia Univ. Press) 1970.

James H. Lane, "The Association of Southern Women for the Prevention of Lynching," Sociological Inquiry 35 (Winter, 1965), pp. 80-93.

Carolyn Devere Yandle, "A Delicate Crusade: The Association of Southern Women for the Prevention of Lynching." M.A. Thesis University of Georgia, 1967.

#### VIII. Reaction to the Role of SRBW in the Politics of the Region

R. Darcy & Sarah Slavlin Schramm, "When Women Run Against Men." Public Opinion Quarterly 41 (Spring 1977), pp. 1-12.

John C. Pierce, William Avery & Addison Carey, Jr. "Sex Differences in Black Political Beliefs and Behavior," American Journal of Political Science 17 (Aug. 1973), pp. 422-430.

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Third World Women and Development  
Fall 1984

Earl Picard, Instructor  
Atlanta University

This course is a cross-national survey of the status of women in the underdeveloped countries undertaken from theoretical, conceptual, historical, social, cultural, economic and political perspectives with the aim of understanding how those dimensions of reality impact on the activities, contributions and prospects of women in the development effort. While the course specifically focuses on women of African descent, including African-American women, comparative works on other Third World women and, where appropriate, women in the developed countries will be included for illustrative purposes. The assumptions of this course are that (1) it is possible to characterize the role of women in the development process, (2) that women as a corporate entity endure unique problems and (3) that they require special measures to address their development needs. Our goal is to explode myths, to sharpen our conceptualization of the problem and to develop a more accurate analytical focus for teaching, research and planning.

The course is organized as follows:

- I. Introduction
- II. Images, Stereotypes, Theories, Concepts and Controversies
- III. Historical Groundings  
Socio-Economic Aspects of Women in Development
- IV. Development and Women's Development
- V. The Demographic, Social and Economic Status of Women
- VI. Culture, Society and Tradition
- VII. Rural Development and Women's Development
- VIII. Migration and Urbanization
- IX. The International and Sexual Division of Labor  
Women and the Politics of Development

X. Women in Formal Politics

XI. Women in Informal Politics

XIII. Post-Revolutionary Politics XII. Liberation Politics

Assignments and Grading:

Read and participate in discussion of assignments 15%

Bibliographical essay 15%

Critical Review 15%

Research Paper 30%

Final Examination 25%  
Total 100%

Textbooks:

Naomi Black & Ann Baker Cottrell, editors, Women and World Change: Equity Issues in Development (Beverly Hills, CA: Sage, 1981).

Nancy J. Hafkin & Edna G. Bay, editors, Women in Africa: Studies in Social and Economic Change (Stanford, CA: Stanford Univ. Press, 1976).

Wellesley Editorial Committee, Women and National Development: The Complexities of Change (Chicago, Ill.: Univ. of Chicago Press, 1979).

Mici Nelson, African Women in the Development Process (Cass Publ., 1982).

NOTE: REQUIRED READINGS ARE IDENTIFIED WITH AN ASTERISK (\*)

I. Introduction

II. Images, Stereotypes, Theories, Concepts and Controversies

\* Beverly Lindsey, "Perspectives on Third World Women: An Introduction," in Lindsey, ed., COMPARATIVE PERSPECTIVES, pp. 1-22.

- Agnes Ahoosua Aidoo, "Asante Queen Mothers in Government and Politics in the Nineteenth Century," in Steady, BLACK WOMEN CROSS-CULTURALLY, pp. 65-78.
- Darlene Clark Hine and Kate Mittenstein, "Female Slave Resistance: The Economics of Sex," Ibid., pp. 289-299.
- Rosalyn Terborg-Penn, "Discrimination Against Afro-American Women in the Woman's Movement, 1830-1920," Ibid., pp. 301-315.
- Linda Perkins, "Black Women and Racial 'Uplift' Prior to Emancipation," Ibid., pp. 317-334.
- \* Kenneth Bibly and Filomina C. Steady, "Black Women and Survival: A Maroon Case," Ibid., pp. 451-467.
- \* Nancy Caro Hollander, "Women: The Forgotten Half of Argentine History," in Ann Pescatello, ed., FEMALE AND MALE IN LATIN AMERICA (Pittsburgh, PA: Univ. of Pittsburgh Press, 1973), pp. 141-148.
- \* Lucie Cheng Hirata, "Free, Indentured, Enslaved: Chinese Prostitutes in Nineteenth Century America," SIGNS 5 (1979), pp. 3-29.

#### Socio-Economic Aspects of Women in Development

##### IV. Development and Women's Development

- \* Shelby Lewis, "African Women and National Development," in Lindsey, ed., COMPARATIVE PERSPECTIVES, pp. 3154.
- \* Human Resources Development Division, United Nations Economic Commission for Africa, "Women: The Neglected Human Resources for African Development," CANADIAN JOURNAL OF AFRICAN AFFAIRS 1:2 (1972), pp. 359-370.
- \* Rene Dumont, "Development and Mounting Famine: A Role for Women," in International Labor Office, WOMEN WORKERS AND SOCIETY (Geneva: ILO, 1976), pp. 43-49.
- \* Jasleen Dhamija, "Handicrafts: A Source of Employment for Women in Developing Rural Economies," Ibid., pp. 177-183.
- \* Irene Tinker, "The Adverse Impact of Development on Women," in Tinker and Michele Bo Branson, eds., WOMEN AND WORLD DEVELOPMENT (Washington, D.C.: ODC, 1976), pp. 22-34.

- \* Christine Obbo, AFRICAN WOMEN: THEIR STRUGGLE FOR ECONOMIC INDEPENDENCE, Chapter 1, pp. 1-20.
- Zarind Patel, "Call Us Ms.," UFAHAMU 9:2 (1979), pp. 79-85.
- Ann R. Markusen and Heidi Hartmann, "Contemporary Marxist Theory and Practice: A Feminist Critique," REVIEW OF RADICAL POLITICAL ECONOMICS 12:2 (1980), pp. 87-94.
- Nondita Mason, "Women and Development in Third World Writing," POPULI 5:4 (1978), pp. 45-49.
- \* Mae C. King, "The Politics of Sexual Stereotypes," THE BLACK SCHOLAR (March/April, 1973), pp. 12-23.
- \* Filomina C. Steady, "The Black Woman Cross-Culturally: An Overview," in Steady, ed., THE BLACK WOMEN CROSSCULTURALLY, pp. 1-41; also pp. 209-214.
- \* Catherine A. MacKinnon, "Feminism, Marxism, Method, and the State: An Agenda For Theory," SIGNS 7:3 (Spring, 1982), pp. 515-544.
- \* Mayra Buvinic, "A Critical Review of Some Research Concepts and Concerns," in Buvinic, WOMEN AND WORLD DEVELOPMENT: AN ANNOTATED BIBLIOGRAPHY (Washington, D.C.: ODC, 1976), pp. 1-20.

##### III. Historical Groundings

- \* Joyce Ladner, "Racism and Traditions: Black Womanhood in Historical Perspective," in Steady, BLACK WOMEN CROSS-CULTURALLY, pp. 269-288.
- Angela Y. Davis, "Reflections of the Black Woman in the Community of Slaves," THE BLACK SCHOLAR 3:4 (December, 1971), pp. 2-16.
- \* Angela Y. Davis, WOMEN, RACE AND CLASS (New York: Vintage, 1983), Chapter 1, pp. 3-29.
- \* Judith Van Allen, "Sitting on Man: Colonialism and the Lost Political Status of Igbo Women," CANADIAN JOURNAL OF AFRICAN STUDIES 6:2 (1972), pp. 165-182.
- \* Carolyn M. Clark, "Land and Food, Women and Power in the 19th Century Kikuyu," AFRICA 50:4 (1980), pp. 357-370.

- \* United States Bureau of the Census, International Demographic Data Center, ILLUSTRATIVE STATISTICS ON WOMEN IN SELECTED DEVELOPING COUNTRIES (1980). peruse
  - \* Joan Acker, "Women and Social Stratification: A Case of Intellectual Sexism," in Joan Huber, ed., CHANGING WOMEN IN CHANGING SOCIETY (Chicago, Ill.: Univ. of Chicago Press, 1973).
  - \* Mayra Bovinic, WOMEN AND POVERTY IN THE THIRD WORLD (Baltimore, Md.: Johns Hopkins Univ. Press, 1983).
  - \* Gail P. Kelly and Carolyn M. Elliott, editors, WOMEN'S EDUCATION IN THE THIRD WORLD: COMPARATIVE PERSPECTIVES (New York: State Univ. of New York, Press, 1982).
- VI. Culture, Society and Tradition
- \* Louay Bahry, "The New Saudi Woman: Modernizing in an Islamic Framework," MIDDLE EAST JOURNAL 36 (Autumn, 1982), pp. 502-515.
  - \* Lois Adams, "Women in Zaire: Disparate Statuses and Roles," in Lindsey, ed., COMPARATIVE PERSPECTIVES, pp. 55-77.
  - \* Shelby Lewis, et al, "Achieving Sex Equity for Minority Women," in Susan Klein, ed., ACHIEVING SEX EQUITY IN AND THROUGH EDUCATION (Baltimore, Md.: Johns Hopkins Univ. Press, forthcoming).
  - \* Judith Barkow, "Hausa Women and Islam," CANADIAN JOURNAL OF AFRICAN STUDIES 6:2 (1972), pp. 317-328.
  - \* Kay Boals, "The Politics of Cultural Liberation: Male-Female Relations in Algeria," in Berenice A. Carroll, ed., LIBERATING WOMEN'S HISTORY (Chicago, Ill.: Univ. of Illinois Press, 1976), pp. 194-211.
  - \* Frances Henry and Pamela Wilson, "The Status of Women in Caribbean Societies: An Overview of their Social, Economic and Sexual Roles," SOCIAL ECONOMIC STUDIES 24:2 (June, 1975), pp. 165-198.
  - \* Maureen Rowe, "The Woman in Rastafari," CARIBBEAN QUARTERLY 26:4 (December, 1980), pp. 13-21.
  - \* Christine Obbo, AFRICAN WOMEN, pp. 33-53.

- \* Hanna Papanek, "Development Planning for Women," SIGNS 3:1 (Autumn, 1977), pp. 14-21.
  - \* Lourdes Beneria, "Conceptualizing the Labor Force: The Underestimation of Women's Economic Activities," THE JOURNAL OF DEVELOPMENT STUDIES 17:3 (April, 1981), pp. 10-28.
  - \* Judith Van Allen, "Women in Africa: Modernization Means More Dependency," THE CENTER MAGAZINE (May/June, 1974), pp. 60-67.
  - \* John W. Forje, "Women Hold the Key to Development in Africa," AFRICAN WOMAN 25 (January/February, 1980) pp. 50-51.
  - \* Hanna Papanek, THE DIFFERENTIAL IMPACT OF PROGRAMS AND POLICIES ON WOMEN IN DEVELOPMENT (Boston, MA: Center for Asian Development Studies, 1979).
  - \* AFRICA REPORT 236:2 (March/April, 1981) Issue on Women and Development.
- V. The Demographic, Social and Economic Status of Women \*
- \* Gwendolyn R. Puryear, "The Black Woman: Liberated or Oppressed?" in Lindsey, ed., COMPARATIVE PERSPECTIVES, pp. 251-275.
  - \* Lesley Doyal, "Health, Illness and Underdevelopment," in THE POLITICAL ECONOMY OF HEALTH (London: Pluto Press, 1979), pp. 96-137.
  - \* Walter R. Allen, "The Social and Economic Statuses of Black Women in the United States," PHYLON 42 (March, 1981), pp. 26-40.
  - \* Elise Boulding, et al, HANDBOOK OF INTERNATIONAL DATA ON WOMEN (New York: Sage, 1976).
  - \* R.L. Blumberg, "Fairy Tales and Facts: Economy, Family, Fertility, and the Female," in Tinker and Bramsen, WOMEN AND WORLD DEVELOPMENT, pp. 12-21.
  - \* Frances Henry and Pamela Wilson, "The Status of Women in Caribbean Societies: An Overview of their social, economic and sexual roles," SOCIAL ECONOMIC STUDIES 24:2 (June, 1975), pp. 165-198.

\* Maria Mies, "Capitalist Development and Subsistence Reproduction: Rural Women in India," BULLETIN OF CONCERNED ASIAN SCHOLARS 12:1 (January/March, 1980) pp. 2-14.

\* Ann Stöler, "Class Structure and Female Autonomy in Rural Java," SIGNS 3:1 (Autumn, 1977), pp. 74-89.  
M.L. de Leal and Carmen D. Deere, "Rural Women and the Development of Capitalism of Colombian Agriculture," SIGNS 5:1 (Autumn, 1979), pp. 60-77.

#### VIII. Migration and Urbanization

\* Miara Sudakarsa, "Women and Migration in Contemporary West Africa," SIGNS 3:1 (1977).

Joseph Gugler, "The Second Sex in Town," CANADIAN JOURNAL OF AFRICAN STUDIES 6:2 (1972), pp. 289-302; and Steady, pp. 169-184.

\* Amrit Wilson, "A Burning Feather: The Isolation of Asian Women in Britain," RACE & CLASS 20:2 (1978), pp. 129-142.

Godula Kosack, "Migrant Women": The Move to Western Europe A Step Towards Emancipation?," RACE & CLASS 17:4 (Spring, 1976), pp. 369-380.

\* Carol B. Stack, "Sex Roles and Survival Strategies in the Urban Black Community," in Steady, THE BLACK WOMEN, pp. 349-368.

\* Elizabeth Gordon, "An Analysis of the Impact of Labor Migration on the Lives of Women in Lesotho," JOURNAL OF DEVELOPMENT STUDIES 17 (April, 1981), pp. 59-76.

Harriet Sibisi, "How African Women Cope With Migrant Labor in South Africa," *Ibid.*, pp. 167-177.

\* History Task Force, LABOR MIGRATION UNDER CAPITALISM: THE PUERTO RICAN EXPERIENCE (New York: Monthly Review, 1979), Part I, pp. 15-63.

#### IX. The International and Sexual Division of Labor

\* Nancy J. Pollock, "Women and the Division of Labor: A Jamaican Example," AMERICAN ANTHROPOLOGIST 74 (1972), pp. 689-692.

Marjorie Mbilinyi, "The New Woman and Traditional Norms in Tanzania," JOURNAL OF MODERN AFRICAN STUDIES 10:1 (1972), pp. 57-72.

Hanna Papanek, "Purdah: Separate Worlds and Symbolic Shelter," COMPARATIVE STUDIES IN SOCIETY AND HISTORY 50:3 (1973), pp. 289-325.

\* B. Marie Perinham, "Parrot of Pheonix? Frantz Fanon's View of West Indian and Algerian Women," ETHNIC STUDIES 1:2 (Summer, 1973), pp. 45-55.

Diane K. Lewis, "A Response to Inequality: Black Women, Racism and Sexism," SIGNS 3:2 (Winter, 1977), pp. 339-361.

\* Susan E. Marshall and Ronald G. Stokes, "Tradition and the Veil: Female Status in Tunisia and Algeria," JOURNAL OF MODERN AFRICAN STUDIES 19:4 (1981), pp. 625-646.

G. Dalton, "'Bridewealth' vs 'Brideprice'," AMERICAN ANTHROPOLOGIST 68:3 (1966), pp. 732-738.

#### VII. Rural Development and Women's Development

\* Christine Obbo, AFRICAN WOMEN, Chapters 2, 6-9; pp. 21-32, 87-164.

Martha F. Loutfi, RURAL WOMEN: UNEQUAL PARTNERS IN DEVELOPMENT (Geneva: International Labor Office, 1980).

\* C.D. Deere, "Rural Women's Subsistence Production in the Capitalist Periphery," REVIEW OF RADICAL POLITICAL ECONOMICS (Spring, 1976).

\* Ruth B. Dixon, "Women in Agriculture: Counting the Labor Force in Developing Countries," POPULATION AND DEVELOPMENT REVIEW 8 (1982), pp. 539-566.

\* Michael Cernea, "Macrosocial Change, Feminization of Agriculture and Peasant Women's Threefold Economic Role," SOCIOLOGIA RURALIS 18:2,3 (1978).

Carolyn Williams, "The Rural Woman: Her Problems and Possibilities," in CONFERENCE PROCEEDINGS: THE AFRICAN WOMEN IN ECONOMIC DEVELOPMENT (Washington, D.C.: African-American Scholars Council, 1975).

- K.W. Rothschild, "A Note on Female Labor Supply," *KLYKOS* (1980), pp. 246-260.
- \* Helen I. Safa, "Runaway Shops and Female Employment: The Search for Cheap Labor," *SIGNS* 7:2 (Winter, 1981), pp. 418-433.
- \* Deborah Fahy Bryceson, "The Proletarianization of Women in Tanzania," *REVIEW OF AFRICAN POLITICAL ECONOMY* (January/April, 1980), pp. 4-27. Tanzania REVIEW OF AFRICAN POLITICAL ECONOMY (January/April, Barbara Rogers, "Women's Projects: New Segregation?," *AFRICA REPORT* (May/June, 1978).
- \* Barbara E. Ward, "Women and Technology in Developing Countries," *IMPACT OF SCIENCE ON SOCIETY* 20:1 (1970), pp. 92-101.
- \* D. Elson and R. Pearson, "The Internationalization of Capital and Its Implications for Women in the Third World," in Institute for Development Studies, *THE SUBORDINATION OF WOMEN IN THE DEVELOPMENT PROCESS* (Sussex: Institute for Development Studies).
- Lourdes Beneria and Gita Sen, "Accumulation, Reproduction and Women's Role in Economic Development: Boserup Revisited," *SIGNS* 7:2 (Winter, 1981), pp. 279-289.
- \* Simi Afonja, "Changing Modes of Production and the Sexual Division of Labor among the Yoruba," *Ibid.*, pp. 299-313.
- \* C.D. Deere and M.L. deLeon, "Peasant Production, Proletarianization, and the Sexual Division of Labor in the Andes," *Ibid.*, pp. 338-360.
- Anna Conti, "Capitalist Organization of Production through nonCapitalist Relations: Women's Role in Pilot Resettlement in Upper Volta," *REVIEW OF AFRICAN POLITICAL ECONOMY* 15/16 (May/ December, 1979), pp. 75-92.
- \* Aline K. Wong, "Planned Development, Social Stratification, and the Sexual Division of Labor in Singapore," *SIGNS* 7:2 (Winter, 1981), pp. 434-452.
- Lourdes Arizpe and Josefine Aranda, "The 'Comparative Advantages' of Women's Disadvantages: Women Workers in the Strawberry Export Agriculture in Mexico," *Ibid.*, pp. 453-473.

- \* Eleanor Leacock, "History, Development, and the Division of Labor by Sex: Implications for Organization," *Ibid.*, pp. 479-491.

#### Women and the Politics of Development

##### X. Women in Formal Politics

- \* Kamene Okonjo, "Women's Political Participation Nigeria," in Steady, *THE BLACK WOMEN*, pp. 79-106.
- Audrey Wipper, "Equal Rights for Women in Kenya," *JOURNAL OF MODERN AFRICAN STUDIES* 9:3 (1971), pp. 429-442.
- Jean O'Barr, "Making the Invisible Visible: African Women in Politics and Policy," *AFRICAN STUDIES REVIEW* 18:3 (1975).
- Christine Oppong, et al., "Women Power: Retrograde Steps in Ghana," *AFRICAN STUDIES REVIEW* 18:3 (1975).
- \* Gwendolyn Konie, "Gaining Political Power," *AFRICA REPORT* 28:2 (March/April, 1983), pp. 11-14.
- \* K.A. Standt, "Umoja Federation: Women's Cooptation into a Local Power Structure," *WORLD POLITICAL QUARTERLY* 33 (June, 1980), pp. 278-290.
- \* Carol P. Hoffer, "Mende and Sherbo Women in High Office," *CANADIAN JOURNAL OF AFRICAN STUDIES* 6:2 (1972), pp. 151-164.
- \* Eva Alterman Blay, "The Political Participation of Women in Brazil: Female Mayors," *SIGNS* 5:1 (Autumn, 1979), pp. 46-59.
- \* Lenore Manderson, "The Shaping of the Kaum Ibu (Women's Section) of the United Malays National Organization," *SIGNS* 3:1 (Autumn, 1977), pp. 210-228.
- Jane Jacqueline, "Female Political Participation in Latin America," in June Nash and Helen Icken Safa, editors, *SEX AND CLASS IN LATIN AMERICA* (New York: Praeger, 1975), pp. 221-244.
- \* Jewel L. Prestage, "The Political Behavior of American Black Women: An Overview," in La Frances Rodgers Rose, ed., *THE BLACK WOMEN* (Beverly Hills, CA: Sage, 1980), pp. 233-249.

XI. Women in Informal Politics

- \* Helen I. Safa, "Class Consciousness Among Working-Class Women in Latin American Puerto Rico," in June Nash and Helen I. Safa, editors, *SEX AND CLASS IN LATIN AMERICA*, pp. 69-85.
- \* Judith Van Allen, "Memsahib, Militante, Femme Libre: Political and Apolitical Styles of African Women," in Jane L. Jaquette, ed., *WOMEN IN POLITICS* (N.Y.: John Wiley, 1974), pp. 243-256.
- \* "'Aba riots' or Igbo Women's War? Ideology, Stratification and the invisibility of Women," in Hafkin and Bay, *WOMEN IN AFRICA*.
- \* G. Onvedt, "Women and Rural Revolt in India," *JOURNAL OF PEASANT STUDIES* (April, 1978).
- \* V. Mota, "Politics and Feminism in the Dominican Republic: 1931-45 and 1966-74," in June Nash and H. Safa, editors, *SEX AND CLASS IN LATIN AMERICA*.
- \* J. Nash, "Resistance as Protest: Women in the Struggle of Bolivian Tin-mining Communities," in R. Rothlich-Leavitt, ed., *WOMEN IN CROSS-CULTURAL PERSPECTIVE* (Paris: Mouton, 1975).
- \* S. Jackson, "Hausa Women on Strike," *REVIEW OF AFRICAN POLITICAL ECONOMY* (May/August, 1978).

XII. Liberation Politics

- \* Richard E. Lapchick and Stephanie Urdang, "The Role of Women in the Struggle for National Liberation in Zimbabwe, Namibia and South Africa," in *OPPRESSION AND RESISTANCE: THE STRUGGLE OF WOMEN IN SOUTHERN AFRICA* (Westport, Conn.: Greenwood Press, 1982), pp. 99-164.
- \* Az, "The Women's Struggle in Iran," *MONTHLY REVIEW* 32:10 (March, 1981), pp. 22-30.
- \* "Black Women in Revolt," in *LESSONS FROM THE DAMNED* (Washington, N.J.: Times Change Press, 1973), pp. 103-111.
- \* Mina Caulfield, "Imperialism, the Family, and Cultures of Resistance," *SOCIALIST REVOLUTION* 4:2 (October, 1974), pp. 67-85.

Sonya Okoth, "Liberation Must Also Include the Women of Africa," in D. Babcox and M. Belkin, editors, *LIBERATION NOW*.

Richard E. Lapchick, "The Role of Women in the Struggle Against Apartheid South Africa," in Steady, ed., *THE BLACK WOMEN*, pp. 231-262.

Stephanie Urdang, *FIGHTING TWO COLONIALISMS: WOMEN IN GUINEABISSAU* (1979).

Margarita Dobert, "Liberation and the Women of Guinea," *AFRICA REPORT* 15:7 (1970).

XIII. Post-Revolutionary Politics

- \* Johnetta B. Cole, "Women in Cuba," in Lindsey, ed., *COMPARATIVE PERSPECTIVES*, pp. 162-178.
  - \* Johanna Brenner & Nancy Holmstrom, "Women's Self Organization: Theory and Strategy," *MONTHLY REVIEW* 34:11 (April, 1983), pp. 34-46.
  - \* Maxine Molyneux, "Socialist Societies: Progress Toward Women's Emancipation?," *MONTHLY REVIEW* 34:3 (July/August, 1982), pp. 56-100.
  - \* Barbara W. Jancar, "Women under Communism," in Jane S. Jaquette, ed., *WOMEN IN POLITICS*.
  - \* Eddison Zvobgo, "Removing Laws that Oppress Women," *AFRICA REPORT* 28 (March/April, 1983), pp. 45-47.
  - \* Norma Diamond, "Collectivization, Kinship and the Status of Women in Rural China," in Rayna R. Reiter, ed., *TOWARDS AN ANTHROPOLOGY OF WOMEN* (New York: Monthly Review, 1975), pp. 372-395.
  - \* Elisabeth J. Croil, "Women in Rural Production and Reproduction in the Soviet Union, China, Cuba and Tanzania: Socialist Development Experiences," *SIGNS* 7:2 (Winter, 1981), pp. 361-399.
- "Social Production and Female Status: Women in China," *RACE AND CLASS* 18:1 (1976), pp. 39-52.

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Africana Women and Political Change  
Spring, 1985  
Mamie Locke, Instructor  
Hampton University

The purpose of this course is to acquaint students with contemporary issues and problems in the international arena today. Our focus will be Southern Africa in that this region is the concern of many and has been at the forefront of contemporary international problems. The nations to be discussed in detail are Angola, Mozambique, Zimbabwe, Namibia and Azania (South Africa). Additionally, we will devote one unit of this course to a discussion of the role of African women in promoting social and political change in the given countries. In addition to lectures/class discussions, the course will be supplemented with guest speakers and films.

CLASS REQUIREMENTS/ASSIGNMENTS

Students are required to (1) attend all class meetings; (2) read assigned materials; and (3) participate in class discussions. Students are also required to submit a research paper and keep a notebook on contemporary events in Southern Africa. (See appendix for details and instructions).

ABSENCES: If a student misses more than 1/4 of all class meetings, a grade of "E" will be issued (irrespective of the student's grade on exams and assignments). Excessive tardiness will also be considered in the total number of absences.

PLAGIARISM: Plagiarism is a serious violation and is not acceptable. If a student is found guilty of plagiarism, it is the discretion of the instructor to give the student an "E" on the paper and/or in the course.

EXAMINATIONS: Exams are to be taken in blue books unless the instructor indicates otherwise. NO make-up exams will be given. Students will be allowed to drop the lowest exam score of the three regular exams given. A comprehensive final will also be given. Quizzes (unannounced) will also be given periodically. No make-ups will be given for quizzes.

Students will not be allowed to leave the classroom during an exam or quiz. Persons caught cheating (both the giver and the receiver) will automatically receive a zero.

PAPER AND NOTEBOOK: See appendix.

GRADING: The final grade will be computed as follows:

Exams: 30%  
Paper: 20%  
Class Participation/ Quizzes: 10%  
Notebook: 20%  
Final Exam: 20%

TEXTS: Gwendolyn Carter and Patrick O'Meara, International Politics in Southern Africa (Indiana, 1982)  
Leonard Thompson and Andrew Prior, South African Politics (University Press)

COURSE OUTLINE

(\*) indicates required readings The instructor reserves the right to add/delete readings and change dates of examinations and assignments.

I. INTRODUCTION (January 21)

- A. Why Southern Africa
- B. Some definitions

READINGS

\*Carter and O'Meara, International Politics, Introduction  
Carter and O'Meara, Southern Africa, Introduction, Ch. 1.

Africa Report, January-February, 1981, Entire Issue

II. THE WEST AND SOUTHERN AFRICA (January 23, 25, 28)

- A. United States policy
- B. Other Western countries
- C. Areas of dissenion

READINGS

\*Carter and O'Meara, Ch. 2 (Price), Ch. 3 (Hill)

William J. Pomeroy, Apartheid Axis: United States and South Africa (1972)

Ann Seidman and Neva Seidman, South Africa and U.S. Multinational Corporations (Westport, 1978)



Carter and O'Meara, Southern Africa, Ch. 12

III. THE COMMUNIST STATES AND SOUTHERN AFRICA (January 30, February 1,4)

- A. Alliances
- B. Geopolitical priorities
- C. Impact of Eastern involvement

READINGS

\*Carter and O'Meara, Ch. 1 (Albright)

David E. Albright, ed. Communism in Africa (Bloomington, 1980)

David E. Albright and Jiri Valenta, eds. The Communist States and Africa (Bloomington, 1983)

Anatoly Gromyko, "Western Diplomacy vs. Southern Africa," International Affairs, March, 1979.

IV. THE MIDDLE EAST AND SOUTHERN AFRICA (February 6, 8, 11)

- A. The Israeli connection
- B. The Arab states

READINGS

\*Carter and O'Meara, Ch. 4 (Legum)

\*Israel and South Africa: Collusion of Colonial Settler Regimes. Arab Information Center. On reserve in Huntington Library

Richard P. Stevens, ed. Israel and South Africa: The Progression of a Relationship. (New York, 1976)

EXAM: FEBRUARY 13

V. POLITICAL CHANGE IN SOUTHERN AFRICA (Dates below)

- A. Angola
- B. Mozambique
- C. Zimbabwe
- D. Namibia
- E. South Africa

READINGS FOR ANGOLA (February 15, 18)

"Racists Out of Angola," Sechaba, October, 1981

\*Henry Winston, "South Africa and the Reagan Doctrine," Political Affairs, October, 1981. On reserve in Huntington Library

John A. Marcum, The Angolan Revolution, vol. 2 (Cambridge, 1978)

George Houser, et. al. No One Can Stop the Rain: Angola and the MPLA (New York, 1976)

\*Mohammed A. El-Khawas, Kissinger Study, pp. 45-52, 56-60. On reserve in Huntington Library

READINGS FOR MOZAMBIQUE (February 20, 22)

\*William Minter, "US Policy in Angola and Mozambique," The Western Journal of Sociology and Political Science

Carter and O'Meara, Southern Africa, Ch. 3

Samora Machel, Mozambique: Sowing the Seeds of Revolution (London, 1975)

Leroy Vail and Landeg White, Capitalism and Colonialism in Mozambique (Minneapolis, 1980)

READINGS FOR ZIMBABWE (February 25, 27)

\*Joshua Nkomo, "The Principles of Unity and Struggle in Zimbabwe," Black Scholar 9 (1978)

Anthony Lake, The 'Tar Baby' Option: American Policy Towards Southern Rhodesia (New York, 1976)

\*Mohamed A. El-Khawas and Barry Cohen, The Kissinger Study of Southern Africa (Westport, 1976), pp. 40-45, 54-56. On reserve.

READINGS FOR NAMIBIA (March 1, 11, 13)

\*Richard Dale, "South Africa and Namibia," Current History 73 (December, 1977)

\*William Johnson, "Namibia: A Sacred Trust of Civilization," The West African Journal of Sociology and Political Science

Elizabeth Landis, "Human Rights in Namibia," Human Rights Journal 9 (1976) Carter and O'Meara, Southern Africa, Ch. 2.

EXAM: March 15

READINGS FOR SOUTH AFRICA (March 18-April 10)

\*Thompson and Prior, Chs. 1-2 (March 18-22)  
Chs. 3-4 (March 25-29)  
Chs. 5-6 (April 1-5)

"Clues to Reagan's Africa Policy: Pax Americana Revisited," Africa Today, 4th quarter, 1980

"Reagan and South Africa," Newsweek, March 30, 1981

"South Africa: Worse Than You Think," Washington Post, Nov. 14, 1982

"Reville Racism, But Face Reality of South Africa," Daily Press, Dec. 16, 1984

FILMS: "Last Grave at Dimbaza" (April 8)

"The Rising Tide: Revolution in South Africa" (April 10)

VI. WOMEN IN SOUTHERN AFRICA: AGENTS OF POLITICAL AND SOCIAL CHANGE (April 12-17)

A. Role in Revolutionary movements

B. Political and economic development

C. Some constraints

READINGS

Hilda Bernstein, For Their Triumphs and Their Tears: Women in Apartheid South Africa (London, 1975)

United Nations Center Against Apartheid, "The Effects of Apartheid on the Status of Women in South Africa," Black Scholar 10 (September, 1978)

\*Ivy Matsepe, "Underdevelopment and African Women," Journal of Southern African Affairs (April, 1977)

H. J. Simons, African Women: Their Legal Status in South Africa (Evanston, 1968)

The Africa Research Group, Race to Power: The Struggle for Southern Africa (Anchor Press, 1974)

\*Ivy Matsepe-Casaburri, "The Legacy of Exclusion," Africa Report 28 (March/April, 1983)

\*Southern African Women Speak Out," Africa Report 28 (March/April, 1983)

EXAM: APRIL 19

VII. POLITICAL ECONOMY OF SOUTHERN AFRICA (April 22)

A. Relationship of South Africa to other countries in the region

B. Donor Agencies

READINGS

\*Carter and O'Meara, Chs. 7-8

Ann and Neva Seidman, South Africa and U.S. Multinational Corporations (Westport, 1976)

Neva Makgetla and Ann Seidman, Outposts of Monopoly Capitalism: Southern Africa in the Changing Global Economy (Westport, 1980)

VIII. A LOOK AHEAD: THE FUTURE OF SOUTHERN AFRICA (April 24)

READINGS

\*Carter and O'Meara, Ch. 9

REVIEW DAY: APRIL 26

FINAL EXAM: MONDAY, April 29, 1985, 3:10-5:00 pm

## APPENDIX

### I. NOTEBOOK

Students are required to keep a notebook of newspaper and/or magazine articles and pictures on current international affairs in Southern Africa. Students must also write an analysis of the articles and/or pictures. Be sure to indicate the source and date. You may use information from 1984.

Notebooks will be graded based upon the number and diversity of articles, creativity, and primarily, analysis presented. The notebook is due APRIL 22, 1985 at class time. LATE WORK IS UNACCEPTABLE!!!

### II. TERM PAPER

A. Students must submit a research paper that must be a minimum ten page, typewritten, double-spaced report related to a Southern Africa issue. The body of the paper must be ten pages. This does not include the title page, table of contents, note page, or bibliography page. A minimum of five scholarly sources must be used.

The topic of the paper must be selected in consultation with the instructor on or before February 1. Failure to inform the instructor of a topic by that time will result in a zero for the assignment. The paper is due APRIL 1, 1985 at class time. LATE PAPERS WILL NOT BE ACCEPTED!!!

B. The paper must have the following format (or it will be subject to loss of points):

1. Title page
2. Table of Contents
3. Introduction
4. Body
5. Summary
6. Conclusion
7. Notes
8. Bibliography

### C. CRITERIA FOR GRADING PAPERS

1. ORGANIZATION: Coherent and logical flow of ideas, clearly stated purpose, clarity of main points, support for main points, summary, and strong, logical conclusion (70%)

2. TECHNICAL DETAILS AND MANUSCRIPT FORM: Spelling, punctuation, capitalization, typos, neatness, footnotes and bibliography (10%)

3. DICTION AND STYLE: Vocabulary, transition and sentence variety, use of words in context, arrangement of sentences and paragraphs (10%)

4. GRAMMAR AND USAGE: Sentence and structure (avoid awkward and run-on sentences, fragments, subject/verb and pronoun/antecedent agreement, tense consistency (10%)

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Africana Women and Political Development  
Spring, 1985  
Curtina Moreland-Young, Instructor  
Jackson State University

Course Description

This is a survey course which will focus on the social and political development of women of African origin in the Americas and African women on the continent. The course will be historical and analytical in its content; particular attention will be paid to those ecological factors which impede or give impetus to political and social development of women. Major theoretical approaches to development and underdevelopment will be additionally utilized. The course will be comparative, emphasizing the relatedness or "fifth worldness" of women as a socio-economic political group.

In essence, Africana Women will be concerned with the construction of explanatory statements about women concerning political activities, and behavior with cross-national, cross-societal or cross-cultural applicability. The course will be divided into six (6) sections. Section one will provide a theoretical framework from which to study Africana women. Sections 2-5 will involve world regional case studies and section 6 will be devoted to research presentations.

Required Texts

Manual for Writing Term Papers. Kate L. Turabian  
Women and World Change. Black and Cottrell

Upon completion of this course students will be able in class or on tests to demonstrate that they have retained at least 65% of the materials presented in class and in assigned readings and as outlined in terms of minimum competencies.

Evaluation Criteria (100 Possible Points)

1. Class participation (demonstrated through mastery of assigned reading or exercises) - 10 points
2. Three major exams - 100 points each; first exam will be given the last week in February. (3 quizzes 100 points each)
3. Class attendance - students are required to attend classes; any unexcused absences after the allowed

number of three will result in the reduction of your class grade by one letter grade each occurrence.

4. Group Project - 90 points each, each group will be assigned a world area and they will be required to complete an annotated bibliography.

5. Research Paper - (100 points)

6. Bonus Points - 10 points in class 10 practical experience each

Students may accrue a maximum of 15 bonus points. \*Number may be decreased or increased based on discretion of professor

Topic I - Women and Political Development: Theoretical and Approaches (Weeks 1-3) (All Readings are required)

Readings: 1

Issacs, Harold. "Fathers, Sons and Daughters and National Development" In Political Generations and Development. Edited by R.J. Samuels.

King, Mae C. "The Politics of Sexual Stereotypes." Black Scholar (March/April, 1973), pp. 12-23.

Deckard, Barbara Sinclair. "Theories of Women's Literature." In The Women's Movement.

Mitchell, Juliet. "Women, The Longest Revolution." In From Feminism to Liberation, Chapter 1.

Boulding, Elise. Women the Fifth World.

Chisholm, Shirley. "Race, Revolution and Women." Black Scholar (December 1971): 17-21.

Davis, Angela Y. Women, Race and Class, Chapter 1-3.

Lewis, Diane. "A Response to Inequality: Black Women, Racism and Sexism." Signs 3 (Winter 1977): 339-361.

McGormack, Thama. "Development with Equity for Women." In Women and World Change. Edited by Black and Cottrell.

Lindsay, Beverly. "Perspectives on Third World Women: An Introduction." In Comparative Perspectives of Third World Women, pp. 1-22. Edited by Beverly Lindsay.

Blumberg, Rae Lesser. "Fairy Tales and Facts: Economy, Family, Fertility, and the Female." In Women and World Development. Edited by Tinder, Bramsen, Buvanic.

Childers, Erskine. "The Development Approach to Literature: Suggestions for Planning." In Women and World Development.

Topic II - Our Beginning and Future: African Women and Political Development (Weeks 3-7)

Lewis, Shelby. "African Women and National Development." In Comparative Perspectives of Third World Women, pp. 31-54.

Galger, Joseph. "The Second Sex in Town." Canadian Journal of African Studies 6 (1972), pp. 289-302.

Aldoo, Agner Ashouqua. "Asante Queen Mothers in Government and Politics in the Nineteenth Century." In Black Women Cross-Culturally, edited by Filomena Steady.

Moreland-Young, Curtina. "Change and Status of Women in Tanzania." Paper presented at the annual meeting of the National Council of Black Political Scientists.

Van Allen, Judith. "Women in Africa: Modernization means more Dependency." The Center Magazine (May/June 1974), pp. 60-67.

Okonjo Damene. Political Systems with Bisexual Functional Roles. The Case of Women Participation in Politics in Nigeria.

Mbe, Nans E. Nigerian Women Mobilized: Women's Political Activity in Southern Nigeria, 1900-65.

O'Barr, Jean F. "Making the Invisible Visible: African Women in Politics and Policy." African Studies Review.

Cutruffelli, Maria. Women of Africa: Roots of Oppression, Ch. 1-5.

Hoffer, Carol P. "Mende and Sherwa Women in High Office." Canadian Journal of African Studies, 6 (1972), pp. 151-64.

Topic III - African Women in the Caribbean and South America (Weeks 7-10)

Price, Salley. Covives and Cabsabashes.

Flusche, Della. Forgotten Females: Women of African and Indian Descent in Chile

Gibbs, Richard. Women Prime Ministers, Chapter 3.

Smith, M.C. West Indian Family Structure, Chapter 1-5.

Davenport, W. "The Family System in Jamaica." Social and Economic Studies 10, pp. 420-54.

Carolina Maria De Jesus. Child of the Dark.

A. Lynn Bolles. "House Hold Economic Strategies in Kingston, Jamaica." In Women and World Change.

Massiah, Joycelin. Women as Head of Household in the Caribbean: Family Structure and Feminine Status.

Topic IV - The Forgotten African Women: Africana Women in Polynesia (Week 11)

Mead, Margaret. Coming of Age in Samoa (Skim)

(Additional Readings will be assigned from the student Bibliography Project)

Topic V - Bringing it all Home: The Africana Women in the United States (Weeks 12-15)

King, Mae C. "Oppression and Power: The Unique Status of the Black Woman in the American Political System." Social Science Quarterly 56(June 1976), pp. 116-28.

\_\_\_\_\_. "The Politics of Sexual Stereotypes." Black Scholar, March/April 1973, pp. 12-23.

Coleman, Mary. "Gender and Civic Orientations as Correlates of Political Efficacy"

Bambara, Toni Cade. "How Black Women Educate Each Other." Sexual Behavior 2 (1972). pp. 12-13.

Davis, Angela. "Reflections on the Black Women's Role in the Community of Slaves." Black Scholar 3 (December 1971), pp. 2-16.

Prestage, Jewel L. "Political Behavior of American Black Women: An Overview." In The Black Woman, pp. 233-246. Edited by LaFrances Rodgers-Kose.

Additional readings related to Black Mississippi.

Topic VI- Presentation of Research Findings

Additional Required Readings: Each student is required to select one of the following books and attach a written report as part of the third major exam.

Unbought and Unbossed by Shirley Chisholm

Sally Hemmings by Barbara Chase-Ribaud

Jagua Nana by Ekwensi

Crusade for Justice by Duster

The Timeless Place, The Chosen People by Paule Marshall

The Burnt Out Marriage by Easmon

The Color Purple by Alice Walker

A Fictionalized Biography of Lucy Terry Prince by Katz

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Africana Women in Politics: A Comparative Examination  
Spring 1985

Jewel Prestage, Instructor  
Southern University

This course is designed to examine theoretical frameworks and historical and empirical findings on the study of Africana women in politics. Political systems of African countries, the United States and the Caribbean will be the focus for examination of political behavior of Africana women. Both traditional and nontraditional modes of political participation will be included. Specific topics to be covered will include historical and contemporary overviews, political socialization, voting and officeholding, and profiles of selected contemporary Africana women political activists.

Objectives of the course:

1. To examine the history of Africana women's participation in politics
2. to investigate the political status of contemporary Africana women in selected political systems
3. to review the nature and results of the political socialization process for Africana women
4. to develop a collection of profiles of contemporary Africana women political activists
5. to enable comparative analysis of political participation of women in selected African countries, the Caribbean and the United States

The format for the course will be lecture-seminar. Each student will be required to do a short paper (8-10 pages) on one of the major topic areas covered. The specific subject of the paper will be decided upon in consultation between the student and the instructor. Each student will give an oral report of 10-12 minutes on her/his paper.

There will be approximately 3 examinations in the course. No single textbook will be used. A number of major references and selected articles and books will be placed on reserve in the John B. Cade Library.

Outline of Topics.

I. Introduction

A. The Black Woman in Historical Perspective

1. The African Experience
2. The Afro-American Experience
3. The Caribbean Context

B. The Black Woman: A Contemporary Overview

1. Africa
2. The United States
3. The Caribbean

Readings:

1. Judith Van Allen, "African Women: Modernization and National Liberation," in Lynne B. Iglitzin & Ruth Ross (eds.) Women in the World (Santa Barbara, CA: Clio Books, 1976).
2. Roger Bastide (ed.), La Femme de Couleur en Amerique Latine (Paris: Editions Anthropos, 1974).
3. John Blassingame, The Slave Community: Plantation Life in the Antebellum South (New York: Oxford University Press, 1972).
4. M. Browne, Autobiography of a Female Slave (New York: Redfield, 1857).
5. Toni Cade, The Black Woman (New York: New American Library, 1970).
6. John Henry Clarke, "The Black Woman: A Figure in World History," Essence (June, 1971): 36-44.
7. Angela Davis, "Reflections on the Black Woman's Role in the Community of Slaves," The Black Scholar 3 (December, 1971): 2-16.
8. Anna A. Hedgeman, "The Role of the Negro Woman," Journal of Educational Sociology 17 (April, 1944): 463-72.
9. H.B. Jacobs, Incidents in the Life of a Slave Girl, Written By Herself (New York: Harcourt, Brace and Jovanovich, 1973).

10. Joyce Bennett Justus, "Women's Role in West Indian Society" in Filomina Chioma Steady (ed.) The Black Woman Cross-Culturally (Cambridge, MA: Schenkman Publishing Co., 1981), pp. 431-50.
  11. Mae C. King, "The Politics of Sexual Stereotypes," The Black Scholar 4 (March/April 1973): 12-23.
  12. Joyce Ladner, Tomorrow's Tomorrow: The Black Woman (New York: Anchor Books, 1972).
  13. Diane K. Levis, "A Response to Inequality: Black Women, Racism and Sexism," Signs 3 (1977).
  14. Kenneth Little, African Women in Towns: A Study of African Social Revolution (Cambridge: Cambridge University Press, 1973).
  15. Fatima Mernissi, Beyond the Veil: Male-Female Dynamics in a Modern Muslim Society (Cambridge, MA: Schenkman Publishing Co., 1975).
  16. Inez S. Reid, Together Black Women (New York: The Third Press, 1975).
  17. LaFrances Rodgers Rose (ed.) The Black Woman (Beverly Hills, CA: Sage Publications, 1980), "Introduction" section.
  18. J.A. Rogers, World's Great Men of Color, Vol. 1 (New York: MacMillan, 1972).
  19. Filomina Chioma Steady, "The Black Woman Cross Culturally: An Overview," in The Black Woman Cross-Culturally.
  20. Judith Stiehm, "Algerian Women, Honor, Survival and Islamic Socialism," in Women in the World, pp. 229-41.
- II. Political Socialization: The Political Culture/The Political Self
- A. The Concepts
  - B. Examination of Selected Political Cultures in Africa, United States and the Caribbean
    1. East Africa
    2. The American Political Culture
    3. Political Socialization in Jamaica
  - C. The Development of the Political Self

1. Childhood and Adolescence
2. Adulthood
3. Special Experiences

D. Political Socialization of Black Women: Race and Gender

Readings:

1. Richard Dawson, Kenneth Prewitt and Karen Dawson, Political Socialization (Boston, MA: Little, Brown and Co.).
2. Kenneth Langton, "The Political Socialization Process: The Case of Secondary School Students in Jamaica." Ph.D. dissertation, University of Oregon, 1965.
3. Donald Matthews and James W. Prothro, Negroes and the New Southern Politics (New York: Harcourt, Brace and World, 1966), pp. 407-40.
4. Dwayne Marvick, "The Political Socialization of the American Negro," in The Annals of the American Academy of Political & Social Sciences 361 (Sept. 1965): 112-27.
5. Anthony M. Orum, Roberta S. Cohen, Sherri Grasmuch and Amy W. Orum, "Sex, Socialization and Politics," American Sociological Review 39 (April 1974): 197-209.
6. John C. Pierce, William P. Avery and Addison Carey, "Sex Differences in Black Political Beliefs and Behavior," in M. Githens and J. Prestage, (eds.), A Portrait of Marginality: The Political Behavior of the American Women (New York: McKay, 1977): 66-74.
7. Jewel L. Prestage, "Black Politics and the Kerner Report: Concerns & Directions," Social Science Quarterly 49 (December 1968): 453-64.
8. Kenneth Prewitt, ed. Education and Political Values: Essays About East Africa. (Nairobi: East African Publishing House, 1969).

III. The Political Participation of Black Women

- A. Voter Registration in U.S.
- B. Voter Turnout in U.S.
- C. Officeseeking and Officeholding

1. U.S.
2. Selected African Countries
3. Selected Caribbean Countries

D. Political Organizational Activity

E. Nontraditional Political Activity

1. The Liberation Movements in Africa
2. Civil Rights Activism in United States
3. Women Political Activism in the Caribbean

Readings:

1. Sandra Baxter and Marjorie Lansing, Women and Politics: The Invisible Majority (Ann Arbor, MI: Univ. of Michigan Press, 1980).
2. Susan J. Carroll and Wendy S. Strimling, Women's Routes to Elective Office: Comparison with Men's Routes (Rutgers-The State University of New Jersey, 1983). Part Two "Black Women's Routes to Elective Office: An Exploratory Essay."
3. Marianne Githens and Jewel L. Prestage, A Portrait of Marginality: The Political Behavior of the American Woman (New York: McKay, 1977). Part VI -- "Black Women: A Minority Within A Minority."
4. Joint Center for Political Studies, National Roster of Black Elected Officials, Vol. 14 (Washington, D.C.: Joint Center for Political Studies, 1985).
5. Kamene Okonyo, "Women's Political Participation in Nigeria," in The Black Woman Cross-Culturally.
6. Jewel L. Prestage, "Black Women Officeholders: The Case of State Legislators," in Laurily Epstein (ed.), Women in the Professions (Lexington, MA: D.C. Heath, 1975), pp. 81-96.
7. Jewel L. Prestage, "The Political Behavior of American Black Women: An Overview," in L. Rodgers-Rose (ed.) The Black Woman.
8. Pauline T. Stone, "Ambition Theory and the Black Politician," Policy Studies Journal 7 (1978): 94-107.
9. Stephanie Urdang, "The Role of Women in the Revolution in Guinea-Bissau," in The Black Woman Cross-Culturally.



10. Eddie N. Williams, "Introductory Essay: Black Women in Politics and Government," in Marianna Davis (ed.), Contributions of Black Women to America, 1776-1976, Vol. 2 (Columbia, S.C.: Kendall Press, 1982).

IV. Profile of Selected Contemporary Black Women in Politics

- A. U.S.A.
1. The Congresswomen
    - a. Shirley Chisholm and Barbara Jordan
    - b. Yvonne Braithwaite Burke, Cardiss Collins
    - c. Katie Hall

2. The Activists
  - a. Rosa Parks of Montgomery, Alabama
  - b. Septima Clark and the Highlander School
  - c. Fannie Lou Hamer of Mississippi
  - d. Black female student activists/others

3. Political Party women

- a. Patricia Harris
- b. Delores Tucker
- c. Others

4. Black Women United States Representatives to the United Nations

- a. Zelma George
- b. Edith Sampson
- c. Others

5. Black Women Judges

- a. Constance Baker Motley
- b. Juanita Kidd Stout
- c. Joan Bernard of Louisiana

B. Selected African Women

1. Angie Brooks of Liberia
2. Phoebe Asyio of Kenya

C. Selected Caribbean Women

Readings:

1. Liz Carpenter, "Barbara Jordan Talks About Ethics, Optimism and Hard Choices in Government," Ms. (April 1985): 75-76; 112-).
2. Shirley Chisholm, Unbought and Unbossed (Boston, MA: Houghton-Mifflin, 1970).
3. Angela Davis, If They Come in the Morning (New York: Emerson-Hall, 1972).
4. Marianna Davis, ed. Contributions of Black Women to America 1776-1976, Vol. 2. Columbia, S.C.: Kendall Press, 1982, pp. 181-260.
5. Peggy Lanson, Few Are Chosen: American Women in Political Life Today (Houghton-Mifflin, 1968).
6. Inez Smith Reid, Together Black Women (New York: Emerson-Hall, 1972).
7. Michelle Washington, "Constance Baker-Motley: Black Woman, Black Judge," Black Law Journal, 1 (September 1971): 173-79.
8. Who's Who of Black Americans
9. Who's Who

V. Summary, Conclusions, Projects

- A. Theories/Frameworks Used to Study Women in Politics
- B. Future Research Directions

PSYCHOLOGY

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

The Psychology of African-American Women: A Systems Analysis  
Winter, 1985

Charlyn A. Harper, Instructor  
Atlanta Jr. College

Course Description

This course will apply a systems analysis to selected aspects of African-American womanhood. A systems analysis assumes that it is contextual to conceptualize the African-American woman as a discrete unit divorced from her ecosystem. It is more useful to view her as an interconnected component of a complex system whose behavior, cognitions, feelings, and visions simultaneously affect and are affected by every level of the system. Each aspect, then, will be examined vis-a-vis the African-American woman's entire transactional field: intrapsychic, individual, family subsystems, family, social networks, service agencies, community, nation, and cosmology.

The psychological aspects to be examined are (a) interpersonal relationships and psychosocial development, (b) self-concept and self-esteem, (c) antecedents and consequences of stress, and (d) achieving and maintaining psychological balance/health. Although the course specifically focuses on African-American women, par-  
tial and/or paradoxical patterns of other Africana women will be investigated.

Course Objectives

The student will be able to:

1. Discuss the rationale for a systems approach in examining the psychology of African-American women.
2. Discuss the major assumptions of an Africentric worldview.
3. Describe a non-sexist approach to studying African-American women.
4. Give an overview of the historical place and part of the African woman in her ecosystem.
5. Give an overview of the historical place and part of the African-American woman in her ecosystem.
6. Delineate current demographic data regarding the African-American woman.

7. Define the different types of racism.
8. Discuss the effects of racism on the African-American woman.
9. Define sexism.
10. Discuss the effects of sexism on the African-American woman.
11. Discuss the effects of various social roles on the African-American woman.
12. Compare various social roles of the African-American woman with other Africana women.
13. Discuss various social, interpersonal, and intrapersonal factors which impact upon the African-American woman's, and other Africana women's self-concept and self-esteem.
14. Discuss characteristic effects of and reactions to stress.
15. Discuss strategies for achieving and maintaining psychological balance/health.

#### Course Requirements

Students will be evaluated on the following criteria:

1. Abstracts and Discussions - All students are required to read and be prepared to discuss all assigned readings. However, each class period designated students will be responsible for leading the discussion of specific readings. Each student is required to critique, in writing, five (5) readings and to lead five (5) respective class discussions. Critiques are due at least one class period prior to the designated time the reading will be discussed. Guidelines for writing the abstracts will be distributed.
2. Mid-Term Exam - A take-home essay exam will be distributed one week before mid-term, to be completed and submitted by mid-term.
3. Introspection Journal - The introspection journal consists of records of personal thought and experience as well as reactions to class discussions and assigned activities. The journal is "your own voice" on paper. Thus, it should be a record of your joys, excitements, frustrations, anxieties, questions, resolutions, etc., as they relate to this class. Guidelines for maintaining the introspection journal will be distributed.

4. Final Essay - All students are required to choose one level of the African-American woman's ecosystem (e.g., family, intrapsychic, community) as the point of analysis and write an essay examining the implications of being an African-American woman. Guidelines for writing the essay will be distributed.

Credit will be awarded for each of the above criteria as follows:

Five Abstracts and Discussions	25%
Mid-Term Exam	25%
Introspection Journal	25%
Final Essay	25%

#### Course Outline and topical Readings

##### I. Establishing a Frame of Reference

\*\*\*A. Why "systems thinking"?

Allman, L., and Jaffe, D. Abnormal Psychology in the Life Cycle. New York, N.Y.: Harper & Row, 1978. pp. 15-26.

Berger, M., and Jurkovic, G., editors. Practicing Family Therapy in Diverse Settings. San Francisco, CA: Jossey-Bass, 1984. Introduction and Conclusion, pp. 1-16; 332-343.

\*\*Developing an "Africentric worldview"

Akbar, N. "Our Destiny: Authors of a Scientific Revolution." The Fifth Conference on Experimental Research in Black Psychology. Washington, D.C.: Howard University Institute for Urban Affairs, 1981. pp. 1-10.

Amini, J. "Re-definition: Concept as Being." Black World, May 1972, pp. 4-12.

Baldwin, J. "Notes on an Africentric Theory of Black Personality." The Western Journal of Black Studies 5 (1981), pp. 172-79.

Bennett, Lerone. "The Challenge of Blackness." Black World, February 1971, pp. 20-26.

Carruthers, J. "Reflections on the History of the Africentric Worldview." Black Books Bulletin 7 (1971), pp. 2-7.

Chimezie, A. "Theories of Black Culture." The Western Journal of Black Studies 7 (1984), pp. 216-228.

- ii. The Historical Place and Part of the African-American Woman in Her Ecosystem
- Carruthers, J. "Africanity and the Black Woman." Black Books Bulletin 6 (1980), pp. 14-20.
- Rodgers-Rose, LaFrances. "The Black Woman: A Historical Overview." In The Black Woman, edited by LaFrances Rodgers-Rose. Beverly Hills, CA: Sage Publishing, 1980, pp. 15-25.
- Strobel, M. "African Women's History." History Teacher 15 (1982), pp. 509-22.
- Sudarkasa, N. "Interpreting the African Heritage in Afro-American Family Organization." In Black Families, edited by H. McAdoo. Beverly Hills, CA: Sage Publishing, 1981, pp. 37-53.
- "Sex roles, Education and Development in Africa." Anthropology and Education Quarterly 13 (1982), pp. 279-88.
- iii. The Historical Place and Part of the African-American Woman in Her Ecosystem
- Beal, F. "Slave of a Slave No More: Black Women in Struggle." Black Scholar 12 (1981), pp. 16-24.
- Davis, Angela. "Reflections of the Black Woman's Role in the Community of Slaves." Black Scholar 3 (December 1971), pp. 2-16.
- Harper-Bolton, Charlyn. "Reconceptualizing the African-American Woman." Black Male/Female Relationships 6 (Winter 1982), pp. 32-42.
- Prestage, Jewel. "Political Behavior of American Black Women." In The Black Woman, pp. 233-45.
- iv. Current Demographic Data on the African-American Woman
- Jackson, J. "But Where are the Men?" Black Scholar 3 (1971), pp. 30-41.
- Pearce, D. "The Feminization of Ghetto Poverty." Society 21 (1983), pp. 70-74.
- Rodgers-Rose, LaFrances. "Some Demographic Characteristics of the Black Woman: 1940-1975." In The Black Woman, pp. 29-41.

Handout---African-American Female Statistics

- Hunter, D. "The Rhetorical Challenge of Afro-centricity." The Western Journal of Black Studies 7 (1984), pp. 239-43.
- Nobles, W. "Toward an Empirical and Theoretical Framework for Defining Black Families." Journal of Marriage and the Family 40 (1978), pp. 679-88.
- Thomas, L. "A Sengalese Philosophical System: The Cosmology of the Jolah People." Presence' Africaine 4-5 (1960), pp. 192-203.
- \*\*Establishing a Non-Sexist Approach to the Study of African-American Women
- Avakian, A. "Women's Studies and Racism." New England Journal of Black Studies (1981): 31-36.
- Cole, J., and Gordon, M. "Black Women as Colleagues in Black Studies." New England Journal of Black Studies (1981): 3-8.
- Dill, Bonnie. "The Dialectics of Black Womanhood." Signs 4 (1979), pp. 343-55.
- Henry, C., and Foster, F. "Black Women's Studies: Threat or Challenge?" The Western Journal of Black Studies 6 (1982): 15-21.
- Higginbotham, Elizabeth. "Two Representative Issues in Contemporary Sociological Work on Black Women." In But Some of Us Are Brave, edited by Gloria Hull, Patricia Bell-Scott and Barbara Smith. Old Westbury, N.Y.: The Feminist Press, 1982, pp. 93-98.
- Reid, P. "Feminism versus Minority Group Identity: Not for Black Women Only." Sex Roles: A Journal of Research 10 (1984), pp. 247-55.
- Scott, P. "Debunking Sapphire: Toward a Non-racist and Non-sexist Social Science." In But Some of Us Are Brave pp. 85-92.
- Smith, A., and Stewart, A. "Approaches to Studying Racism and Sexism in Black Women's Lives." Journal of Social Issues 39 (1983), pp. 1-15.
- White, E. "A Black Feminist in Africa." New England Journal of Black Studies (1981), pp. 37-43.

V. The African

Handout—Definitions of Racism

- Beale, F. "Double Jeopardy: To Be Black and Female." In The Black Family: Essays and Studies, 2nd edition, edited by Robert Staples. Belmont, CA: Wadsworth, 1978, pp. 118-23.
- Clark, C. "On Racism and Racist Systems." Negro Digest, (August 1969), pp. 4-8.
- Davis, Angela. "Rape, Racism and the Capitalist Setting." Black Scholar 12 (1981), pp. 39-45.
- Eichelberger, B. "Voices of Black Feminism." Quest: A Feminist Quarterly 3 (1977), pp. 16-28.
- Grant, J. "Black Women and the Church." In But Some of Us Are Brave, pp. 141-52.
- Hemmons, W. "The Women's Liberation Movement: Understanding Black Women's Attitudes." In The Black Woman, pp. 285-99.
- Jackson, J. "Black Women in a Racist Society." In Racism and Mental Health, edited by C. Willie, B. Kramer and B. Brown. Pittsburgh, PA: Univ. of Pittsburgh Press, 1972, pp. 185-268.
- Jordan, J. "Second Thoughts of a Black Feminist." MS 5 (February 1977), pp. 113-15.
- Lewis, D. "A Response to Inequality: Black Women, Racism, and Sexism." Signs 3 (1977), pp. 339-61.
- Simmons, A. "The Black Woman: Overcoming the Odds." Chirsis 90 (1983), pp. 14-15.
- Wright, B. "Mentacide: The Ultimate Threat to the Black Race." Unpublished manuscript.
- VI. Interpersonal Relationships and Psychosocial Development
- \*\*A. The African-American Woman as Mother
- Dill, Bonnie. "The Means to Put My Children Through": Child Rearing Goals and Strategies Among Black Female Domestic Servants." In The Black Woman, edited by LaFrances Rodgers Rose. Beverly Hills, CA: Sage Publishing, 1980, pp. 107-23.

- Hale, J. "The Black Woman and Child Rearing." In The Black Woman, pp. 79-87.
- Levine, R. "Sex Roles and Economic Change in Africa." Ethnology, (April 1966), pp. 186-93.
- Lewis, D. "The Black Family: Socialization and Sex Roles." Phylon 36 (1975), pp. 221-37.
- McCray, C. "The Black Woman and Family Roles." In The Black Woman, pp. 67-78.
- White, J. "Single Motherhood." In The Black Family: Essays and Studies, pp. 251-54.
- \*\*B. The African-American Woman as Lover and Spouse
- Benjamin, L. "'The Dog Theory': Black Male/Female Conflict." The Western Journal of Black Studies 7 (1983), pp. 49-55.
- Cazenave, N. "'A Woman's Place': The Attitudes of Middle Class Black Men." Phylon 44 (1983), pp. 12-32.
- Mack, D. "The Husband-Wife Power Relationship in Black and White Families." Journal of Personality and Social Psychology 30 (1974), pp. 409-13.
- \_\_\_\_\_. "Husband and Wife in Lagos: The Effects of Socioeconomic Status in the Pattern of Family Living." Journal of Marriage and the Family 40 (1978), pp. 807-16.
- Machubuti, H. "Not Allowed to Be Lovers: Black Men and Women in the Struggle for Meaning, Family, and Future." Black Books Bulletin 6 (1980), pp. 48-57.
- Moses, Y. "Female Status, the Family, and Male Dominance in a West Indian Community." Signs 3 (1977), pp. 142-53.
- Parker, W., et al. "Exploring Male-Female Relations Among Black College Students: A Survey." Journal of Non-White Concerns in Personnel and Guidance 12 (1984), pp. 40-47.
- Rodgers-Rose, LaFrances. "Dialectics of Black Male-Female Relationships." In The Black Woman, pp. 251-63.
- Whitehead, T. "Residence, Kinship, and Mating as Survival Strategies: A West Indian Example." Journal of Marriage and the Family 40 (1978), pp. 817-26.

\*\*C. The African-American Woman as Professional

- Dumas, R. "Dilemmas of Black Females in Leadership." In The Black Woman, pp. 203-15.
- Gaston, J. "Climbing the Socioeconomic Ladder: The Acculturation of the First-Generation Black Professional Woman." Unpublished manuscript, 1980.
- Gilkes, C. "Going up for the Oppressed: The Career Mobility of Black Women Community Workers." Journal of Social Issues 39 (1983), pp. 115-19.
- Katz, M., and Piotrowski, C. "Correlates of Family Role Strain Among Employed Black Women." Family Relations 32 (1983), pp. 331-39.
- Leggon, C. "Black Female Professionals: Dilemmas and Contradictions of Status." In The Black Woman, pp. 189-202.
- McCabe, J. "Black Women: Meeting Today's Challenges." Crisis 90 (1983), pp. 10-12.
- Nyangoni, B. "The Black Female Ph.D.: Education and Career Development." Essay Review. Journal of Educational Equity and Leadership 3 (1983), pp. 86-87.
- Turner, B., and McCaffey, J. "Socialization and Career Orientation Among Black and White College Women." Journal of Vocational Behavior 5 (1974), pp. 307-19.
- VII. Self-Concept and Self-Esteem
- Ball, R. "Marital Status, Household Structure, and Life Satisfaction of Black Women." Social Problems 30 (1983), pp. 400-409.
- Brooks, G. "If You're Light and Have Long Hair." In Black-eyed Susans, edited by M. Washington. Garden City, N.Y.: Anchor Books, 1975, pp. 37-42.
- Christian, B. Black Women Novelists: The Development of a Tradition, 1892-1976. Westport, CT: Greenwood Press, 1980. Chapter 1, pp. 3-34.
- Daudi, A. "Perceived Attractiveness and the Black Personality." The Western Journal of Black Studies 7 (1984), pp. 229-38.
- Jeffers, T. "The Black Woman and the Black Middle Class." Black Scholar 12 (1981), pp. 46-49.

- Jewell, K. "Black Male/Female Conflict: Internalization of Negative Definitions Transmitted Through Imagery." The Western Journal of Black Studies 7 (1983), pp. 43-48.
- Lawrence, L. "Women in Caribbean Literature: The African Presence." Phylon 44 (1983), pp. 1-11.
- Lincoln, A. "Who Will Revere the Black Woman?" In The Black Woman, edited by Toni Cade. New York, N.Y.: Mentor Books, 1970.
- Marshall, P. "Reena." In Black-eyed Susans, pp. 114-38.
- Morrison, Toni. "The Coming of Maureen Paul." In Black-eyed Susans, pp. 23-36.
- Myers, L. "Black Women and Self-Esteem." In Another Voice, edited by M. Millman and R. Kanter. New York, N.Y.: Anchor Books, 1975, pp. 240-50.
- \_\_\_\_\_. Black Women: Do They Cope Better? Englewood Cliffs, N.J.: Prentice-Hall, 1980. Chapter 5, pp. 42-61.
- Smyley, K. "Ousmane Sembene: Portraitist of the African Woman in the Novel." New England Journal of Black Studies (1981), pp. 23-39.
- Washington, M. Black-eyed Susans. Garden City, N.Y.: Anchor Books, 1975. Introduction, pp. ix-xxvii.
- VIII. Effects of and Reactions to Stress
- Aldridge, D. "Black Female Suicides: Is the Excitement Justified?" In The Black Woman, edited by L. Rodgers-Rose, pp. 265-71.
- Carrington, C. "Depression in the Black Woman: A Theoretical Approach." In The Black Woman, edited by L. Rodgers-Rose, pp. 265-71.
- Jackson, G. "Overlooked Cultural Factors in the Substance Abuse Literature on Females--The Case of the Afro-American Female." Unpublished manuscript.
- \_\_\_\_\_. "Is Women's Liberation Enough? Substance Abuse Among Afro-American Women." Unpublished manuscript.
- Loeb, S. "SLE: Another Black Disease." Essence, September 1973, pp. 50-51.

- McAdoo, Harriette. "Stress Absorbing Systems in Black Families." Family Relations 31 (October 1982), pp. 479-87.
- Peck, D. "Official Documentation of the Black Suicide Experience." Omega: Journal of Death and Dying 14 (1983-84), pp. 21-31.
- Smith, E. "Mental Health and Service Delivery Systems for Black Women." Journal of Black Studies 12 (1981), pp. 126-41.
- "Suicide and Depression: Relevance for Black Women." In Mental and Physical Health Problems of Black Women. Washington, D.C.: Black Women's Community Development Foundation, 1975. pp. 27-35.
- "Cancers and Fibroids: Relevance for Black Women." In Mental and Physical Health Problems of Black Women, pp. 11-17.
- "Hypertension: Relevance for Black Women." In Mental and Physical Health Problems of Black Women, pp. 1-9.
- IX. Achieving and Maintaining Psychological Balance/Health
- Azibo, D. "Some Psychological Concomitants and Consequences of the Black Personality: Mental Health Implications." Journal of Non-White Concerns in Personnel and Guidance, 11 (1983), pp. 59-66.
- Edwards, C. "Low Income Black Families: Strategies for Survival in the 1980's." Journal of Negro Education 51 (1982), pp. 90-100.
- Hall, M. Woman, the Mother of All Living. Los Angeles, CA: The Philosophical Research Society, 1955.
- McAdoo, Harriette. "Black Mothers and the Extended Family Network." In The Black Woman, edited by L. Rodgers-Rose, pp. 125-44.
- Neverdon-Morton, C. "Self-help Programs as Educative Activities of Black Women in the South, 1885-1925: Focus on Four Key Areas." Journal of Negro Education 51 (1982), pp. 207-21.
- Redding, Ed. Nothing: The Mentality of the Black Woman. Tallery, N.C.: A Heritage Hope Book, 1976.
- Scott, P. "Black Female Liberation and Family Action Programs: Some Considerations." In The Black Family: Essays and Studies, pp. 260-63.
- Stewart, J. "Psychic Duality of Afro-Americans in Novels of W.E.B. DuBois." Phylon 44 (1983), pp. 93-107.
- Wilson, G. "The Self/Group Actualization of Black Women." In The Black Woman, edited by L. Rodgers-Rose, pp. 301-14.



THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Personality Development of the Black Woman  
Spring, 1985  
Susan Brown Wallace, Instructor  
Hampton University

Course Description

This course will emphasize the development of normal and abnormal personality in the Black Woman throughout the world. More specifically, the course will view current Western and non-Western theories of personality development and their appropriateness and objectivity in analyzing Black women. As this course is a seminar, much emphasis will be placed upon class discussion and participation.

Objectives

1. A better understanding of what personality is;
2. A review of the current theories as they relate to Black women and to Western vs. non-Western people;
3. An appreciation of how Black women in non-Western cultures develop;
4. An appreciation for the consistencies and diversities of Black women.

Course Units

4 weeks

- I. A Review of the Current Major Theories on Personality Development as They Relate to Black Women
  - a. Psychoanalytic (Freud, the Neo-Freudians, Horney's rebuttal and other rebuttal)
  - b. Phenomenologic (Maslow, Rogers)
  - c. Behavioral and Social Learning
  - d. The trait theorists
  - e. The physiological theories

This unit can be supplemented by readings from any current Personality Theories textbook.

Suggested readings include:

Bischof. Theories of Personality.  
Phares. Theories of Personality.

Other readings for this section include:

Erikson, E. "The Concept of Identity in Race Relations: Notes and Queries in T. Parsons and K. Clark (eds.) The Negro American. Boston, Ma., 1966.

Guthrie. Even the Rat Was White.

Horney, K. Any work addressing penis and pregnancy envy.

Hyde, Janet, and B. Rosenberg. Half the Human Experience: The Psychology of Woman. Chapter 3 (Theories of Female Development) and Chapter 15 (Black Women and Women as a Minority Group, 35-37 and 271-292).

II. Non-Western Psychologies and Philosophies on Personality Development

3 weeks

- a. Abdihama Hall and Lindzey. Theories of Personality
- b. Kung Misa, The Kung Woman
- c. Other psychologies

III. Works About Black and Women, and Black Women in the World

- a. Are Black Women people?
- b. Are Black Women normal?
- c. Are Black Women angry?
- d. Are Black Women similar all over the world?
- e. Are current works objective in their treatment of the Black Woman?
- f. What factors seem to affect Black Women most?
- g. Is there a psychology to describe the personality development of the Black Woman?
- h. How do Black females develop personality characteristics?
- i. How does the Black woman fit into today's world?
- j. Introspection

Readings for this section include:

Baldwin, Joseph. "Black Psychology and Black Personality." Black Books Bulletin 4, 1976.

Beal, F. "Double Jeopardy: To Be Black and Female." In The Black Woman: An Anthology. Edited by Toni Cade. New York: Pocket Books, 1970.

Bock, E.W. "The Farmer's Daughter Effect: The Case of the Negro Female Professionals." Phylon 30 (Spring 1969): 17-26.

Chisholm, S. "Racism and Anti-Feminism." The Black Scholar 14, 1983, pp. 3-7.

Epstein, C. "Black and Female: The Double Whammy." Psychology Today 7 (August 1973): 57-61.

Ezeilo, Bernice N. "Sex and Urban-Rural Differences in Self-Concepts Among Nigerian Adolescents." Journal of Psychology 114 (1983): 57-61.

Gilkes, Cheryl T. "Successful Rebellious Professional Identity and Community Commitment." Psychology of Women Quarterly 6 (1982): 289-311.

Howze, B. "Suicide: Special References to Black Women." Journal of Non-White Concerns in Personnel and Guidance 5 (1977): 65-72.

Jackson, Jacquelyne J. "Black Women in Racist Society." In Racism and Mental Health, pp. 185-268. Edited by B. Brown, B. Kromer, and C. Willie. Pittsburgh, PA: 1972.

Ladner, J.A. Tomorrow's Tomorrow. New York: Anchor Books, 1972.

McCulloch, Jock. Black Soul, White Artifact: Fanon's Clinical Psychology and Social Theory. Cambridge, 1983.

Shange, Ntozake. For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf. New York, 1977.

Smith, Elise J. "The Adolescent Black Female: A Review of the Educational, Career and Psychological Literature." Psychology of Women Quarterly 6 (1982): 261-88.

Steady, Filomina C., ed. The Black Woman Cross-Culturally. Cambridge, MA: Schenkman Publishing Co., 1981.

Sterling, D.H. "The Experience of Being Me for Black Adolescent Females: A Phenomenological Investigation of Black Identity." Unpublished Doctoral Dissertation, University of Pittsburgh, 1975.

Readings for this section will be distributed in class or found in the Ethnic Studies Reading Room. Feel free to bring any additional readings to class to share. If there are noted speakers or experts on Personality Development or the Black Female we will attempt to engage them.

Course Requirements

Exams: There will be two exams. The midterm will be given after Units I and II. The final will be cumulative and given after Unit III is completed.

Book Review: Each person is required to write a book review. This must review a book about a Black female, preferably one who is not an American. The review is to include your ideas about that individual's personality dynamics and to speak of the dynamics in relationship to existing theories.

Oral Report and Class Participation: Each person is required to give an oral presentation on an article of interest that relates to this course. Each person is expected to come prepared to lead class discussion on any day, and will be called upon randomly to do so. DO READINGS BEFORE CLASS!

Grading

Midterm Exam	25 pts.
Final Exam	25 pts.
Book Review	25 pts.
Oral Report and Class Participation	25 pts.
	<u>100 pts.</u>

SOCIOLOGY/CRIMINAL JUSTICE AND SOCIAL WORK

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Women's Status and Population Dynamics in Africa  
E.B. Attah, Instructor  
Atlanta University

Population dynamics are basic to Africa's future. The status of women in society profoundly affects all aspects of population dynamics. For perspective in coming to focus on Africa, we shall review theories as well as the historical and contemporary experiences of other societies and cultures.

Outline

1. Orientation

- a. The dimensions of women's status
    - i. the actual position of women
    - ii. the attitudinal background
  - b. Traditionalism in Africa: uniformity and diversity
  - c. African population overview:  
fertility, mortality, migration and urbanization
2. "Town Migration Is Not For Women"
3. Women's Status and Natural Increase
- a. Theoretical perspective
    - i. the sociology of human fertility
    - ii. demographic transition theory and the new home economics
    - iii. the Bucharest prescription and the family planning movement
  - b. The experience of Europe and Japan
  - c. Recent fertility declines in Asia and Latin America
  - d. Africa in transition?
    - i. the Arabic North
    - ii. south of the Sahara

4. African Women Speak

Readings

On reserve

Requirements

- i. Presentation in class
- ii. Short essay assignments
- iii. Research paper on women's status and population dynamics in an African country of own choosing

Readings

1a. The dimensions of women's status

Mayra Buvinic, "A Critical Review of Some Research Concepts and Concerns," in Women and World Development (Overseas Development Council, 1976): 1-13.

E.B. Attah, "On the Dimensions of Women's Status." Mimeo, August 1983.

1b. Traditionalism in Africa: uniformity and diversity

Daniel A. Offiong, "Witchcraft Among the Ibibio of Nigeria." African Studies Review vol. 26, no. 1 (1983): 107-125.

1c. African population overview

Population Reference Bureau, World Population Data Sheet 1983. \*Refer also to the U.N. Demographic Yearbook 1983\*

2. "Town Migration Is Not For Women"

Christine Obbo, African Women: Their Struggle for Economic Independence (London: Zed Press, 1980).

Niara SudaKarsa, "Women and Migration in Contemporary West Africa." Signs, vol. 3, no. 1 (1979):

3a. The sociology of human fertility

Ronald Freedman, "Introduction," in The Sociology of Human Fertility: An Annotated Bibliography (New York: Irvington Publishers, 1975): 3-20.

3ai. Demographic transition theory and the new home economics

Richard A. Easterlin, "The Economics and Sociology of Fertility: A Synthesis," in Charles Tilly, ed., Historical Studies of Changing Fertility (Princeton Univ. Press, 1978): 57-113.

John C. Caldwell, chapter 11 in Theory of Fertility Decline (Academic Press, 1982).

3ai. The Bucharest prescription and the family planning movement

Jason L. Finkle and Barbara B. Crane, "The Politics of Bucharest: Population, Development and the New International Economic Order." Population & Development Review, vol. 1 (1975): 87-114.

George B. Simmons, "Family Planning Programs or Development: How Persuasive is the New Wisdom?" International Family Planning Perspectives, vol. 5, no. 3 (1979): 101-110.

3b. The experience of Europe and Japan

John Knodel and Etienne van de Walle, "Lessons from the Past: Policy Implications of Historical Fertility Studies." Population & Development Review, vol. 5 (1979): 217.

3c. Recent fertility declines in Asia and Latin America

Allan Rosenfield et. al., "Thailand's Family Planning Program: An Asian Success Story." International Family Planning Perspectives, vol. 8, no. 2 (June 1982): 43-51.

3d. Africa in transition?

Louise Crane, Ms. Africa: Profiles of Modern African Women (New York: Lippincott, 1973).

Ida Faye Rousseau, "African Women: Identity Crisis?" in R. RorlichLeavitt, ed., Women Cross Culturally: Change and Challenge (The Hague: Mouton, 1975):

Nancy Hafkin and Edna G. Bay, Women in Africa (Stanford Univ. Press, 1976): selected chapters to be announced.

Helen Ware, "The Relevance of Changes in Women's Roles to Fertility Behavior: The African Evidence." Paper presented at annual meetings of the Population Association of America, Seattle, WA, April 1975.

- 4. African Women Speak  
Iris Andresky, Old Wives' Tales: Life Stories of African Women (New York: Schocken, 1970).

Older Black Women  
Summer 1984

Joanne V. Rhone, Instructor  
Atlanta University

Course Introduction/Description

This course will consider social and psychological dynamics of Older Black Women within the content of roles, role changes and adoptions, and current needs and problems. Throughout the course we will discuss the content issues within the framework of racism, sexism and ageism in an effort to understand the nature of Older Black Women's strengths, contributions, opportunities, and potentials for continuing growth. We will examine negative images surrounding older women in our culture and begin to dissolve some of the myths and stereotypes toward the development of strategies for creating and strengthening opportunities for life long development.

Course Objectives

- To acquire knowledge of the historical roles and contributions of Older Black Women.
- To acquire knowledge of the developmental tasks, stresses facing Older Black Women and ways these women have coped with them.
- To recognize regional and class variations that affect the lives of Older Black Women.
- To acquire knowledge of the patterns of continuity of life as demonstrated in the lives of Older Black Women.
- To increase self-awareness of life long changes and adoptions appropriate to working with Older Black Women and preparing for one's own-aging.

Required Readings

- 1) Daly, Frederica X. "To Be Black, Poor, Female and Old." Freedomsays Vol. 16, No. 4 (1976).
- 2) Fuller, M.M. and Martin, C.A. Older Women. Springfield, Ill.: C.C. Thomas Press, 1980.

3) Jackson, Jacquelyn J. "Old Black Women." L. Trolli, Looking Ahead: A Woman's Guide to the Problems and Joys of Growing Older - Englewood Cliffs, N.J.: Prentice-Hall, 1977, pp. 149-157.

- 4) Lindsey, Inabell, The Multiple Hazards of Age and Race: The Situation of the Aged Black in the United States. Study for the U.S. Senate Special Committee on Aging. Washington, D.C.: U.S. Govt. Printing Office, 1971.
- 5) Shockley, Ann Allen, "The Negro Woman in Retrospect." Negro History Bulletin 29 (Dec. 1963): 55-56, 62-70.
- 6) Sterling, Dorothy. Black Foremothers. New York: The Feminist Press, 1979.
- 7) Walker, Alice. "In Search of Our Mother's Gardens: The Creativity of Black Women in the South." Ms 2 (May 1974): 64-70.

#### Course Requirements/Assignments/Grading

- I. Interviews with two Older Black Women
- II. Major Paper (8 to 10 pages)
- III. Critique of Literary works on Older Black Women (See partial listing at end of course outline)

Interviews: In conducting the interviews with aged black females focus on the person as an individual, as a family member, and as a citizen. Try to learn as much as possible about the person's experiences as a black female, her life style, her views on aging and the aged population, her views on contemporary black family life, and her views about social changes (i.e. civil rights, women's movement) which have occurred in the last twenty years.

Write up the interviews (without disclosing the identity of the persons) in great detail relating to the content focus of the interview.

Major Paper: Select an issue in consultation with instructor during the 3rd week of class.

Literary Critique: Select a book, poem or song depicting Older Black Women from the list. Relate content to issues of roles, changes and adaptations, and continuity. Present in class. Due date will be announced.

#### Grading Scale:

Interviews...30 points  
Paper.....50 points  
Literary Critique...20 points

#### Criteria for Grading papers:

- a) Organization: clarity of main points, support for main points (examples, literature, logic of arrangement), coherent and logical flow of ideas, summary.
- b) Use of literature: Appropriateness, integration, and application.
- c) Instructor's overall impression of effort: sensitivity to subject, and creativity.
- d) Technical details: spelling, grammar, syntax, footnotes, and bibliography.

#### Module I

Who are they? Stereotypes, Myths and Facts about Older Black Women.

Why take a course on Older Black Women? What is older? Is her double, triple jeopardy? Aging as a feminist issue. Historical demographics of Older Black Women.

Lindsey, I. - Multiple Hazards of Age and Race  
Jackson, J.J. - "Older Black Women."

Lewis & Butler - "Why Is Women's Lib Ignoring Older Women" in Fuller and Martin, Older Women, pp. 211-223.

#### Module II

The Developmental Process: Role Changes and Challenges.

Examination of the effects of past socialization experiences, adult development and continuity and discontinuity in the lives of Older Black Women.

Shockley, The Negro Woman in Retrospect  
Sterling, Black Foremothers

Kline, C., "The Socialization Process of Women" in Fuller and Martin, Older Women, pp. 59-71.

Module III

Rural and Urban Older Black Women.

Examination of the difference and similarities in their struggles, life styles and opportunities.

Lindsey, I., Multiple Hazards of Age and Race

Fuller and Martin, Older Women

Walker, Alice, "In Search of Our Mother's Gardens..."

Bennett, Lerone, "The Negro Woman." Ebony 15 (Aug. 1960), pp. 38-42.

Module IV

Health and Older Women.

The incidence of chronic health conditions among older black women as compared to white women. Examination of health care practice (i.e. folkmedicine), health service utilization patterns, and response of professionals working in health care services.

Lindsey, I., Multiple Hazards of Ages and Races

Fuller and Martin, Older Women, pp. 317-322.

Alvarez, W.C. "Osteoporosis: A Disease that Attacks Millions." Geriatrics, Vol. 25, No. 7, 1970, pp. 77-78.

Rhone, J., Jackson, W. and Sanders, C. "Social Service Delivery System in the Black Community During the Anti-Bellum Period 1619-1860." The Alton Childs Series, Atlanta, Ga., 1973.

Lacklen, L., "Aged, Black, Poor: Three Case Studies." Aging and Human Development, Vol. 2 (Aug. 1971): 202-207.

Module V

Income, Retirement and Leisure.

Has retirement and its accompanying low fixed income impacted positively or negatively on the quality of living among older Black Women?

Jackson, J. "Older Black Women"

Fuller and Martin, Older Women, pp. 234-246; 245-266; 151-158; and 289-303.

Sontag, Susan. "The Double Standard of Aging." Saturday Review of Society, Vol. 95 (Sept. 23, 1972): 29-38.

Tavris, Carol. "The Sexual Lives of Women over 60." Ms Magazine, July, 1977, pp. 62-65.

"Aging on their Own..Life Styles of Older Women." Generations, August 1980, pp. 18-19.

Kivett, V. "Loneliness and the Rural Widow." Family Coordinator 27, 4, 1978, pp. 389-394.

Song "Grandma's Hands" by Bill Withers.  
Praise Song for the Widow. Paulie Marshall

The Survivors. Christine Hunter  
Marked By Fire. Joyce C. Thomas

Module VI

Working with the Older Black Female.

Examination of formal and informed support systems, social work practice models and social service for aged in the community institutions.

Martin, C. "Lavender, Rose, or Gray Panther," in Fuller and Martin, Older Women, pp. 55-59.

Baldoc, P. "Social Work with the Elderly." Social Work Today, Vol. 8, No. 27, 1977, pp. 7-15.

Bium, Stephen and Minkler, Meredith. "Toward a continuum of caring Alternatives: Community Based Care for the Elderly." Journal of Social Issues, Vol. 36, No. 2, 1980.

Cornican, E. "Task-Centered Model for Work with the Aged." Social Casework, October 1977, pp. 490-494.

Ronch, J.L. and Matzler, J.S. "Individual Psychotherapy with the Institutionalized Aged." American Journal of Orthopsychiatry 47, 1977, pp. 275-283.

Hetzl, J.W. "Intervention with the Depressed Elderly in Institutions." Social Casework Vol. 61, No. 4, 1980, pp. 234-239.

Garduk, Michael and William Moore. "Uniform Assessments and Standards of Social and Health Care Services." Social Service Review, September 1979, pp. 341-357.



THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Africana Women in Criminal Justice

Fall 1983

Joann D. Smith, Instructor  
Atlanta University

Course Description

A historical overview of the achievements and vicissitude for the African woman working in the criminal justice systems in the Caribbean, America and Africa. The course will investigate the political, social and economic barriers imposed upon the African women in each of the criminal justice systems and their contributions.

Course Rationale

This course will chronicle the specific restrictions in each country by taking a critical look at each justice system and the attitudes toward women involved in all levels of that system. The student will be given a close look at the infrastructure of each system, to ascertain the systematic approaches that have been used to facilitate or hinder women's professional existence, survival and advancement.

Course Design

The Africana women curriculum in criminal justice is designed to educate students through an interdisciplinary approach to the achievements of black women. The course will look at historical, sociological, political and psychosocial factors as they affect Black women in criminal justice. We will utilize at least one novel from each of the various cultures, historical studies, sociological studies and political science data as it applies to the overall goal of the state of the art of women in the criminal justice system.

Our purpose is to ascertain administrative procedures, attitudes toward women, legal and quasi-legal policies. In the process we will establish a national character of criminal justice and a national policy toward women in the criminal justice system.

The student should receive enough intellectual and statistical information to compare accurately the state of affairs for black women in America, the Caribbean and in Africa. To do so, the student will have to consult the bibliographic sources given and delve deeply into the national and regional character of the section of the world he/she is investigating.

Through critical inquiry the student should be made aware of not only national differences but regional and geographic differences in criminal justice systems. For example, Southern Afro-American women as opposed to Northern Afro-American women, Chananian women as opposed to Ethiopian women.

The student should also be able to compare the role of black women in Africa, America and the Caribbean as they relate to criminal justice. Ultimately, the participant in the course should have an overview of specific national or regional information through an interdisciplinary approach to Criminal Justice. The student should have his/her consciousness and intellectual acumen enhanced. The course is designed to open up a new area of intellectual information and inquiry for its students. Through an exploratory study of current events and trends in the field.

#### Objectives

The student will:

1. acquire a broad intellectual and critical base to inform them on the achievements of the Afro-American, Caribbean and African women.
  2. through an interdisciplinary approach receive historical, sociological and psychosocial scholarly information on the achievements of Black women in criminal justice.
  3. be able to complete a critical inquiry that establishes indigenous policies and ascertain whether or not those administrative policies have helped or hindered the mobility of black women in their respective countries.
  4. be able to ascertain linkage and connection between the experience of black women in America, the Caribbean and in Africa as it relates to criminal justice.
  5. develop the scholarly and critical skills to evaluate mobility and achievement for black women in their various criminal justice systems.
  6. have an overview of the background material in sociology, history and in political science as it relates to this topic.
- #### Requirements
1. Read the literature listed on the sheet Weekly Readings and make an oral report.
  2. Develop an annotated bibliography of 20 of the suggested books and give a short critical analysis of each book.

3. Develop a comparative study on the status of black women in various geographic sections of America, Africa and the Caribbean.
4. To read a novel from each culture that deals with African women in criminal justice and do an oral presentation on each novel.
5. Write a brief paper on the achievement of African women from several sources included in the interdisciplinary section of the syllabus.
6. Make a list of all books used in this course.

#### REQUIRED WEEKLY READINGS

- Week 1
1. "Black Women in the United States: A Problem in Historiography and Interpretation," in Gerda Lerner, The Majority Finds Its Past: Placing Women in History. New York: Oxford Univ. Press, 1979.

- Week 2
1. Knight, Franklin W. The Caribbean. New York: Oxford Univ. Press, 1978.

- Week 3
1. Nelson, Nici. African Women in the Development Process. London: Frank Cass, 1981.

- Week 4
1. Patterns on Social Welfare Organizations - Administrations in Africa. The United Nations Sales Publications 1946-1978. Emory Library, Research Document Research, Volume I, 65 II, p. 4.

2. Crohan, Margaret and Knight, Franklin W. Africa and the Caribbean: The Legacies of a Link. Baltimore, Md.: Johns Hopkins Univ. Press, 1979.
3. Steady, Fllowina Chloma. The Black Woman Cross-Culturally. Cambridge, Ma: Schenkman Publishing Co., 1981.

Week 5

1. "Women in Public Like Seminars on Civil Responsibilities and Participation on Women." FWIC Index, Volume 32: 115, 284.
2. Lindsay, Beverly. Comparative Perspectives of Third World Women: The Impact of Race, Sex and Class. New York: Praeger, 1980.

Week 6

1. United Nations Assistance for the Advancement of Women. The United Nations Sales Publications, February 1967, Volume I: 75. Printed 67.102.
2. Andersen, Margaret L. Thinking About Women: Sociological and Feminist Perspectives. New York: MacMillan, 1983.
3. Mosley, Myrtiss Hall. "Black Women Administrators in Higher Education: An Endangered Species," Journal of Black Studies 10, March 1980: 295-310.

Week 7

1. Boserup, Ester. Woman's Role in Economic Development. New York: St. Martin's Press, 1970.

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

The Social World of Older Black Women  
Winter, 1985  
Patricia Smith, Instructor  
Atlanta Jr. College

Course Description

This course will emphasize the triple jeopardy of older Black women. The focus will be centered around the major issues of race, sex, and age. These issues will be examined as they relate to the strengths and opportunities for full development of older Black women. Solutions to the triple jeopardy will also be examined with respect to caretaking and the utilization of social services as they impact on older Black women's ability to cope with their environment. References will be made to Black women from the Caribbean and Africa at various places throughout the units. However, specific attention will be given to these women in Unit IV on family life.

Cognitive Objectives

The student should be able to:

1. Describe the special problems which characterize older Black women in comparison to the general aged population.
2. From known facts - to interpret, generalize, and imply: (a) future trends; (b) alternative applied strategies; and (c) needed research.
3. Identify and describe various methods for improving the status of the Black aged person - (especially female).
4. Describe the roles of the elderly Black woman.
5. Describe the geographic distribution of elderly Blacks in the United States and explain the reasons behind the population shifts.
6. Explain the special health problems which are particularly prominent within the Black elderly female population.
7. Describe the demography of the elderly Black as it pertains to marital status and life expectancy.
8. Explain the role of an extended family structure as a substitute for long term care placement of Black elderly women.

9. Describe the family life of older Black women in Caribbean and African societies.

Affective Objectives

The student should be able to:

1. Indicate an awareness of issues, a willingness to respond and a satisfaction in response.
2. Express a sensitivity to or value commitment to the humanitarian ideals of social justice and equity, as these relate to the disadvantaged aged in society.
3. Develop an awareness of ethnic differences and ethnic similarities.
4. Develop an ability to resolve his own age-related stereotypes, prejudices, fears, hostilities, and anxieties about Black aged and the aged in general.
5. Develop a respect for the aged as valuable human resources.
6. Develop an appreciation for the great diversity that exists among the elderly Black population, and an abiding respect for each older individual as being unique.
7. Develop an awareness that public policy as it now exists in the United States is not yet developed to meet the needs of the elderly poor.

Units of Study

Unit I - Introduction

- Pre-Aging Quiz  
An exerciser to sensitize students to the experience of aging  
An overview of aging in the United States  
An overview of the Black aged in the United States

Required Readings:

- Barberis, Mary. "America's Elderly: Policy Implications." Population Bulletin 35 (1981), pp. 1-13.  
Daly, Fredericka X. "To be Black, Poor, Female and Old." Freedomways 16 (1976).

Epstein, Cynthia. "Black and Female: The Double Whammy." Psychology Today 7 (August 1973), pp. 57-62.

Hill, Robert. A Profile of Black Aged and Minority Aged in America. Ann Arbor, MI: The University of Michigan - Wayne State University Institute of Gerontology, 1972.

Hill, R. "A Demographic Profile of the Black Elderly." Ageing 5 (September/October 1978), pp. 287-88.

Jackson, Jacqueline. "Black Aged: In Quest of the Phoenix, In Triple Jeopardy: Myth or Reality?" Washington, D.C.: National Council on Ageing, 1972.

"The Black Elderly: Reassessing the Plight of Older Black Women." The Black Scholar 13 (Jan.-Feb. 1982), pp. 2-4.

"But What I Really said was..." or "Categorical Differences of Older Black Women." The Journal of Minority Ageing 5 (March/October 1980), pp. 279-84.

"The Plight of Older Black Women in the United States." The Black Scholar 1 (1976), pp. 47-55.

Manuel, Ron. "A Look at Similarities and Differences in Older Minority Populations." Ageing (May 1983), pp. 21-29.

Watson, Wilbur. Ageing and Social Behavior: An Introduction to Social Gerontology. Monterey, CA: Wadsworth, 1982.

Unit II - The Economic Status of Black Women in the United States

- Work and Aging  
Social Security  
Supplemental Security Income  
Pensions

Required Readings:

- Gatz, Margaret et al. "Psychosocial Competence Characteristics of Black and White Women: The Constraining Effects of Triple Jeopardy." The Black Scholar 13 (Jan.-Feb. 1982), pp. 5-12.  
Goggin, Jacqueline. "Documentary: The History of Black Women." Humandiles March-April 1980.  
Lerner, Gerda, editor. Black Women in White America: A Documentary History. New York, N.Y.: Vintage Press, 1972.

Loewenberg, Bert. Black Women in Nineteenth Century Life: Their Words, Their Thoughts, Their Feelings. University Park, Pa: Pennsylvania State Univ. Press, 1976.

Unit III - The Family Life of Older African Women

The Aging Couple  
Widowhood  
Aging and the Extended Family  
The Grandparent Role

Required Readings:

Cantor, Marjorie. "Social and Family Relationships of Black Aged Women in New York City."

Fuller, C.E. "Aging Among Southern African Bantu." In Aging and Modernization edited by Cowgill and Holmes. New York, N.Y.: Appleton-Century Crofts, 1972.

Gibson, R.C. "Efficacy Changes in Aging and Aged Female Heads of Households: Some Black-White Differences." The International Journal of Aging and Human Development, 1983.

Hamper, J.H. "Aging in a Gerontocratic Society: The Sidamo of Southwest Ethiopia." Aging and Modernization, 1972.

Kerns, Virginia. Women and the Ancestor: Black Carib Kinship and Ritual. Urbana, Ill.: Univ. of Illinois Press, 1983. Chapters 6-9.

Mair, L.P. African Marriage and Social Change. London: Frank Cass & Co., 1969.

Misstine, Leo. "Aging in a Bakongo Culture." The International Journal of Aging and Human Development 11 (1980).

Shelton, A.J. "Igbo Child Raising, Eldership and Dependence: Further Notes for Gerontologists and Others." The Gerontologist 8 (1968), pp. 236-41.

Unit IV - Retirement and Leisure Patterns

Special Problems Characteristic of Older Black Women  
The Decision to Retire  
The Consequences of Retirement  
Retirement Income  
Voluntary Associations  
Education and Aging  
Religion and Aging

Required Readings:

Chisholm, Shirley. "Racism and Anti-Feminism." The Black Scholar 14 (1983), pp. 3-7.

Gibson, R.C. "Early Retirement Among Black Women." Unpublished manuscript. Ann Arbor, MI: University of Michigan Institute of Gerontology, 1981.

Heisel, Marsel et al. "Religiosity in an Older Black Population." The Gerontologist 22 (August 1982); pp. 354-58.

Purdy, Beatrice. "Religiosity, Ethnicity and Mental Health: Interface the 80's." Counseling and Values 27 (January 1983), pp. 112-21.

Unit V - Utilization of Social Services

Definition of Social Services  
Overview of Aging Social Services  
Selected Social Services and the Black Elderly  
Public Policy and the Needs of the Elderly Black Poor

Required Readings:

Baumhover, et al. Handbook of American Aging Programs. Westport, CT: Greenwood Press, 1977.

Bell, D. et al. Delivering Social Services to Elderly Members of Minority Groups: A Critical Review of the Literature. Santa Monica, CA: Rand Corporation, 1976.

Hester, Ronald. "The Civil Rights Dilemma in Medical Care Delivery." Western Journal of Black Studies 5 (Winter 1981), pp. 211-75.

Rao, V.V. "Factors related to the Knowledge and Use of Social Services Among The Black Elderly." The Journal of Minority Aging 8 (1983), pp. 26-35.

Smith, Eisle. "Mental Health and Service Delivery Systems for Black Women." The Journal of Black Studies 12 (1981), pp. 126-41.

Unit VI - Attitudes on Health, Death and Dying

Hypertension and Heart Disease  
Atherosclerosis and Diabetes  
Nutrition  
Visual and Auditory  
Attitudes Toward Death  
Reactions to and Reactions of the Dying  
Bereavement

Required Readings:

- Howze, B. "Suicide: Special References to Black Women." Journal of Non-White Concerns in Personnel and Guidance 5 (1977), pp. 65-72.
- Jackson, Jacqueline. "Epidemiological Aspects of Mental Illness Among Aged Black Women and Men."
- McAdoo, Harriette. "Stress Absorbing Systems in Black Families." Family Relations 31 (October 1982), pp. 479-87.
- McClain, Paula. "Black Female Homicide Offenders and Victims: Are They From the Same Population?" Death Education 6 (Fall 1982), pp. 265-78.
- Reid, I.S. "Health Issues Facing Black Women." Conference on the Educational and Occupational Needs of Black Women, Vol. 2: Research Reports. Washington, D.C.: National Institute of Education, Women's Research Division, 1978.
- Skpwtch, Deloris. "A Study of Life Satisfaction and Health Among Black Retirees." Western Journal of Black Studies 5 (Winter 1981), pp. 264-70.
- Slater, J. "Suicide: A Growing Menace to Black Women." Ebony 33, pp. 153-160.

Course Requirements:

Students are required to read announced assignments prior to class time.

Research Paper	- 50%
Critique of Literature	- 10%
Mid-Term Exam	- 20%
Final Exam	- 20%

THE ATLANTA UNIVERSITY AFRICANA WOMEN'S STUDIES PROJECT

Black Professional Women of African Origin:  
Psychological and Social Dynamics  
Spring, 1985  
Gwendolyn S. Prater, Instructor  
Jackson State University

Course Description

This course will address the social, psychological and economic dynamics of Black professional women within the context of American society. It will explore current strengths and contributions as well as opportunities for continual growth and development within the broader context of complex problems posed by racism and sexism. It will examine role theory including concepts of conflict, overload, and issues related to mate selection, with a comparative component on African and/or Caribbean women.

Rationale

There is a growing number of professional Black women engaged in various careers in both traditional and non-traditional female occupations. As Black women pursue professional careers with the knowledge and skill that prepares them for mobility up the occupational ladder, which is perceived as a benefit, there are also concomitant problems, conflicts and stresses that accompany these opportunities. This seminar, using an interdisciplinary perspective, will allow students who are about to embark upon a profession, the opportunity to systematically explore Black professional women's lifestyles. Of particular concern are aspects of living that cause stress and conflict as well as those arenas that facilitate coping, career advancement and personal/interpersonal satisfaction.

Course Objectives

The objectives of this course are to enable students to:

1. examine material descriptive of the current socioeconomic status of Black professional women,
2. develop skills for analyzing social and behavioral science, theoretical and practical perspectives relevant to understanding career/job, interpersonal and personal stress factors of professional women,

3. assess and discuss the pervasiveness of sex, race, class, culture and changing family patterns as related to the psychosocial and economic functioning of women,
4. discuss and further develop awareness of how racism and the socialization process (including the development of and perpetuation of values, attitudes, and behavior) impact upon Black male-female relationships,
5. compare/contrast the strengths, problems and coping techniques utilized by Black-American women, with those used by African and/or Caribbean women,
6. examine one's own value system in relation to the cultural, racial and social diversity of human persons.

Educational Outcomes

Students who satisfactorily complete this course are expected to:

1. understand the socioeconomic status of Black professional women in the United States,
2. understand that there are differential life chances/opportunities related to gender, racial, physical (including health), emotional social and cultural factors,
3. realize the significance of role theory and socialization as a process, as vehicles for understanding conflicts, problems and coping strategies of women in various social environments,
4. understand the importance of viable male/female relationships for the Black community,
5. understand, value and appreciate the diversity in human experience and human behavior.

Methods of Presentation

This course will be presented through a combination of class discussions, small group presentations, guest speakers and audiovisual materials.

Course Requirements

1. Interviews with two professional Black women (these may be with American, African and/or Caribbean women), 30% of final grade,

2. Research paper (7-10 pages), 40% of final grade,
3. Literary critique or annotated bibliography (10 sources) 30% of final grade.

Interviews: Focus interviews on the person as an individual, family member (procreation, orientation and/or extended family), careerist, and citizen. Learn as much as possible about the persons' experiences as a Black female professional, her life style, and her perceptions of Black professional women in her field of expertise and, in general, as relates to stress, coping, and support systems.

Explain her views about contemporary social issues (e.g. the women's movement, civil rights and gay rights). Explain how the information gathered was similar to or different from what you have read on professional Black women. Write up the interview relating the content and the process of the interview. The identity of the persons should remain anonymous.

Research Paper: Select an area of interest from the course content that you would like to study in greater depth. Discuss your areas of interest with the professor and have the specific topic approved by the end of the third week of class. The paper is to be written and presented orally in class.

Literary Critique or annotated bibliography: Analyze and critically review a novel, poem or song that depicts a Black professional woman's striving or an annotated bibliography with 15 references.

- I. Black Professional Women Defined
  - A. Occupation
  - B. Income
  - C. Education
  - D. Current social status in America

McAdoo, H.P. "Demographic Trends of People of Color," Social Work 27 (January 1982): 15-23.

American Black Population: A Statistical View 1970-1982, Bureau of the Census, U.S. Department of Commerce, 1983.

Allen, W.R. "The Social and Economic Status of Black Women in the U.S." Phylon 42 (March 1981): 26-40.

U.S. Department of Labor, Bureau of Labor Statistics. Current Population Survey. Washington, D.C.: Government Printing Office, 1980.

## II. Social-Structural Issues and Concerns

- A. Impact of racism
- B. Issue of sexism
- C. Impact of current economic conditions
- D. Question of double jeopardy

Torrey, J.U. "Racism and Feminism: Is Women's Liberation for Whites Only?" Psychology of Women, 4 (1979): 281-293.

Blackwell, J.E. Mainstreaming Outsiders: The Production of Black Professionalism. Bayside, N.Y.: General Hall, Inc., 1981.

Epstein, C.F. "Positive Effects of the Multiple Negative: Explaining the Success of Black Professional Women." American Journal of Sociology (January 1973): 913-35.

Dumas, R.G. "Dilemmas of Black Females in Leadership." In The Black Woman, pp. 203-215. Edited by LaFrances Rodgers-Rose. Beverly Hills, CA: Sage Publications, 1980.

Leggon, C.B. "Black Female Professionals: Dilemmas and Contradictions of Status." In The Black Woman, pp. 189-201.

Morse, R. The Black Female Professional: Occasional Paper, No. 21 Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, Washington, D.C., 1983.

### III. Social Psychological Issues and Concerns

- A. Career/Job Related Stress
- B. Interpersonal Stress
- C. Personal (Intrapsychic Issues)

Colles, R. "Work and The Family." In Families and Work: Traditions and Transitions, pp. 4-5. Washington, D.C.: American Association of University Women, 1982.

McV. Martin, B. "Families at Work: Strengths and Strains," Families and Work, pp. 6-7.

Mcadoo, H.P. "Black Families," Families and Work, pp. 30-32.

Jones, J., and O. Welch. "The Black Professional Woman: Psychological Consequences of Social and Educational Inequalities upon the Achievement of High Status Careers in Leadership Positions." Journal of the National Association for Women Deans, Administrators, and Counselors 43 (Winter 1980): 29.

Scott, P.B. "Schoolin' Respectable Laddes of Color: Issues in the History of Black Women's Higher Education." Journal of the National Association for Women Deans, Administrators and Counselors 43 (Winter 1980).

- ### IV. Role Conflict and Health Related Issues
- A. Work overloaded
  - B. Role expectations
  - C. Role Performance
  - D. Common social/physical health problems

Carrington, C.H. "Depression in Black Women: A Theoretical Appraisal." In The Black Woman, pp. 175-87.

Carrol, C. "Three's A Crowd: The Dilemma of the Black Woman in Higher Education." In Academic Women on the Move. Edited by A.M. Rossi and A. Calderwood. New York: Russell Sage Publications, 1973.

Health of Minorities and Women. Washington, D.C.: American Public Health Association, August 1982.

"Health Fact Sheet on Black Women." National Black Women's Health Project, Atlanta, Georgia.

Bock, W.E. "Farmer's Daughter Effect: The Case of the Negro Professional." Phylon 30 (Spring 1969): 17-26.

Hood, E.F. "Black Women, White Women: Separate Paths to Liberation." Black Scholar 9 (1979): 45-56.

Gibbs, J.T. "Use of Mental Health Services by Black Students at a Predominantly White University: A Three-Year Study." American Journal of Orthopsychiatry 45 (1975): 430-45.

Willie, C.V. "Ethnicity and Mental Health." In Community Mental Health in a Pluralistic Society. Edited by S. Sue and T. Moore. New York: Human Services Press, 1980.

- V. Male-Female Relationships
- A. The single woman
- B. The married woman
- C. The dynamic relationship between the Black man and the Black woman

Rodgers-Rose, L. "Dialectics of Black Male-Female Relationships." In The Black Woman, pp. 251-64.

Wallace, Michele. The Black Macho and the Myth of the Superwoman. New York: The Dial Press, 1979.

Wainbelt, G.J., C.E. Holler, R.A. Bell, and S.A. Arey. "Sex, Marital Status and Mental Health: A Reappraisal." Social Forces 55 (1976): 460-69.

Our Bodies, Ourselves. Boston, MA: The Boston Health Book Collective, 1976. (Sections on Black Women)



Lorde, A. Scratching the Surface: Some Notes on Barriers to Women and Loving. Beverly Hills, CA: Sage Publications, 1980, pp. 67-78.

VI. Strengths, Problems and Coping Strategies of Professional Black Women in the United States and Africa and/or the Caribbean. A. Career/Job B. Marital/familial status C. Personal/interpersonal functioning Barthel, D. "The Rise of a Female Professional Elite. The Case of Senegal." African Studies Review 18 (1975).

Acker, J. "Women and Social Stratification. A Case of Sexism." In Changing Women in Changing Society. By Joan Huber. Chicago, Ill: University of Chicago Press, 1973.

Mbilinyi, M.J. "Education, Stratification and Sexism in Tanzania." African Review 3 (1973): 327-40.

Steady, Filomina. The Black Woman Cross-Culturally. Cambridge, MA: Schenkman Publishing Co., 1981.

Landsay, Beverly, ed. Comparative Perspectives of Third World Women: The Impact of Race, Sex and Class. New York: Praeger, 1980.

Harkin, Nancy J., and Edna Bay. Women in Africa: Studies in Social and Economic Change. Stanford, CA: Stanford University Press, 1976.

Bascom, W.R., and M.J. Herskovitz. Continuity and Change in African Cultures. Chicago, Ill.: University of Chicago Press, 1959.

Pauline, D. Women of Tropical Africa. Berkeley, CA: University of California Press, 1960.

Mosley, M.H. "Black Women Administrators in Higher Education: An Endangered Species." Ixy Leaf 59 (1982): 21-25.

Stack, C. All Our Kin: Strategies for Survival in a Black Community. New York: Harper & Row, 1974.

Noble, J. Beautiful, Also are the Souls of My Black Sisters: A History of the Black Woman in America. Englewood Cliffs, N.J.: PrenticeHall, 1978.

VII. Evaluation and the Outlook for the Future

Patterns on Social Welfare Organizations Administrations on Africa. The United Nations Publications, 1946-78. (Vol. I 65 II, Research Document).

Roberts, J.R. Black Lesbians: An Annotated Bibliography. Tallahassee, Fla.: Nalad Press, 1981.

"Special Issues on Black Women." Psychology of Women Quarterly 6 (Spring 1982)

"The Black Woman of the 80's." Ebony 37 (August 1982).

APPENDIX

APPENDIX: FACULTY PARTICIPANTS

AFRICANA WOMEN'S STUDIES DEVELOPMENTAL PROJECT 1983-85

Attah, E.B.  
Department of Sociology  
Atlanta University, Atlanta, Georgia  
"Women's Status and Population Dynamics in Africa"

Boggs, Olivia  
Department of Administration and Policy Studies  
School of Education  
Atlanta University, Atlanta, Georgia  
"Mathematics Education for Black American Females"

Boone, William  
Department of Political Science  
Atlanta University, Atlanta, Georgia  
"Southern Rural Black Women"

Braxton, Gloria  
Department of Political Science  
Southern University, Baton Rouge, Louisiana  
"Africana Women and Economic Development"

Clifford, Margaret  
Department of Psychological Services  
School of Education  
Atlanta University, Atlanta, Georgia  
"Mental Health Issues of Africana Women"

Cobb, Theima  
Department of English  
Southern University, Baton Rouge, Louisiana  
"Africana Women: Mother-Son Relationships"

Dorsey, David  
Department of English  
Atlanta University, Atlanta, Georgia  
"Women in Contemporary African Fiction"

Drummond, Doreatha  
Department of English  
Hampton University, Hampton, Virginia  
"Women in Contemporary African-American, African-Caribbean  
and African Literature"

Epps, Janis Coombs  
 Department of English  
 Atlanta Jr. College, Atlanta, Georgia  
 "The Way We Love: The Intimate Entanglements of African  
 America Women in Fact and Fiction"

Ginn, Doris  
 Department of Linguistics  
 Jackson State University, Jackson, Mississippi  
 "Africanisms-African Aesthetics in Folk Literature"

Harper, Charlyn  
 Department of Psychology  
 Atlanta Jr. College, Atlanta, Georgia  
 "The Psychology of African-American Women: A Systems  
 Analysis"

Holmes, Robert  
 Department of Political Science  
 Atlanta University, Atlanta, Georgia  
 "Black Women in American Politics"

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 Department of Music  
 Hampton University, Hampton, Virginia  
 "Images of Black Women in the Trinidadian Calypso and in the  
 Afro-American Blues, 1920-1950"

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 Atlanta University, Atlanta, Georgia  
 "Resources in Black Women's Studies"

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 Hampton University, Hampton, Virginia  
 "Women in History"

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 Hampton University, Hampton, Virginia  
 "African Women and Political Change"

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 Department of English  
 Atlanta Jr. College, Atlanta, Georgia  
 "Beauty, Myth & Fantasy: African Women, 1920-1960"

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 Jackson State University, Jackson, Mississippi  
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 Department of Biology  
 Atlanta Jr. College, Atlanta, Georgia  
 "Health Issues of African Women"

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 Department of Political Science  
 Atlanta University, Atlanta, Georgia  
 "Third World Women and Development"

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 Department of Social Work  
 Jackson State University, Jackson, Mississippi  
 "Black Professional Women of African Origin: Psychological  
 and Social Dynamics"

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 Southern University, Baton Rouge, Louisiana  
 "African Women in Politics: A Comparative Examination"

Prevo, Clara  
 School of Business Administration  
 Atlanta University, Atlanta, Georgia  
 "African Women in International Business"

Rhone, Joanne  
 Department of Health Services  
 School of Social Work  
 Atlanta University, Atlanta, Georgia  
 "Older Black Women"

Saunders, Doris  
 Department of Mass Communications  
 Jackson State University, Jackson, Mississippi  
 "African Women and Media: Image and Action"

Sims, Ruby  
 Department of History  
 Southern University, Baton Rouge, Louisiana  
 "Reflections of Black Women in Media"

Smith, Joann  
 Department of Criminal Justice Administration  
 Atlanta University, Atlanta, Georgia  
 "African Women and Criminal Justice"

Smith, Patricia  
 Department of Social Work  
 Atlanta Jr. College, Atlanta, Georgia  
 "The Social World of Older African Women"

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Department of Education  
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"Black Women in Educational Administration"  
Wallace, Susan  
Department of Psychology  
Hampton University, Hampton, Virginia  
"Personality Development of the Black Woman"