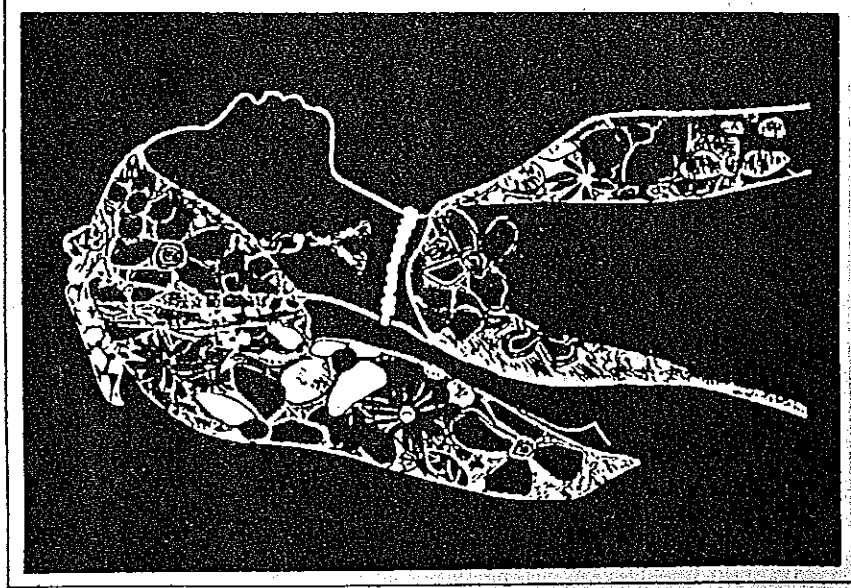




THE ATLANTA UNIVERSITY
AFRICANA WOMEN'S CENTER



AFRICANA WOMEN'S STUDIES SERIES:
CROSS - CULTURAL BIBLIOGRAPHIES

Volume 3

Africana Women's Studies Series

Volume 1: Course Syllabi

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

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 30314.

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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.

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 Demard, 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 Boto, 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

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

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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 hazards 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.

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