

Race, Womanhood, and Black Theology
Special Topics in Interdisciplinary Studies
IDS 385 WR – Section 001
(Spring 2005)

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Lecture: Tuesdays and Thursdays 11:30 a.m. – 12:45 p.m. (Callaway South 101)

Office Hours: Tuesdays and Thursdays 9:30 a.m. – 11:00 a.m. (and by appointment)

Required Texts:

- 1) Cooper, Anna Julia. **The Voice of Anna Julia Cooper: Including A Voice from the South and Other Important Essays.** Charles Lemert and Esme Bhan, Eds. New York: Roman and Littlefield, 1998. (ISBN: 0847684083) - paper
- 2) Crummell, Alexander. **Civilization and Intellectual Progress: Selected Writings of Alexander Crummell on the South.** J. R. Oldfield, Ed. Charlottesville, VA: The University Press of Virginia, 1995. (ISBN: 081391602) - cloth
- 3) Crummell, Alexander. **Destiny and Race: Selected Writings, 1840-1898.** Wilson J. Moses, Ed. Amherst, MA: The University of Massachusetts Press, 1992. (ISBN: 0870237896)- paper
- 4) Various Reserve Materials.

Course Description:

This reading and writing intensive seminar focuses on the intersecting paradigms of race, gender, and religion in Black scholarship from about 1850-1950. The course will introduce students to problems that emerge from race/gender essentialism, the exclusion of gender from race debates and the exclusion of race from the women's movement, and the relevance of Black Christian Theology to constructions of race and gender. These issues will be situated within the context of 19th and 20th Century Black scholarship by examining selected works of Anna Julia Cooper and Alexander Crummell. Additionally, students will have the opportunity to read contemporary scholarship on race, gender, and religion including writings by Audre Lorde, bell hooks, Angela Davis, Hazel Carby, Joy James, Wilson Moses, and James Cone. Understanding the contemporary relevance of these issues enables students to better comprehend the major writings/speeches of Cooper and Crummell.

Course Objectives:

- 1) To familiarize students with Black Feminist Thought of the late nineteenth and early twentieth centuries within African American Philosophical Discourse while bringing visibility to the previously erased contributions and analyses of Black women to this discourse.
- 2) To familiarize students with conceptions of race and race consciousness in the late nineteenth and early twentieth centuries in African American Philosophical Discourse.

- 3) To enable students to engage in a comparative analysis of conceptions of race, gender, and religion and the interlocking systems of oppression that function within and across these very concepts.

Departments in which the course is cross-listed:

African American Studies, Women's Studies, Philosophy, and Interdisciplinary Studies.

Course Requirements:

One Page Personal Statement

Typed Summaries / Responses to the Readings. (20 required)

Two Short Essays (4-5 pages each)

Final Paper (7-10 pages)

Grading:

Personal Statement: (10% of final grade).

Students will receive one of the following grades: 10-excellent, 8-good effort/better than average, 5-average/mediocre, 0-poor or incomplete.

Typed Responses to the Readings: (20% of final grade).

There will be 20 (one or two paragraph) required typed responses to reading assignments, each will be graded as pass or fail depending on the quality of the work and your ability to demonstrate that you read the material. When multiple reading assignments are given, students may discuss what each has in common or how they differ from one another. **NO LATE RESPONSES WILL BE ACCEPTED. LATE=FAIL.**

(Note: students have the option to complete up to 5 more than the required 20 responses for extra credit. Each extra response will be worth one point.)

Two Five-Page Papers: (30% of final grade).

There will be two required papers (each 4-5 typed pages, each worth 15% of your final grade), which will cover the materials read in the course.

Final Ten-Page Paper: (40% of final grade).

Students are required to write a final paper (7-10 typed pages) that includes in depth research into a particular aspect of the course that is of interest to the student. Guidelines and possible topics will be provided.

Attendance:

You are expected to attend all scheduled classes. In the event that you do miss a class, *you are still responsible* for submitting the typed response and any other assignments on the date due.

***NOTE: You cannot earn an "A" in this course if you miss 3 or more classes and/or if you do not turn in all three assigned papers.**

Academic Dishonesty/Plagiarism could result in receiving an "F" for the course and possible further action in accordance with the Honor Code of this University as outlined in the Student Handbook.

DR. GINES' TEACHING PHILOSOPHY

Given my academic training in Philosophy, any course that I teach is often approached primarily from a philosophical and theoretical perspective, but without abandoning the historical, sociological, and even anthropological aspects of any given discourse. Put another way, I have an interdisciplinary approach to teaching with an emphasis on Philosophy. In teaching any course, I stress three main teaching/learning techniques: reading comprehension, critical thinking, and writing skills.

Reading Comprehension: I encourage not only READING the material assigned, but also UNDERSTANDING what has been read and having the ability to APPLY it. Oftentimes this requires that we read a text several times. We begin to demonstrate reading comprehension when we are able to articulate and explain to others what we have read. We should be able to answer simple questions about the text such as: What are the main ideas expressed? And, What are the main arguments presented by the author? When reading a particular text you also want to take into account other basic elements such as the background of the author, the intended audience, the socio-historical context in which it was written, and its contemporary relevance.

Critical Thinking: I encourage a paradigmatic shift in students' thinking. In other words, consider different/alternate models of thinking and always THINK OUTSIDE OF THE BOX! Rather than accepting as true the dominant view of society, the media, or even the classroom, students should evaluate the strengths and weaknesses of these views and learn to draw their own conclusions. Once students comprehend a text, they should go to the next step of thinking about that text critically.

Writing Skills: I encourage students to express their thoughts on paper through writing that is clear, concise, well organized, and grammatically correct. Writing is an essential tool for survival in our society - regardless of your chosen major, minor, or profession. Whether you work for a factory, a corporation, or your own business, you must be able to write and you should strive to write well. Writing is a skill that is learned, developed, and improved with practice.

Instructor Expectations:

Students can expect me:

- To present the material, facilitate class discussion, and allow students to choose what they will do with that information.
- To teach in a way that is accessible to students of diverse academic and personal backgrounds.
- To explore with students the relevance of this material to our everyday lives.
- To encourage the use of philosophical thinking and methodology as it relates to discourses both within and outside of our classroom environment.

Student Expectations:

- Students are expected to attend class (and to be punctual).
- Students are expected to have done the reading **before** each lecture.
- All written assignments and papers will be based on the reading assignments and class lectures. It will be difficult to succeed in this course without attending class and completing all the reading assignments.
- In order to pass the class you must complete all of the assignments/papers.
- Students are expected and strongly encouraged to **participate** in class discussions and to **ask questions**.

Please remember that higher education is a joint responsibility between the professor and the students. Neither of us can do all of the work on our own, but together we will discover that learning, growth, and creativity are possible!

READING SCHEDULE*

**This proposed reading schedule is subject to change as deemed necessary by the professor. Any changes will be announced in class.*

Week One:

Thursday 1/20:

Introductions, Distribute and Review Syllabus, and Distribute Personal Statement Assignment.

Week Two: (*Personal Statement Due Friday 1/28.)

Tuesday 1/25:

Charles Lemert, "The Colored Woman's Office: *A Voice from the South*" in *VAJC*, pages 1-43.

Thursday 1/27:

- Cooper, "Our Raison d'Être" in *VAJC*, pages 51-52.
- Cooper, "The Status of Women in America" in *VAJC*, pages 109-117.

Week Three: (First Paper Assigned.)

Tuesday 2/1:

- Cooper, "Womanhood: The Vital Element in the Regeneration of a Race" in *VAJC*, pages 53-71.
- bell hooks, "Continued Devaluation of Black Womanhood" **ON RESERVE**, pages 51-86.

Thursday 2/3: CLASS CANCELLED – Work on drafts of the First Paper

Week Four:

Tuesday 2/8:

- Cooper, "The Higher Education of Women" in *VAJC*, pages 72-87.
- Cooper, "The Woman Versus the Indian" in *VAJC*, pages 88-108.

Thursday 2/10:

- Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House" **ON RESERVE**, pages 110-113.
- Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" **ON RESERVE**, pages 114-123.
- (Recommended) "The Intellectual Progress of the Colored Women..." in *VAJC*, pages 201-205.

Week Five: (*First Paper Due Friday 2/18)

Tuesday 2/15:

- Angela Davis, "Rape, Racism, and the Myth of the Back Rapist" **ON RESERVE**, pages 172-201.
- Hazel Carby, "In the Quiet, Undisputed Dignity of my Womanhood" **ON RESERVE**, pages 95-121.

Thursday 2/17: CLASS CANCELLED – Complete Revisions of the First Paper

Week Six: (Second Paper Assigned)

Tuesday 2/22:

- Introduction to *Civilization and Black Progress: Selected Writings of Alexander Crummell on the South*, pages 1-26.
- Introduction to *Destiny and Race: Selected Writings, 1840-1898*, pages 3-19.

Thursday 2/24:

- Crummell, "Excellence, an End of Trained Intellect" in *CBP*, pages 114-119.
- Crummell, "The Black Woman of the South: Her Neglects and Her Needs" in *DR*, pages 211-223.

Week Seven:

Tuesday 3/1:

- Crummell (Sermon), "Marriage" **ON RESERVE**.
- Crummell (Sermon), "The Family" **ON RESERVE**.
- Crummell (Sermon), "The Greatness of Christ" in *DR*, pages 129-138.

Thursday 3/3:

- Frederick Douglass, "The Rights of Women", "Give Women Fair Play" and "Why I Became a Women's Rights Man" **ON RESERVE**, together pages 27-36.
- W.E.B. Du Bois, "The Damnation of Women" **ON RESERVE**, pages 95-108.

Week Eight: (Second Paper Due Friday 3/11)

Tuesday 3/8:

Joy James, "Profeminism and Gender Elites" **ON RESERVE**, pages 35-60.

Thursday 3/10:

Open Discussion, Summary.

Week Nine: **SPRING RECESS 3/14-3/18 – NO CLASSES**

***Proposed Paper Topic and Thesis for Final Paper Due Friday 3/25!**

Week Ten:

Tuesday 3/22

- Cooper, "Has America a Race Problem? If So, How Can it Best Be Solved?", *VAJC*, pages 121-133.
- Cooper, "The Ethics of the Negro Question" in *VAJC*, pages 206-215.

Thursday 3/24

- Cooper, "My Racial Philosophy" in *VAJC*, pages 236-237.
- Cooper, "Hitler and the Negro" in *VAJC*, pages 262-265.
- Cooper, "Equality of Races and the Democratic Movement" in *VAJC*, pages 291-298.

Week Eleven:

Tuesday 3/29

- Cooper, "The Negro as Presented in American Literature" in VAJC, pages 134-160.
- Cooper, "The Negro's Dialect" in VAJC, pages 238-247.

Thursday 3/31

- Outside Lecture by Mark Sanders
- ***Proposed Paper Topic and Thesis for Final Paper Returned. If approved, move forward with your research, if not – talk to me and submit a new topic and thesis by Tuesday 4/5.**

Week Twelve:

Tuesday 4/5

- Crummell, "The Social Principle Among a People, and Its Bearing on Their Progress and Development" in *DR*, pages 254-268.
- Crummell, "Civilization, the Primal Need of the Race" in *DR*, pages 284-288.

Thursday 4/7

- Crummell, "The Need for New Ideas and New Aims for a New Era" in *CBP*, pages 120-133).
- Crummell, "The Dignity of Labor" in *CBP*, pages 65-78.

Week Thirteen: (Drafts of Final Paper Due **Friday 4/14**, at least 7 pages.)

Tuesday 4/12

- Crummell, "The Destined Superiority of the Negro" in *DR*, pages 194-205.
- Crummell, "The Negro as a Source of Conservative Power" in *DR*, pages 235-244.

Thursday 4/14

- Crummell, "A Defense of the Negro Race in America" in *CBP*, pages 78-100.

Week Fourteen: (Drafts of Final Paper Returned by Thursday 4/21.)

Tuesday 4/19

- Du Bois, "Of Alexander Crummell" in *DR*, pages 21-31.
- Du Bois, "The Talented Tenth" **ON RESERVE.**
- Du Bois, "The Talented Tenth: A Memorial" **ON RESERVE.**

Thursday 4/21

- Du Bois, "The Conservation of Races" **ON RESERVE.**

Week Fifteen:

Tuesday 4/26:

Brief Oral Presentations of Final Papers

Thursday 4/28: Last Day of Class

- Brief Oral Presentations of Final Papers
- Course Overview and Conclusion.

***Final Papers Due: (last day of class or date of the final exam)**