

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE [BMCC]**

**The City University of New York [CUNY]**

**Department of Ethnic and Race Studies**

**Black Women in the Americas and the Caribbean**

**AFN/ANT 128-1401 [2541], 3 credits**

**Fall 2021, M: 2pm - 315pm M310, W (Online via Zoom) - HYBRID COURSE**

**Instructor: Prof. Oluremi Alapo. Phone:** 347.444.3256. **Email:** oalapo@bmcc.cuny.edu  
11 AM - 12:30PM ZOOM ONLINE; and 3:15PM - 3:45PM [F2F  
outside M310 by appointment only]. **TUESDAY 1:15PM – 2:15PM ZOOM ONLINE.**

**SYLLABUS TENTATIVE AND SUBJECT TO CHANGE**

**Course Description**

This is a **HYBRID** course and **participation in weekly class discussions is mandatory** as part of your grade for both the F2F meetings and also in online discussions. **If you do not have a desktop or a laptop with stable Internet access, please let the instructor know immediately so alternative arrangements can be made.** Note that we will use Zoom for our weekly discussion/lecture which allows you to video conference in or connect through a phone number (see link on Blackboard). The Zoom link will work without you creating an account, but you might want to create an account to communicate with your classmates easily. Please **ensure that the email address you have associated with Blackboard is the one you check regularly.** Because of the HYBRID course online format, it is imperative that you check Blackboard announcement pages, your emails, and the BMCC website daily for updates from the instructor and the college. Go into the CUNYFirst system and check that your emergency contact information is up to date so that receive all CUNY alerts. Keep an open line of communication so faculty, staff, and administrators can work with you to manage any academic and non-academic challenges. Our goal is to make sure you are able to finish the semester.

This course will introduce students to the varied realities of black women throughout the African Diaspora. By exploring the different cultural, political, and historical contexts in which black women live, we will attempt to define the continuities and conflicts that exist within the vast field of Black Women's Studies. This seminar is designed to provide students with an overview of the historical and cultural richness of the experience of these women. This includes the changing status of women in traditional societies compared with changes in the status of black women in the United States, Latin America, and the Caribbean.

We will use black feminist texts which center the experiences of black women, rather than relegating them to the margins. Such texts demonstrate black women's agency, draw on black women's particular ways of signifying/testifying, and serve as counter-narratives to the pernicious myths, which for centuries have circulated regarding the black female body. This course will also examine the role these women played in resistance movements throughout history as well as the effects of racial, gendered, class and other types of oppression on them. Discussion topics include gender, sexuality, ethnicity, identity, economics, education, family, politics, and religion.

**Basic Skills:** ENG 088, ESL094, & ACR 094

Reading and synthesizing various texts; formulating an effective and focused thesis statement; communicating thoughts and perspectives with others; attention to details and logical organization in speech, writing, and reading.

**Prerequisites/Co-requisites:** None

<b>BMCC Course Student Learning Outcomes (Students will be able to...)</b>	<b>Measurements (means of assessment for student learning outcomes listed in first column)</b>
1. Define the define the experience and aesthetic of <i>excision</i>	1. Discussion and in-class group work
2. Develop an understanding of the strategies developed by black women to challenge negative stereotypes and misrepresentations of their realities	2. Content quizzes; midterm and final exams
3. Contrast the complementary and contradictory experiences of black women in the Americas	3. Critical inquiry via reflection papers

<b>BMCC General Education Goals</b>	<b>Measurements (means of assessment for general education goals listed in first column)</b>
<b>Communication Skills:</b> Students will write, read, listen and speak critically and effectively.	Reflection papers, group work, and class discussions
<b>Arts &amp; Humanities:</b> Students will develop knowledge and understanding of the arts and literature.	Reading and critiquing literature, music, and films
<b>Values:</b> Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Reflection papers, group work, and class discussions
<b>Social and Behavioral Sciences:</b> Students will understand and apply the concepts and methods of the social sciences.	Reading and analyzing historical documents, thinking and writing critically about comparative historical contexts

<b>PATHWAYS</b>	
<b>A. World Cultures and Global Issues</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will achieve this learning outcome by reading, analyzing, comparing and discussing academic, scholarly and activist articles/writings about the emergence different feminist movements in communities of the Diaspora. This outcome will be measured with class participation, group activities such as debates, quizzes, reflection paper and creation of documentary and accompanying paper.	Gather, interpret, and assess information from a variety of sources and points of view.

<p>This learning outcome is measured with a book review, quizzes, debates and creation of documentary and accompanying analytical paper which asks students to draw their arguments from a variety of sources (class lectures, readings, films, etc) to make and support their arguments and raise critical questions.</p>	<p>Evaluate evidence and arguments critically or analytically.</p>
<p>This learning outcome is measured by content quizzes, reflection paper, book review and final analytical paper that requires the presentation of an argument supported by clear reasoning and sufficient evidence.</p>	<p>Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>
<p>A course in this area <b><u>must meet at least three</u></b> of the additional learning outcomes in the right column. A student will:</p>	
	<p>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communication, cultural studies, economics, ethnics studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p>
<p>Through exploration of the many cultures and societies within the Black Diaspora of the Caribbean and Americas and their differing relationship with countries around the world, students will analyze the development of different feminisms and understandings of black womanhood.</p>	<p>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p>
	<p>Analyze the historical development of one or more non-U.S. societies.</p>
<p>Students will analyze the significance and impact of colonialism, post-colonialism and the women’s movement in the USA on “black woman” across the Diaspora.</p>	<p>Analyze the significance of one or more major movements that have shaped the world's societies.</p>
<p>This course asks students to analyze and discuss the relationship of gender and ethnicity, race, nationality, class and sexual orientation in shaping the lives and identities of Black women across time and space.</p>	<p>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p>
	<p>Speak, read, and write a language other than English, and use that</p>

	language to respond to cultures other than one's own.
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### Required Texts and Readings

All readings are posted on Blackboard. Readings are to be completed before the first class session of the assigned week. The instructor recommends the following text in addition to the OER course resources posted on BB: Alapo, Remi. *The Role of Culture on the Leadership Styles of Women in Leadership Positions* (New York: ASTA, 2016). ISBN: 978-1934947951.

### Grading

**Class participation** [reflections / summaries]: [10 x 5pts] 50% = 50 pts.

**Response Paper [Individual research paper]**: 10% = 10 pts.

**Midterm Exam [Group - 5pts paper summary, 10 points group presentation]** 15% = 15pts.

**Final Exam** [10 pts: oral presentation, 10 pts: ppt presentation, 5 pts: annotated bibliographies]: 25% = 25pts.

### Readings and Assignments

All assignments are to be submitted electronically through Blackboard unless instructed otherwise.

***Class Participation and Weekly Questions, Comments, and Connections:*** You must attend each class session and take quality notes on material presented in order to pass the class. Please view the films and videos **before** each class meeting. They are to help supplement the readings and can be incorporated into exams and papers. Weekly questions are to be submitted online through **Blackboard** using the **discussion board** tool.

Each week, students **submit a question, a comment, and a connection** for each reading online through **Blackboard** using the **discussion board** tool. Starting with the second class period, you must submit one question, one comment, and make one connection for each reading. The questions should be clearly based on that session's readings. They should not be trivia/quiz questions, but questions that make you think *beyond* the reading. The comment is a reflection on the implications of what you read. The connection (academic or personal) asks you to think of the broader applications of the topic, ethical considerations that were not discussed, or something you recently saw in the media that you could relate to the material. These will help guide class discussion and go towards your participation grade. Use proper online etiquette, spelling, and grammar. All questions are due by 1130pm. the night before the readings are to be discussed.

Each week **respond to the post of two different classmates**. The weekly questions and your discussion board responses will go towards your participation grade. Use proper online etiquette, spelling, and grammar. All questions are due by 11:30pm the Sunday night before the first class session of the week.

Each week students will be provided with a **note taking guide** with questions, terms, etc. to help them as they do the readings, watch videos, and listen to the online discussion. See each week's discussion board thread on BB.

***Project: Annotated Bibliography:*** Your final project will be an **individual assignment** in which you create a PPT presentation and annotated bibliography on a topic related to the course theme / title. See the detailed instruction sheet on Blackboard.

**Breakdown of project grade:**

Abstract/summary 25pts.

References 15pts.

Grammar / spelling 20pts.

Organization 20pts.

Visual 20pts.

Total: 100pts.

***Exams-*** Depending on the Covid 19 pandemic or weather, the instructor will determine where the exams, tests and presentations will take place. Either F2F in room M310 or Online via zoom.

**Exams will be conducted on Blackboard during the class period and are timed.** You may use your notes and readings. Exams will cover readings and material discussed in class and discussions on BB. Exams will be available during the class period so make sure you are present during that time as that is when the instructor will be available to assist with any issues.

Preferably, you should take your exams on a laptop that is plugged into a power source or a desktop computer. As a BMCC student you have access to all CUNY computer labs and other campus resources. Please check online or call to ensure that campus is open and for their safety policy regarding entering their buildings before heading there. Email me immediately if you have

**Schedule of Assignments: See attached course schedule**

**Readings: additional resources will be posted on BB**

Alberto, Paulina. "Of sentiment, science and myth: shifting metaphors of racial inclusion in twentieth-century Brazil." *Social History* 37.3(2012): 261-296.

Aschenbrenner, Joyce. "Katherine Dunham: Anthropologist, Artist, Humanist." In *African-American Pioneers in Anthropology*, edited by Ira E. Harrison and Faye V. Harrison, 137-153. Urbana-Champaign: University of Illinois Press, 1999.

Bailey, Moya. "Misogynoir in Medical Media: On Caster Semenya and R. Kelly." *Catalyst: Catalyst: Feminism, Theory, Technoscience* 2.2(2016): 1-31.

Battle, Nishaun T. "From Slavery to Jane Crow to Say Her Name: An Intersectional Examination of Black Women and Punishment." *Meridians: feminism, race, transnationalism* 15.1(2016): 109-136.

- Barnett, Bernice McNair. "Angela Davis and Women, Race, & Class: A Pioneer in Integrative RGC Studies." *Race, Gender & Class, Interdisciplinary Topics in Race, Gender, and Class* 10.3(2003): 9-22.
- Brown, Jayna. "Being Cellular: Race, the Inhuman, and the Plasticity of Life". *GLQ: A Journal of Lesbian & Gay Studies* 21.2/3(2015): 321-341.
- Caldwell, Lilly. "'Look at Her Hair': The Body Politics of Black Womanhood in Brazil." *Transforming Anthropology* 11.2(2004): 18-29.
- Candelario, Ginetta E.B. "Editor's Introduction." *Meridians: feminism, race, transnationalism* 16.2(2018): pp. V-VIII.
- Collins, Patricia Hill. "What's in a Name: Womanism, Black Feminism and Beyond." *Black Scholar* 26.1(1996): 9-17.
- Hurston, Zora Neale. "Folklore and Music." *Frontiers: A Journal of Women Studies* 12.1(1991): 182-198.
- Lopez, Iris. "Agency and Constraint: Sterilization and Reproductive Freedom among Puerto Rican Women In New York City." *Urban Anthropology and Studies of Cultural Systems and World Economic Development, Rompiendo Barreras de Género: Social Construction of Gender in U.S. Latino Communities* 22.3/4(1993): 299-323.
- Lindsey, Treva. "Complicated Crossroads: Black Feminisms, Sex Positivism, and Popular Culture." *African and Black Diaspora, Special Issue on Feminist and Gender Theorizing in the Black Diaspora* 6.1(2013): 55-65.
- Matory, James Lorand. "Gendered Agendas: The Secrets Scholars Keep about Yoruba-Atlantic Religion." *Gender and History* 15.3(2003): 408-38.
- McClaurin, Irma. "Zora Neale Hurston: Enigma, Heterodox, and Progenitor of Black Studies." *Fire!: The Multimedia Journal* 1(2012): 49-67.
- Perry, Keisha-Khan. "The Roots of Black Resistance: Race, Gender, and the Struggle for Land Rights in Salvador, Bahia, Brazil." *Social Identities* 10.6(2004): 7-38.
- Rodriguez, Cheryl. "Invoking Fannie Lou Hamer: Research, Ethnography and Activism in Low-Income Communities." *Urban Anthropology and Studies of Cultural Systems and World Development* 32.2(2003): 231-251.
- Schuller, Mark. "Violence and Venereal Disease: Structural Violence, Gender, and HIV/AIDS." In *Killing with Kindness: Haiti, International Aid, and NGOs*, 14-41. New Brunswick: Rutgers University Press, 2012.

Sheller, Mimi. "Quasheba, Mother, Queen: Black Women's Public Leadership and Political Protest in Post-Emancipation Jamaica, 1834-65." *Slavery & Abolition* 19.3(1998): 90-117.

Smith, Christen A. "Toward a Black Feminist Model of Black Atlantic Liberation: Remembering Beatriz Nascimento." *Meridians: feminisms, race, transnationalism* 14.2(2016): 71-87.

Taylor, Keeanga-Yamahtta, ed. *How We Get Free: Black Feminism and the Combahee River Collective*. Chicago: Haymarket Books, 2017.

Williams, Erica L. "Geographies of Blackness, Sex Work, and Exclusion in the Tourist Districts of Salvador, Bahia, Brazil." *Gender, Place, Culture: A Feminist Journal of Geography*, (2013) DOI:10.1080/0966369X.2013.786685.

Yelvington, Kevin. "Flirting in the Factory." *Journal of the Royal Anthropological Institute* 2.2(1996): 313-333.

#### **Attendance Policy:**

**This is a hybrid course which meets both in person: f2f in room M310, via online zoom and on BB discussion threads.** Please note that in light of having to switch to an online format, class sessions are held online. If you're unable to join class discussion via video or through the phone number provided by Zoom, use Blackboard or Zoom to reach out to classmates for any additional notes. If you need help contacting someone or are unable to attend a class session for any reason, let the instructor know.

#### **Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility: (212) 220-8180, Rm. N-326.

#### **BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. For further information on integrity and behavior, please consult the college bulletin (available online).<http://owl.english.purdue.edu/owl/resource/589/01/>

#### **BMCC Resources for Online Courses**

##### ***Distance Learning for Students:***

<https://sites.google.com/view/bmccdistanlearning/home>

##### ***Online Tutoring:***

You can live help with any of your courses. You can also correspond through email.

<https://www.bmcc.cuny.edu/students/lrc/online-tutoring/>

#### **Library Research Help:**



The physical BMCC Library is closed for the semester but they continue to provide services electronically. The website has a chat feature and you can also email for assistance. The link shows you how to electronically access all services.

<https://www.bmcc.cuny.edu/library/blog/2020-03/were-here-to-support-you-in-person-and-online/>

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

**Single Stop** [www.bmcc.cuny.edu/singlestop](http://www.bmcc.cuny.edu/singlestop), room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220- 8130.

**Counseling Center** [www.bmcc.cuny.edu/counseling](http://www.bmcc.cuny.edu/counseling), room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

**Office of Compliance and Diversity** [www.bmcc.cuny.edu/aac](http://www.bmcc.cuny.edu/aac), room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email [olevy@bmcc.cuny.edu](mailto:olevy@bmcc.cuny.edu), or [twade@bmcc.cuny.edu](mailto:twade@bmcc.cuny.edu). If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

**Office of Accessibility** [www.bmcc.cuny.edu/accessibility](http://www.bmcc.cuny.edu/accessibility), room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

#### **Requests for Letters of Recommendation:**

College is an exciting time with a variety of new opportunities and I would encourage you all to apply for as many as feasible. Like all instructors, I have very limited time outside of my academic duties to write letters of recommendation. I ask you to consider the following before you request a letter from any instructor. College is a professional academic environment that typically marks the beginning of your professionalization or preparation for a career. Treat your studies like your primary employment and organize the rest of the activities in your life accordingly. Consider how you conduct yourself in class, arrive on time, consistently engage and be an attentive learner, interact respectfully with your classmates regardless of your personal feelings towards them, and do not hesitate to ask for help from the instructor. Remember, your instructor supervises and facilitates your learning so let her know if you will be late or miss a class. Take advantage of the multitude of resources and opportunities for additional learning

outside of class. Finally, come to office hours so your instructor knows who you are as a person in addition to your goals and aspirations.