

# **Black Gender: A Multi-disciplinary Investigation of African American Gender SYLLABUS**

WST 6935 / WST & AFA 3930 (sections 3542 / 5113 & 8616)  
Dr. Evans - Fall 2007

*Updated September 23, 2007*

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**Class Location:** MAT 05  
**Class hours:** Thursday 3:00-6:00pm

**Office Location:** 304 Ustler Hall  
**Office Hours:** Tues/Thurs 10:00-11:00am

**Teaching Assistant:** Tanya Faublas [tfaublas@ufl.edu](mailto:tfaublas@ufl.edu)  
Office Hours: TBA

## **Course Description:**

In this course students will explore various ways that African American gender has been and can be performed, articulated, and researched.

- ✓ Students will be introduced to publications and media that present perspectives of gender in African American humanities, social sciences, physical/natural sciences, and arts.
- ✓ Students will discuss this content in relation to collecting, preserving, and disseminating cultural, social, and historical research.
- ✓ Students will use resources and methodologies within their academic discipline to formulate a question relevant to African Americans, utilize primary and secondary sources to answer that question in terms of gendered aspects of race, and develop an argument based on their original research.

## **Course Objectives:**

- To familiarize students with different approaches that scholars have taken to define, describe, and challenge gender in African American life and history
- To assist students in formulating research questions and gaining knowledge of institutional resources to answer those questions
- To allow the students' individual and collective research interests to provide much of the class content and context
- To explore articulations of Black feminisms, masculinities, sexualities, and social politics in order to raise consciousness about the many ways African Americans have experienced and understood complex intersections

## **Action-based Learning Objectives:**

In this course, students will:

- Read a range of texts about race and gender from multiple disciplinary perspectives

- Reinforce writing and critical thinking skills by analyzing arguments and evaluating strengths and weaknesses of scholarly definitions of Black gender
- Produce and present a final research project in preparation for future academic and professional advancement

### **Course Structure - Mixed Graduate and Undergraduate**

This course is designed to be a mixed undergraduate and graduate course; I have made sure the reading load and course requirements on par with similarly situated courses. In order to ensure soundness of course structure and appropriate assignment levels for each group, I have also consulted other faculty and syllabi. Also, evaluation measures are consistent with other UF Women's Studies courses for each level. Though different assignment requirements are made for each level (to reflect the course credit earned), the class as a whole will be taught in harmony as one class--without overt distinction between grads and undergrads.

### **[Sample Questions to Guide the Course](#)**

### **Required Reading**

#### *Books*

If you would like to support local, feminist booksellers, buy books at:

Wild Iris Books 802 W University Ave. 352-375-7477 (Also available online or through UF bookstore).

The Voice of Anna Julia Cooper, Charles Lemert & Esme Bhan Eds.

Race Men, Hazel Carby

Black Macho and the Myth of the Superwoman, Michelle Wallace

Black Men on Race, Gender, and Sexuality, Devon Carbado, Ed.

Black Sexual Politics: African Americans, Gender and the New Racism, Patricia Hill Collins

Black Queer Studies: A Critical Anthology, E. Patrick Johnson & Mae Henderson

Pimps Up, Hos Down: Hip Hop on Young Black Women, T. Denean Sharpley-Whiting

Living to Tell About It: Young Black Men in America Speak Their Piece, Darrell Dawsey

#### *Articles*

1. Andrea Hunter & Sherrill Sellers. "Feminist Attitudes Among African American Men and Women." *Gender and Society*. vol. 12, no 1 (1998): 81-99.
2. Ron Walters. "Barack Obama and the Politics of Blackness." *Journal of Black Studies*. vol. 38, no. 1 (2007): 7-29.
3. Campbell Leaper et. al. "Communication Patterns of African American Girls and Boys from Low-Income, Urban Backgrounds." *Child Development*. vol. 70, no. 6 (1999): 1489-1503.
4. Emily Cane. "Racial and Ethnic Variations in Gender Related Attitudes." *Annual Review of Sociology*. vol. 26 (2000): 419-39.
5. Katherine Boo. "The Black Gender Gap: The Real State of the Union." *Atlantic Monthly*. vol. 291, no. 1 (2003): 107-09.
6. Tracey Owens Patton and Julie Snyder-Yuly. "Any Four Black Men Will Do: Rape, Race, and the Ultimate Scapegoat." *Journal of Black Studies*. vol. 37, no. 6 (2007): 859-95.

*Articles by Dr. Evans*

1. Stephanie Y. Evans. ["I Was One of the First to See Daylight": Black Women at Predominantly White Colleges and Universities in Florida since 1959.](#) FLORIDA HISTORICAL QUARTERLY
2. Stephanie Y. Evans. [Black Body: Women, Colonialism, and Space Book Review](#) JOURNAL OF INTERNATIONAL WOMEN'S STUDIES
3. Stephanie Y. Evans. ["Recent History Rewrites Society's History With Identity of First Black Woman Member."](#) PHI BETA KAPPA KEY REPORTER
4. Stephanie Y. Evans. ["This Right to Grow': African American Women's Intellectual Legacy."](#) INTERNATIONAL JOURNAL OF THE HUMANITIES

**Course Requirements**

Basically, in this course each student will write 3 papers, facilitate a discussion, participate in and judge a debate, and make a final presentation. In addition to this, graduate students will make a 15 minute presentation on how "Black Gender" intersects with their research interest.

**Grade Scale (Undergraduate)**

1 B/G & academics paper (5 pp)	20 points
2 Jim & Jane Crow paper (5 pp)	20 points
3 Discussion questions	20 points
4 Debates (1 debate, 1 judging)	30 points
5 Final presentation	25 points
6 Final research paper (8-10 pp)	70 points
7 Attendance (1 point per week)	15 points
<hr/> TOTAL	200 POINTS

<b>UF grade scale:</b>
90-100% = A
86-89= B+
80-85= B
76-79= C+
70-75= C
66-69= D+
60-65= D
Less than 60= E

**Grade Scale (Graduate)**

1 B/G & academics paper (8 pp)	20 points
2 Jim & Jane Crow paper (8 pp)	20 points
3 Discussion questions	20 points
4 Debates (1 debate, 1 judging)	30 points
5 Final presentation	25 points
6 Final research paper (15-18 pp)	70 points
7 Presentation on research topic	15 points
<hr/> TOTAL	200 POINTS

**ASSIGNMENT DETAILS**

**1 Black Gender & academics paper (5 pp UG/ 8pp Grad) 20 points**

Search books and scholarly journals for a topic relevant to your major (search "medicine," "health," "psychology," "business," "education," "engineering," "law," "history." etc. - from off campus, you must access through Remot Login.). Write a 5-page paper (Undergraduates) or an 8-9 page paper (Graduates) discussing how your academic interests intersect with race and gender. Focus on theories and major

themes in your discipline that have to do with this topic. Your bibliography must include two books and three scholarly articles in addition to making use of the course materials.

**2 Jim & Jane Crow paper (5 pp UG/ 8pp Grad) 20 points**

Write a 5-page paper (Undergraduates) or an 8-9 page paper (Graduates) discussing how your academic interests intersect with race and gender before the 1960s. Your bibliography must include two books and three scholarly articles in addition to making use of the course materials. Focus on how racism, sexism, and segregation impact your understanding of the structure and content of your academic major.

**3 discussion questions 20 points**

Each group of approximately 3-4 students will facilitate discussion of the assigned reading. Facilitation groups will lead a discussion about the main themes in the day's reading by presenting a series 4-5 questions per person for the class to consider. Do not provide an extensive summary, but outline the main points of the reading and offer questions to explore the book content. Type up your questions (with page references), and turn in the 1-2 page analysis on the day of your facilitation. Dr. Evans will give contextual mini-lectures during and after class discussion.

**4 Debates (1 debate, 1 judging) 30 points**

On two occasions there will be class debates. Teams will be assigned beforehand and the debate question will be revealed a week before the debate. Teams will be assigned and the question revealed, but teams will not know what side they will argue until the day of the debate. Each student on the team will be expected to speak for 2 minutes. There will be one opportunity for rebuttal and one closing statement for each side. One half of the class will debate while the other half judges the debate. Points will be assigned for debating and for judging.

**5 Final group presentation 25 points**

There will be approx. 8 members of each group. Each member will read a book and address the following issues: 1. relationship to major; 2. important point about intersection of race and gender. As a group, make sure to cover: the author biography, central questions and primary focus, methodological approaches, main arguments, historical context and contemporary relevance, disciplinary framework, and reader responses.

**6 Final research paper (8-10 pp UG; 15-18pp Grad) 70 points**

There will be no final "exam" for this class. Grades will be given for the final research paper (approximately 10/18 pages, including bibliography). The grading rubric will be distributed well in advance of the assignment due date. Part of the final paper grade will be the paper topic proposal (5 points), source material (10 points), and first draft (15 points). Final papers are due **AT THE BEGINNING OF CLASS** on the last day of class. Late papers will be graded down one grade (A to B+, B+ to B, etc.) each day the paper is late. Though the culminating paper for the class will critically examine intersections of race and gender, and should expand your understanding of a specific area in your academic discipline. This final paper should be considered a writing sample for your professional future.

**7 Undergraduate Attendance (approx. 1 point per week) 15 points**

*On the fifth missed class, (excused or unexcused), there will be a ten- point penalty to your final grade. This is a discussion-centered course, so attendance and participation are very important parts of your grade; absences will be monitored closely and excessive tardiness will be counted towards absences.* Students in attendance are expected to sign in at every class session; attendance will be taken from the sign in sheet in order to eliminate attendance oversights. In case of disputed absences, the sign in sheet will be considered the verification of records. Those who miss more than three classes due to medical illness might consider dropping the course in accordance with the UF illness guidelines. Students should consult the attendance policy <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html> of

the 2006-2007 *University of Florida Catalogue*. Students are expected to take notes on the assigned readings and review notes before coming to class. *Be in class on time and to stay until class is finished*. Graduate students receive no points for attendance; instead their points will be awarded for a presentation.

### **7 Graduate Student Presentations 15 points**

On one occasion, each graduate student will give a 10-15 minute presentation to the class about how "Black Gender" relates to their graduate research. The presentation should incorporate course materials, but draw heavily on theories and scholarship from their primary area of study. Demonstrate how race, class, gender, sexuality and other characteristics intersect with your area of interest and draw connections between research, theory, implications, and applications of your work.

## **GRADING CRITERIA FOR GROUP PRESENTATIONS AND FINAL PAPER**

### **Final group presentation 15 points**

There will be approx. 10 members of each group. Each member will read a book and address the following issues: 1. relationship to major; 2. important point about intersection of race and gender. As a group, make sure to cover: the author biography, central questions and primary focus, methodological approaches, main arguments, historical context and contemporary relevance, disciplinary framework, and reader responses.

8 points Professionalism of presentation structure

7 points Content analysis

### **Final research paper (8-10 pp UG; 15-18pp Grad) 70 points**

There will be no final "exam" for this class. Grades will be given for the final research paper (approximately 10/18 pages, including bibliography). The grading rubric will be distributed well in advance of the assignment due date. Part of the final paper grade will be the paper topic proposal (5 points), source material (10 points), and first draft (15 points). Final papers are due in hard copy by 3pm on Thursday, December 6th. Late papers will be graded down one grade (A to B+, B+ to B, etc.) beginning at 3pm and continue to be graded down each day the paper is late. The culminating paper for the class will critically examine *intersections* of race and gender (specifically Black gender), and should expand your understanding of a specific area in your academic discipline. This final paper should be considered a writing sample for your professional future. EMAILED PAPERS WILL NOT BE ACCEPTED. IF IT IS NOT TURNED IN BY THE DEADLINE IN HARD COPY, IT IS LATE. ...NO EXCEPTIONS--DO NOT EMAIL THE PAPER AND SAY THAT 'IT IS ON THE WAY'. IT WILL STILL BE COUNTED LATE. PLAN AHEAD.

### **Paper topic proposal (5 points)**

A general paper proposal will be due **at the beginning of class, Thursday November 1<sup>st</sup>**. Type a 1-2 page double-spaced summary of your ideas for a final paper (graduates type 3-4 pages). Though this is just a first step at defining your topic, use formal paper guidelines (i.e. grammar and paragraph structure). Remember, your paper must synthesize the following aspects: 1) your academic interest/major (broadly defined) and 2) course texts and materials.

As undergraduates finalize your topic, ask Tanya Faublas for assistance. Dr. Evans will only look at drafts after Tanya has signed off looking at a draft, so make sure to plan and write ahead during this process.

The paper should also be useful to you in the future. Write for multiple audiences. You may include this in your application packet for graduate/professional school or may submit this to scholarship or internship committees as an example of your ability to combine analysis with experience. Use this paper wisely...it should not just be for a grade--it is really about YOUR interests and how you can demonstrate an advanced ability to think about your professional future through a personal lens from a specific area of departure.

### **Source material (10 points)**

A bibliography of your sources will be due **at the beginning of class, Thursday November 8<sup>th</sup>**. Please see my web page under "resources" for general tips on citation styles. Use the citation of your major (APA, MLA, or Chicago only). For specific questions on citation, **DO NOT ASK ME OR YOUR TA...GO TO THE LIBRARY** and/or **USE A GUIDE**. Each style and source type requires its own citation--*you need to learn the proper way for yourself, not rely on someone else's suggestions...get the guide and do it right.*

(Undergraduates) There must be citations for:

- 6 references from at least 3 course texts
- 2 references from an in-class resource (lecture, film, worksheets, etc.)
- 3 newspaper or magazine articles (1 contemporary, 1 before 1980, and 1 before 1950)
- 5 scholarly journal articles (not magazines, professional journals by an academic press)

(Graduates) There must be citations for:

- 8 references from at least 4 course texts
- 3 references from an in-class resource (lecture, film, worksheets, etc.)
- 4 newspaper or magazine articles (1 contemporary, 1 before 1980, and 1 before 1950)
- 8 scholarly journal articles (not magazines, professional journals by an academic press)

### **First draft (15 points)**

**Due November 15<sup>th</sup>**. Provide at least 5 pages of text (not including bibliography) (10 pages for graduates) to be considered during peer review, to take to the writing center, and/or to take to your TA for assistance. After you have had someone comment on your first draft, feel free to visit my office hours if you would like my input.

### **Final draft (40 points)**

Due December 6<sup>th</sup> in Dr. Evans office (or Tanya's office) by 3:00pm

- ✓ **Disciplinary framework (15 points):** consider how your work engages your academic discipline. Provide some source (theory, author, textbook reference, journal article) from your discipline.
- ✓ **Sources (15 points)** (Graduates must have sources listed above)
  - Four cited references from the main course texts
  - Two cited sources from course materials (lecture, film, worksheets, etc.)
  - Three newspaper or magazine articles (1 contemporary; 1 before 1980; and 1 before 1950)
  - Five cited references from scholarly journal articles
- ✓ **Writing mechanics, organization, professional language and scholarly presentation (10 points)**

**\*\*\*This is a 3-hour class. After approximately 1 1/2 hours, we will take a 15 minute break. Please feel free to bring snacks for the break, but refrain from eating in class. Attendance will be taken before and after the break.**

## **SEMESTER READING SCHEDULE**

### **Part I: Introduction--Where We Are**

*Week 1 & 2*

Demographics and Definitions: What is Blackness? What is Gender? = What is Black Gender?  
Africans in America, Pre-1865: Making Race, Enslaving Black Men and Women

### **Part II: Context--How We Got Here**

*Week 3, 4, 5, 6, & 7 - (African Americans, 1865-1964: Emancipated, Yet Searching for Freedom; Jim & Jane Crow)*

*The Voice of Anna Julia Cooper*, Lemert & Bhan Eds.

*Race Men*, Hazel Carby

*Weeks 8, 9, 10, & 11 - (Black Power?, 1964-1990s: Critical Consideration of Black Identity, Gender, and Sexuality)*

*Black Macho and the Myth of the Superwoman*, Michelle Wallace

*Black Men on Race, Gender, and Sexuality: A Critical Reader*, Devon Carbado

*Black Sexual Politics: African Americans, Gender and the New Racism*, Patricia Hill Collins

*Black Queer Studies: A Critical Anthology*, E. Patrick Johnson & Mae Henderson

*Weeks 12, 13, and 14 - (Black Culture? Black Voices?, 1990s-present: Beyond the Obvious)*

*Pimps Up, Hos Down: Hip Hop on Young Black Women*, T. Denean Sharpley-Whiting

*Living to Tell About It: Young Black Men in America Speak Their Piece*, Darrell Dawsey

### **Part III: Conclusion--Black Men, Black Women, Black People: Interpretations**

Week 15

Student Presentations

## **SEMESTER AT A GLANCE**

Week	
<b>1 Aug 23</b>	Introductions & Overview; Video: <i>Unchained Memories</i>
<b>2 Aug 30</b>	Articles (TBA), Theory & Academic Disciplines; Dr. Carol Kem--research resources
<b>3 Sept 6</b>	<i>Voice of Anna Julia Cooper</i> ; Academic papers due
<b>4 Sept 13</b>	<i>Race Men</i> Video:
<b>5 Sept 20</b>	Race and Gender before the 1960s (Articles TBA)
<b>6 Sept 27</b>	Video: <i>African American Lives I</i> ; Jim & Jane Crow papers due
<b>7 Oct 4</b>	Video: <i>African American Lives II</i> ; [Dr. Evans at ASALH]
<b>8 Oct 11</b>	<i>Black Macho and the Myth of the Superwoman</i> ; Debate I

<b>9 Oct 18</b>	<i>Black Men on Race, Gender, &amp; Sexuality</i> ;
<b>10 Oct 25</b>	<i>Black Sexual Politics</i> ; Debate II [Dr. Evans at SREB]
<b>11 Nov 1</b>	<i>Black Queer Studies</i> ; Guest Speaker Dr. Horton-Stallings [ <b>TOPICS DUE</b> ]
<b>12 Nov 8</b>	Group book presentations [ <b>SOURCES DUE</b> ]
<b>13 Nov 15</b>	Video: <i>Beyond Beats and Rhymes</i> [ <b>1<sup>st</sup> DRAFT DUE</b> ] [Dr. Evans at FRN]
<b>14 Nov 22</b>	<b>No Class - Holiday</b>
<b>15 Nov 29</b>	Final Presentations; <b>Last Class</b>
<b>16</b>	<b>No class - Final Papers due in Dr. Evans' (grads) or Tanya's (undergrads) office by 3pm, Thursday Dec. 6th</b>

### IMPORTANT INFORMATION:

- **This syllabus represents an outline of the course.** Details of the course may change; however, students will be notified in advance if there are any changes made.
- **Do all work in a professional manner.** All written assignments are to be typed, double-spaced using Times Roman 12 font in MS Word. [Large fonts such as Arial, Century Schoolbook, Courier New, **boldfaced fonts**, or Bookman Old Style ARE NOT ACCEPTABLE.] Borders should be the standard (one-inch) and only MLA, APA, or Chicago styles should be used for all written work (use the style of your academic discipline). Do not take up extra space papers by using name, date, course, assignment title as ways to extend the start line of the paper. Put all information in the top right hand corner, single spaced. Assignment title or paper title may be centered. Work will be considered late after the beginning of class on the due date and will be graded down one full letter grade if received after class. DO NOT email assignments they will not be acknowledged...only hard copies count. Staple all papers! Grade change requests must be made in writing no later than 1 week after the assignment has been returned. Anyone requesting reconsideration must consult the assignment grading criteria and offer evidence supporting a specified point difference (i.e. "the criteria shows 5 points for this, I received 3 points, but based on xx, 4 points are warranted..."). Final decisions will be made by Dr. Evans in a timely manner.
- **All students are expected to know and adhere to the University's guidelines for Academic Honesty** (see <http://www.dso.ufl.edu/judicial/academic.htm> for details). If I have any reason to believe that any student has taken part in "cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication," I will complete a faculty adjudication form and pursue the highest available sanction on the student. I have had the unfortunate experience of having to turn students in for academic dishonesty; though it is a time-consuming and unenjoyable process, I have been successful in the adjudication process and will not hesitate to report students suspected of dishonesty to the Dean of Students Office in accordance with University of Florida policies.
- **Please come and see me during office hours about ANY questions, comments, special needs or concerns regarding the course.** If my office hours conflict with your schedule, we can set up an appointment. Email or call at any time; allow 48 hours for my response.

#### Reminders:

- ✓ Activate your Gator ID, library card, and UF email accounts immediately. Some important notices will be sent via email to the class listserv so make sure your ufl email account is functional.
- ✓ Bring notes and questions everyday. Come to class ready to discuss detailed aspects of the reading; the class will not be time for basic summaries or uninformed rants.
- ✓ **TURN OFF ALL CELL PHONES, PAGERS, & BEEPRS BEFORE CLASS!**

## Recommended Resources

### Books

#### **Blackness & Race**

- *Achieving Blackness: Race, Black Nationalism, and Afrocentrism in the 20th Century* Algernon Austin
- *Shades of Black: Diversity in African American Identity* William Cross
- *Changing Race: Latinos, the Census, and the History of Ethnicity in the United States* Clara Rodriguez
- *Human Variation: Races, Types, and Ethnic Groups* Stephen Molnar
- *New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology* Charmaine L. Wijeyesinghe
- *Becoming Black: Creating Identity in the African Diaspora* Michelle M. Wright
- *Race or Ethnicity?: On Black and Latino Identity* Jorge J. E. Gracia
- *White Nation: Fantasies of White Supremacy in a Multicultural Society* Ghassan Hage
- *The Wages of Whiteness: Race and the Making of the American Working Class* David Roediger
- *Making Whiteness: The Culture of Segregation in the South, 1890-1940* Grace Hale
- *Race and Ethnicity in Society: The Changing Landscape* Higginbotham & Anderson
- *Black Self-Concept* Banks & Grambs
- *Living Black History: How Reimagining the African American Past Can Remake America's Racial Future* Manning Marable
- *More Than Black? Multiracial Identity and the New Racial Order* Reginald Daniel
- *Who Is Black?: One Nation's Definition* F. James Davis

#### **Gender, Sexuality, & Family**

- *The Black Family in Slavery and Freedom*, Herbert Gutman
- *The Black Family* Robert Staples
- *Takings Sides: Clashing Views in Gender*, 3rd edition Jacquelyn White
- *Identities and Inequalities: Exploring the Intersections of Race, Class, Gender, and Sexuality* David Newman
- *Newsweek* May 21, 2007 "The Mystery of Gender"
- *Sexing the Body: Gender Politics and the Construction of Sexuality* Anne Fausto-Sterling
- *Undoing Gender* Judith Butler
- *Traps: African American Men on Gender and Sexuality* Rudolph P. Byrd & Beverly Guy-Sheftall Eds.
- *Freedom in this Village: Twenty-Five Years of Black Gay Men's Writing* Isaac Jackson
- *Zami: A New Spelling of My Name, A Biomythography* Audre Lorde
- *Afrekete: An Anthology of Black Lesbian Writing* Catherine E. McKinley
- *Queering the Color Line: Race and the Invention of Homosexuality in American Culture* Siobhan B. Somerville
- *No Secrets, No Lies: How Black Families Can Heal from Sexual Abuse* Robin Stone
- *Black Families* Harriette McAdoo Ed.

- *The Helping Tradition in the Black Family Community* Joanne Martin & Elmer Martin
- *Friends: A Love Story* Angela Bassett & Courtney B. Vance

### **Black Womanhood**

- "Feminism and L'Internationalisme Noir: Paulette Nardal" Brent Hayes Edwards
- *Theorizing Black Feminisms* Stanlie James & Abena Busia
- *Speaking Power: Black Feminist Orality in Women's Narratives of Slavery* DoVeanna Fulton
- *All the Women are White, all the Blacks are Men, But Some of Us are Brave* Patricia Bell Scott & Barbara Smith
- *Sister Outsider* Audre Lorde
- *When and Where I Enter: The Impact of Black Women on Race and Sex in America*, Paula Giddings
- *Impossible Purities: Blackness, Femininity, and Victorian Culture*, Jennifer DeVere Brody
- *In Search of Sisterhood: Delta Sigma Theta and the Challenge of the Black Sorority Movement*, Paula Giddings
- *Reconstructing Womanhood: The Emergence of the Afro-American Woman Novelist*, Hazel Carby
- *The Black Woman: An Anthology*, Toni Cade ed.
- *The Black Woman* La Frances Rodgers-Rose ed.
- *Goals and Plans of Black Women* Kelly Hamilton
- *Black Body: Women Colonialism, and Space* Radhika Mohanram
- *Black Women in Nineteenth-Century American Life*, Bert J. Lowengerg & Ruth Bogin
- *Ain't I a Woman?: Black Women and Feminism*, bell hooks
- *Ar'n't I a Woman: Female Slaves in the Plantation South* Deborah Gray White
- *Women, Race, and Class*, Angela Davis
- *Daughters of Africa: International Anthology... Women of African Descent*, Margaret Busby
- *The Black Feminist Reader*, Joy James & T. Denean Sharpley-Whiting
- *The Womanist Reader*, Layli Phillips
- *Blues Legacies and Black Feminism*, Angela Davis
- *Smart & Sassy: The Strength of Inner City Black Girls* Joyce West Stevens
- *Sugar in the Raw: Voices of Young Black Girls in America* Rebecca Carroll
- *Black Feminist Cultural Criticism* Jacqueline Bobo, ed.
- *No Crystal Stair: Visions of Race and Gender in Black Women's Fiction* Gloria Wade-Gayles
- *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* Dorothy Roberts
- *Embracing Sisterhood: Class, Identity, and Contemporary Black Women* Katrina Bell McDonald
- *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement* Bettye Collier-Thomas & V.P. Franklin eds.
- *Afro-American Women of the South and the Advancement of the Race, 1895-1925* Cynthia Neverdon Morton
- *Belabored Professions: Narratives of African American Working Womanhood* Xiomara Santamarina
- *Building Houses Out Of Chicken Legs: Black Women, Food, & Power* Psyche Williams-Forsen

- *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920* Evelyn Higginbotham
- *Gender and Jim Crow* Glenda Gilmore
- *Mutha' is Half a Word: Intersections of Folklore, Vernacular, Myth, and Queerness in Black Female Culture* L. H. Stallings
- *Words of Fire: An Anthology of African-American Feminist Thought* Beverly Guy-Sheftall
- *Shifting: The Double Lives of Black Women in America* Charisse Jones & Kumea Shorter-gooden
- *Gender Talk: The Struggle For Women's Equality in African American Communities* Johnnetta B. Cole & Beverly Guy-Sheftall
- *When and Where I Enter: The Impact of Black Women on Race and Sex in America* Paula Giddings
- *Too Heavy a Load: Black Women in Defense of Themselves, 1894-1994* Deborah Gray White

### **Black Manhood**

- *We Real Cool: Black Men and Masculinity*, bell hooks
- *Invisible Man*, Ralph Ellison
- *The Price of the Ticket*, James Baldwin
- *Brotherman: The Odyssey of Black Men in America--An Anthology*, H. Boyd & R. Allen, Eds.
- *Thirteen Ways to Look at a Black Man*, Henry Louis Gates
- *Manliness and Its Discontents: The Black Middle Class and Transformation of Masculinity, 1900-1930* Martin Summers
- *The Minds of Marginalized Black Men: Making Sense of Mobility, Opporutnity, and Future Life Changes* Alford Young
- *African American Men in College* Michael Cuyjet ed.
- *The Miracles of Mentoring: The Joy of Investing in Our Future* Thomas Dortch & 100 Black Men inc.
- *Reaching Up for Manhood: Transforming the Lives of Boys in America* Geoffrey Canada
- *Countering the Conspiracy to Destroy Black Boys* Jawanza Kunjufu
- *Black Fatherhood Reconnecting Our Legacy* Dana. E Ross
- *Making It on Broken Promises* Cornel West and Lee Jones
- *Progressive Black Masculinities* Athena D. Mutua
- *Scripting the Black Masculine Body: Identity, Discourse, And Racial Politics in Popular Media* Ronald L. Jackson
- *Keeping Black Boys Out of Special Education* Jawanza Kunjufu
- *Deconstructing Tyrone: A New Look at Black Masculinity in the Hip-Hop Generation* Natalie Hopkinson
- *Visions for Black Men* Naim Akbar
- *Kill Them Before They Grow: The Misdiagnosis of African American Boys in America's Classrooms* Michael Porter
- *The Assassination of the Black Male Image* Earl Ofari Hutchinson
- *New Black Man* Mark Anthony Neal
- *Are We Not Men?: Masculine Anxiety and the Problem of African American Identity* Phillip Brian Harper

- *Cool Pose: The Dilemmas of Black Manhood in America* Richard Majors & Janet Mancini Billson
- *Black Men, Obsolete, Single, Dangerous?: The Afrikan American Family in Transition* Haki R. Madhubuti
- *Constructing the Black Masculine: Identity and Ideality in African American Men's Literature and Culture, 1775-1995* Maurice Wallace
- *The Envy of the World: On Being a Black Man in America* Ellis Cose

**On-line Books**

1. *A Voice from the South*, Anna Julia Cooper <http://docsouth.unc.edu/church/cooper/cooper.html>
2. *Souls of Black Folk*, W. E. B. Du Bois, <http://docsouth.unc.edu/church/duboissouls/menu.html>
3. *Up From Slavery*, Booker T. Washington <http://docsouth.unc.edu/washington/washing.html>

Videos

Below is a VERY brief selection of suggested works. There are many fiction and non-fiction films which are rich material for the study of "Black Gender"--this is the short list.

Great Film Resources Located at

Women Make Movies: <http://www.wmm.com/filmcatalog/subjects/sub4.shtml> and  
 Long Island University Site: <http://www.liu.edu/cwis/CWP/library/african/moviebib.htm#hiphop>  
 National Film Network:  
<https://www.nationalfilmnetwork.com/store/productslist.aspx?CategoryID=62&selection=1&Title=African%20American>  
 UF African American Studies Online Reference: [http://www.uflib.ufl.edu/cm/african\\_american/](http://www.uflib.ufl.edu/cm/african_american/)

<ul style="list-style-type: none"> <li>-Unchained Memories: Readings from the Slave Narratives</li> <li>-Ethnic Notions</li> <li>-As I Remember It (Dorothy West, Women, &amp; the Harlem Renaissance)</li> <li>-I Am a Man: Black Masculinity in America</li> <li>- What Black Men Think</li> <li>-Beah [Richards]: A Black Woman Speaks</li> <li>-And Still I Rise (Black Women &amp; Sexuality in the Media)</li> <li>-Black Bold &amp; Beautiful: Black Women's Hair</li> <li>-Beyond Beats and Rhymes</li> <li>-Hoop Dreams (Basketball)</li> <li>--Playing for Keeps (Football)</li> <li>-The Legends of Rhythm and Blues</li> <li>-No!: A Documentary on Rape</li> <li>-Been to the Mountaintop: Speeches of Martin Luther King Jr.</li> <li>-Silence: In Search of Black Female Sexuality in America</li> </ul>	<ul style="list-style-type: none"> <li>-Movies of Color: Black Southern Cinema</li> <li>-Standing on My Sisters Shoulders: Women in the Mississippi Civil Rights Struggle</li> <li>-Four Little Girls</li> <li>-Black Indians</li> <li>-The Color of Fear</li> <li>-Stranger Inside</li> <li>-Venus Boys</li> <li>-Watermelon Woman</li> <li>-Living With Pride: Ruth Ellis</li> <li>-The Making of a Gay and Lesbian Community</li> <li>-I Shall Not Be Removed: The Life of Marlon Riggs</li> <li>-Paris is Burning</li> <li>-Black Is--Black Ain't</li> <li>-Brother Outsider: The Life of Bayard Rustin</li> <li>-86000 Seconds (Black Man Mentoring)</li> <li>-The Boys of Baraka (From Baltimore to South Africa)</li> </ul>
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