

AFR 155: INTRODUCTION TO BLACK WOMEN'S STUDIES

(Africana Department crosslisted w/ Latin American and Latino Studies and the Program for the Study of Women, Gender, & Sexuality)

Class Meetings: Tues, Thurs 2:45 pm – 4:00 pm in Hatfield 104

Course Website: introblackwomenstudies.org

Professor
Dr. Sophia Monegro
smonegro@smith.edu

Office Hours: Wed 2 – 5 pm
[only by appointment](#)
Office: Seelye 203



“Anacaona (destroy the beauty that has injured me)” by Firelei Báez

Course Description

This course examines historical, critical, and theoretical perspectives on the development of Black feminist theory/praxis from the fifteenth century to the present. Taking a long look at the lives, experiences, and activism of women of Africa and the Diaspora, we will pay particular attention to African American and Caribbean women's intellectual thought and social activism. Through scholarship, novels, art, poetry, and film, we will think critically about the social, political, cultural, and geographic contexts in which race, class, gender, sexuality, and ability intersect to impact the lives of Black women across the globe—exploring the diversity of thought and action that shape Black women's strategies to their world and laid the ground for Black Women's Studies as a field of study.

A Note on Content:

Living in the aftermath of slavery, the African diaspora and Africana methods are critically shaped by the forces of white supremacist, capitalist, cisgendered patriarchy, as well as its accomplices—imperialism, colonialism, and militarism. In this course, you will confront the difficult legacies and disparate impacts of these violent systems through the assigned readings and media. Some of this material will present challenging histories, unequal narratives, and violent language that demand digestion, mediation, and contextualization.

Course Objectives

- To identify interdisciplinary, multidisciplinary, and *undisciplined* expressions of Black Women's Studies.
- To refine critical thinking skills, writing skills, and oral communication skills.
- To recognize how Black Women's Studies emerged from gendered experiences, Black epistemologies, Black life, and Black ways of knowing.
- To craft a multimedia biographical essay about a Black woman.

Active Syllabus

An active syllabus treats the syllabus as a dynamic document that can change according to students' needs. Its purpose is to accommodate the pace at which students process and learn the course material. While college and course policies remain unchanged, aspects such as course requirements, grading policies, and assigned readings or media may be adjusted to enhance student learning. Changes to the syllabus can include adding new readings or media, rescheduling existing ones for a different date during the course, or omitting some readings or media altogether.

Required Readings/Materials

- A notebook (for this class) and pen/pencil to bring to every class.

- Ntozake Shange, *For Colored Girls Who've Considered Suicide When the Rainbow is Enuf*
- Edwidge Danticat, *The Farming of Bones*
- Frances Smith Foster, Stanlie M. James and Beverly Guy-Sheftall, *Still Brave: The Evolution of Black Women's Studies*

To reserve these texts, review our [course reserves](#) page with the Smith Libraries. Additional readings and media will be accessible on our course website: introblackwomenstudies.org

Course Requirements & Distribution of 100% points

<p><i>Class Participation:</i></p> <ul style="list-style-type: none"> ▪ Attendance (5 pts) ▪ In-Class Free Writing Notebook Annotations (10 pts) ▪ Revised & Typed Notebook Annotations (10 pts) ▪ One Symposium Day Presentation (15 points each) 	40
<p><i>Class Assignments: Semester Project: Multimedia biographical essay</i></p> <ul style="list-style-type: none"> ▪ Black Women's Epistemology Essay (10 pts) ▪ Proposal and Multi-Media Annotated Bibliography (10 pts) ▪ Infographic about a Black woman's biography (10 pts) ▪ Draft of multimedia biographical essay about a Black woman (15 pts) ▪ A multimedia biographical essay about a Black woman (15 pts) 	60

Class Participation

Requirement	Points	Description & Instructions
Attendance	5 pts	<ul style="list-style-type: none"> • Attendance is taken every class. • 0–2 Absences: No penalty (you may use up to 2 personal days for any reason). • 3+ Absences: Each additional absence (excused or unexcused) results in a 1-point deduction from your attendance grade.
In-Class Free Writing Notebook Annotations	10 pts	<p>Students will engage in a 5-minute pen-to-paper free writing exercise designed to ground them in the tactile, material practice of writing. This physical act of writing serves as an active process for digesting course readings—allowing students to process complex ideas, articulate distinct points of view, and uncover emergent insights they can then share with the class. By physically wrestling with text on the page before speaking, students are encouraged to intentionally frame and refine their unique contributions to class discussions while building critical annotations for their future course essays.</p> <p>All free-writes must be dated and completed on paper (unless previously discussed with the professor or an accommodation is submitted). All designated lecture days will begin with this exercise (see course schedule to identify our designated lecture days). Students will earn ten points by attending at least ten lectures, completing their exercises in class, and actively participating in class discussions following these exercises.</p>
Revised & Typed Notebook Annotations	10 pts	<p>Students will submit all their Notebook Annotations of the free-writing exercises conducted over the semester during finals week. The final submission must be titled, revised, and typed to help develop the habit of returning to writing with the exclusive intent of editing and improving ideas. Final submission must contain a minimum of 10 free-writing exercises. Due during finals week, date TBD. Use this form to submit.</p>
One Symposium Day Presentation	15 pts total	<p>All students will conduct one presentation of a class reading during our class symposium days. The presentation should introduce the class to one of the</p>

Requirement	Points	Description & Instructions
		<p>assigned readings for that session and demonstrate the student's effort to understand the reading: its terminology, historical context, and importance. During our six symposium days throughout the semester, all students will present their designated course reading to the class for approximately 10- 12 minutes.</p> <p>Students will select their reading on the first day of class with the professor and discuss their presentation order with their peers. I expect everyone in the class to keep up with <i>all</i> the readings assigned each week, whether or not you are presenting. The idea is for these symposium presentations to spur a lively and engaged discussion. The only way to do that is for everyone to keep up with the reading assignments.</p> <p>When preparing for your symposium day presentations, students should answer the following questions:</p> <ul style="list-style-type: none"> • What is the author's main argument? • What are the supporting points used to sustain the argument? Which sources does the author cite? What examples, if any, does the author use to support their argument further? • Which writers does the author critique or compliment? • What does this work contribute to the field of Black Women's Studies?

Class Assignments: Semester Project: Multi-Media Essay

Students will craft a multi-media essay that traces a Black woman's biography.

Points	Assignment	Description & Key Requirements	Due Date
10 pts	Assignment #1: Black Women's Epistemology Essay	This essay will make an original argument about Black women's epistemology based on three course texts and our visit to the Botanical Garden. Your essay must first define "episteme" and focus on how you define knowledge and ways of knowing. The essay must discuss the similar and	Tuesday, September 29 by 11:59 PM EST Use this form to submit.

Points	Assignment	Description & Key Requirements	Due Date
		<p>distinct ways our class materials (readings, activities, media, etc) define and engage knowledge.</p> <p>Your essay must follow these formatting guidelines:</p> <ul style="list-style-type: none"> • Four full pages (no more, no less). • Evince a student's laborious effort to revise and refine their prose and narrative voice. • Engagement and citations from at least three course readings/medias. • Correct grammar and spelling. • Formatting: Chicago style footnotes, typed, Times New Roman font, 12 pt font, double spaced. 	
10 pts	Assignment #2: Proposal and Multi-Media Annotated Bibliography	<p>Select one African descendant woman—a historic or contemporary activist, thinker, artist, writer, movement builder, or community leader. Write a one-page proposal about this Black woman's contributions. Create a multi-media annotated bibliography with five sources; three must be textual academic sources, and two must be media (photographs, video, audio, music, oral histories, etc). Each annotated bibliography entry must include:</p> <ul style="list-style-type: none"> • 150-word summary of the source and its relevance to the Black women's biography. • Corresponding links. • Formatting: Chicago style footnotes, typed, Times New Roman font, 12 pt font, double spaced. <p>See the assignment rubric here.</p>	<p>Wednesday, October 14 by 11:59 PM EST Use this form to submit.</p>
10 pts	Assignment #3: Biographical	Students will create a biographical infographic about their chosen Black	Friday, November 6

Points	Assignment	Description & Key Requirements	Due Date
	Infographic about a Black woman	<p>woman. Infographics are visual representations of data that provide an audience with quick access to a lot of information such as a slideshow presentation, manual, pamphlet, booklet, guidebook, etc.</p> <p>Your final biographical infographic must:</p> <ul style="list-style-type: none"> ● Include visual and textual elements. ● Illustrate clear organization. ● Evince a student's laborious effort to revise and refine their prose and narrative voice. ● Be a minimum of three pages (three slides, depending on your modality) in length. ● Correct grammar and spelling. ● Contain a Chicago-style bibliography. 	<p>by 11:59 PM EST Use this form to submit.</p>
15 pts	Assignment #4: Draft of multimedia biographical essay about a Black woman	<p>Students will research a Black woman and create a critical biography that goes beyond the mere facts of their life and begins to consider how the individual has been portrayed in history, what role they played within society, and how we can understand their life as representative of the historical moment.</p> <p>Your essay draft must follow these guidelines:</p> <ul style="list-style-type: none"> ● Five full pages (no more, no less). ● Evince a student's laborious effort to revise and refine their prose and narrative voice. ● Must engage and cite at least two course readings. ● Must engage and cite at least five sources outside of course readings (two must be multimedia sources). 	<p>Tuesday, December 8 Use this form to submit.</p>

Points	Assignment	Description & Key Requirements	Due Date
		<ul style="list-style-type: none"> • Correct grammar and spelling. • A Chicago-style bibliography. • Formatting: Chicago style footnotes, typed, Times New Roman font, 12 pt font, double spaced. 	
15 pts	Assignment #5: Final multimedia biographical essay about a Black woman	<p>Students <i>must</i> go to the writing center to revise their multimedia essay draft.</p> <p>Your final essay submission must follow these guidelines:</p> <ul style="list-style-type: none"> • Addressed the professor's feedback on your draft. • Evince a student's laborious effort to revise and refine their prose and narrative voice including an attachment that provides proof of your writing center revision session. • Eight full pages (no more, no less). • Must engage and cite at least three course readings. • Must engage and cite at least six sources outside of course readings (three must be multimedia sources). • Correct grammar and spelling. • A Chicago-style bibliography. • Formatting: Chicago style footnotes, typed, Times New Roman font, 12 pt font, double spaced. 	Final Essay Submission during finals week, date TBD . Use this form to submit.

Note: There are no sample assignments available; however, rubrics for all assignments will be provided on our course website.

Course Expectations and Policies

Active Learning	This workload requires rigor and a collective commitment to engage the content at hand. Please respect the class, professor, and your peers by coming prepared and having read the readings.
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<p>Accessibility & Accommodations</p>	<p>Our classroom is committed to compliance with both the spirit and the letter of the Americans with Disabilities Act (ADA). Students must register with the Accessibility Resource Center (ARC) to receive any needed accommodations. Contact the ARC Team at ARC@smith.edu or visit them at College Hall - Room 104. Should you wish to discuss needed or desired accommodations, please book an appointment to meet with the professor.</p>
<p>Artificial Intelligence (AI), Academic Integrity & Original Thought</p>	<p>In alignment with Smith College's Academic Integrity Policy, all work submitted in this course must be your own original intellectual creation. Academic integrity at Smith relies on honesty, authenticity, and respect for intellectual community. While emerging technology offers powerful research tools, using AI (such as ChatGPT, Claude, Google Gemini, etc.) <i>as a substitute for your own writing, critical reasoning, or analytical synthesis directly violates academic integrity</i>. Relying on AI to generate or write your assignments deprives you of the essential process of developing your ideas. It is a disservice to your intellectual growth, creative confidence, and professional preparation as writers, scholars, and thinkers.</p> <p>Generative AI produces predictable, generic, and unoriginal language patterns that flatten unique human analysis. If the professor detects generic, AI-sounding phrasing or uncharacteristic language in your written submissions:</p> <ol style="list-style-type: none"> 1. Academic Review: Your assignment will be submitted through Turnitin to analyze text patterns and similarity metrics. 2. Office Hours Consultation: You will be called in for a mandatory, individual office hours conversation to discuss your writing process, your original arguments, and strategies for sharpening your prose. 3. Required Writing Center Support: Depending on our discussion, you may be required to schedule and attend recurring appointments at the writing center for the remainder of the semester to strengthen your original voice, revision skills, and writing practice.

Attendance & Participation	<p>Your class participation is essential; it makes up much of your grade. Community building and interpersonal skill building are a critical part of Africana praxis; hence the importance this course places on attendance and participation. Regular attendance (including arriving to class on time) is essential for your success in this course.</p> <p><i>Students should not exceed five absences.</i> Of those five absences, two are personal days that require no notification or justification to the professor. To earn all five points, students should not exceed two absences. If a student must miss class after two absences, they must notify the professor beforehand. The student will have a week following their absence to make up any missed work.</p>
Course Feedback	<p>Your feedback is critical towards crafting more equitable classroom spaces. The professor will set aside class time halfway through the semester and at the end of the semester to collect a mid-semester evaluation and a final course evaluation. Thank you for your candor and responsible engagement in this feedback process.</p>
Email	<p>Please allow up to two business days for a response from the professor.</p>
Extensions Policy	<p>Our course observes a no-questions-asked extension policy. If you need extra time on an assignment, submit our Extension Request Form before the original due date. No explanation or documentation is required. You will propose a new deadline on the form, and I will review it within 24–48 hours to either accept your proposed timeline or assign a revised deadline.</p>
Extra Credit	<p>Writing is an iterative process. You can earn five extra credit points on any major prose assignment by taking your initial submission to the Writing Center, substantially revising your prose (beyond basic proofreading), and resubmitting the paper within fourteen days of receiving your initial grade. To receive your extra credit, submit your revised paper alongside your original draft, proof of your Writing Center visit, and a brief paragraph explaining how you revised your work.</p>
Gender Equity, Safety & Title IX	<p>In alignment with Smith College’s commitment to equity and inclusion, this course welcomes students of all gender identities, gender expressions, and sexual orientations. Discrimination or</p>

	<p>harassment based on sex, gender, gender identity, gender expression, or sexual orientation will not be tolerated. All students are entitled to a supportive learning environment free from bias and sexual misconduct in accordance with Title IX guidelines. If you have questions, concerns, or need support, please contact the Title IX Office or the Office of Equity and Inclusion. If you are experiencing sexual harassment or cyberbullying, contact Justin MacDowell (jmacdowell@smith.edu) and/or Amy Condon (acondon@smith.edu).</p> <p>Critical resources for reporting ethical concerns: Ethics Point.</p>																								
Grading	<p>I want to see improvement in your writing, your thinking process, and your knowledge of the subject matter. Because students enter the course with highly uneven levels of preparedness for this course, evaluation (grading) of each student’s work will also weigh consistent effort and improvement equally with the quality of the assignments submitted. This is our course Grading Scale:</p> <table><tr><td>A</td><td>(94-100)</td><td>C</td><td>(74-76)</td></tr><tr><td>A-</td><td>(90-93)</td><td>C-</td><td>(70-73)</td></tr><tr><td>B+</td><td>(87-89)</td><td>D+</td><td>(67-69)</td></tr><tr><td>B</td><td>(84-86)</td><td>D</td><td>(64-66)</td></tr><tr><td>B-</td><td>(80-83)</td><td>D-</td><td>(60-63)</td></tr><tr><td>C+</td><td>(77-79)</td><td>E</td><td>(Below 60)</td></tr></table>	A	(94-100)	C	(74-76)	A-	(90-93)	C-	(70-73)	B+	(87-89)	D+	(67-69)	B	(84-86)	D	(64-66)	B-	(80-83)	D-	(60-63)	C+	(77-79)	E	(Below 60)
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Land Acknowledgement	<p>Smith College stands on Nonotuck land alongside our neighboring indigenous nations: the Nipmuc and the Wampanoag to the east, the Mohegan and the Pequot to the South, the Mohican to the West, and the Abenaki to the North.</p>																								
Plagiarism	<p>Plagiarism is submitting work as if it were solely the product of one’s own thinking when it is either partially or fully the product of another’s work (including copying text, using another individual’s ideas without proper citation, passing off uncredited secondary sources as original work, or using unauthorized generative AI). As a faculty member, if the professor suspects a violation of this policy, they are obligated by college guidelines to report the incident directly to the Academic Integrity Board (AIB) for review.</p>																								
Technology	<p>Mobile phones disrupt this dynamic and are not permitted during class; please keep them silenced and tucked away. Furthermore, you must have your readings physically or digitally accessible</p>																								

	during every class. All readings must be brought in print or on a laptop or tablet. If you have difficulty accessing or printing readings in these formats, please speak with the professor before class.
Wellness and Mental Health	<p>Do your best to maintain a healthy lifestyle this semester by eating well, exercising, prioritizing sleep, and taking time to relax. If you experience academic stress, difficult life events, or mental health struggles, please remember that asking for support is a strength.</p> <p>You can connect directly with Smith's Schacht Center for Health and Wellness for confidential counseling and support:</p> <ul style="list-style-type: none"> • Schacht Center Phone: 413-585-2800 (24/7 support) • Email: counselingservices@smith.edu • 24/7 Crisis Support: Call 413-585-2800 (Option 2) or contact Campus Safety at 413-585-2490 in an emergency.

AFR 155: Introduction to Black Women's Studies
Reading List, Fall 2026
 (Subject to Change)

Refer to your required texts; additional readings will be posted on our course website.

Unit I:
Before Black Women's Studies: Episteme Born from Praxis

Week / Date	Class Day	Readings & Activities
WEEK 1 Sept 8 & Sept 10	Tuesday	Course Introduction and Class Community Agreements
	Thursday	<p>Lecture Day</p> <p><i>Required Readings & Medias:</i></p> <ul style="list-style-type: none"> • Wheatley, Phillis. "On Being Brought from Africa to America," in <i>Poems on Various Subjects, Religious and Moral</i> (London: A. Bell, 1773), 18. • Johnson, Jessica Marie. "Tastemakers: Intimacy, Slavery, and Power in Senegambia." In <i>Wicked Flesh: Black Women, Intimacy, and Freedom in the Atlantic World</i>, 17–53. Philadelphia: University of Pennsylvania Press, 2020. • Not Your Momma's History. "These Roots Episode 3: A Day in the Life of a Free Black Pepper Pot Woman in Philadelphia." <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> • Hooks, bell. "Sexism and the Black Female Slave

Week / Date	Class Day	Readings & Activities
		<p>Experience.” In <i>Ain’t I a Woman: Black Women and Feminism</i>, 2nd ed., 15–49. London: Routledge, 2014.</p> <ul style="list-style-type: none"> • Davis, Angela Y. “The Anti-Slavery Movement and the Birth of Women’s Rights.” In <i>Women, Race, & Class</i>, 1:30–46. New York: Vintage Books, 1983.
WEEK 2 Sept 15 & Sept 17	Tuesday	<p>Lecture Day</p> <p><u>Required Readings & Medias:</u></p> <ul style="list-style-type: none"> • Truth, Sojourner. “Ain’t I a Woman?” Speech delivered at the Women’s Rights Convention, Akron, OH, May 1851. • Davis, Angela Y. “Reflections on the Black Woman’s Role in the Community of Slaves.” <i>The Black Scholar</i> 3, no. 4 (1971): 2–15. • Roberts, Dorothy. “Reproduction in Bondage.” In <i>Killing the Black Body: Race, Reproduction, and the Meaning of Liberty</i>, 22–55. New York: Vintage Books, 1997. • Not Your Momma's History. <u>“The Roots Episode 1: A Day in the Life of an Enslaved Lady’s Maid.”</u> Video. • Joy DeGruy. <u>“Post Traumatic Slave Syndrome: The Syndrome Passed on Through Generations.”</u> Video. <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> • Berry, Daina Ramey. "Introduction: The Value of Life and Death" and "Preconception: Women and Future Increase," in <i>The Price for Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation</i> (Boston: Beacon Press, 2017), 1–32.

Unit 2:
Black Women’s Studies: A Field Forged in Struggle

Week / Date	Class Day	Readings & Activities
WEEK 2 (Cont.)	Thursday	<p>Lecture Day</p> <p><u>Required Readings & Medias:</u></p> <ul style="list-style-type: none"> • Combahee River Collective. “A Black Feminist Statement: The Combahee River Collective.” In <i>Still Brave</i>, 3–11. • Taylor, Keeanga-Yamahtta. “Introduction.” In <i>How We Get Free: Black Feminism and the Combahee River Collective</i>, 1–28. Chicago: Haymarket Books, 2017.

Week / Date	Class Day	Readings & Activities
WEEK 3 Sept 22 & Sept 24	Tuesday	Lecture Day <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> Fuentes, Marisa J. "Introduction." In <i>Dispossessed Lives: Enslaved Women, Violence, and the Archive</i>, 1–12. Philadelphia: University of Pennsylvania Press, 2016. Cooper Owens, Deirdre. 2021. "The History of Micro-Organisms, Black Genealogies, and the Matter of Privacy." <i>The Black Scholar</i> 51 (1): 62–66. Monegro, Sophia. "Origins of Black Feminist Thought in the Americas: La Negra del Hospital in Colonial Santo Domingo." <i>Global Black Thought</i> 1, no. 2 (2025): 289–321 <i>Recommended Reading:</i> <ul style="list-style-type: none"> Acosta Corniel, Lissette. "Black Women in Sixteenth-Century Santo Domingo: Free, Enslaved, Founders, and Explorers." In <i>Transatlantic Bondage: Slavery and Freedom in Spain, Santo Domingo, and Puerto Rico</i>, edited by Lissette Acosta Corniel, 157–80. Albany: State University of New York Press, 2024.
	Thursday	Class Visit to Smith Botanical Gardens <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> Walker, Alice. "In Search of Our Mothers' Gardens." In <i>In Search of Our Mothers' Gardens: Womanist Prose</i>, 231–43. San Diego: Harcourt Brace Jovanovich, 1983.
WEEK 4 Sept 29 & Oct 1	Tuesday	Library Visit with Xochitl and Esther: Meet at Neilson 011 <i>Unit 1 Assignment Due</i>
	Thursday	Symposium Day #1: Black Women's Studies <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> Ronja: Hull, Gloria T., and Barbara Smith. "Introduction: The Politics of Black Women's Studies." In James, Stanlie M., Frances Smith Foster, and Beverly Guy-Sheftall, eds. 2009 [1982]. <i>Still Brave: The Evolution of Black Women's Studies</i>, xi-2. New York: The Feminist Press at CUNY. Nafisa: Walker, Alice. "Womanist." In <i>Still Brave</i>, 22–23. Julia: Coleman, Monica A. "Must I Be a Womanist?" In <i>Still Brave</i>, 115–17. Valery: Brown, Elsa Barkley, Deborah K. King, and Barbara Ransby. "African American Women in Defense of Ourselves." In <i>Still Brave</i>, 45–47. Jay: Christian, Barbara. "But Who Do You Really Belong To—Black Studies or Women's Studies?" In <i>Still Brave</i>,

Week / Date	Class Day	Readings & Activities
		<p>86–92.</p> <ul style="list-style-type: none"> Kat Baque. “What Is: Womanism” <p><i>Recommended Readings:</i></p> <ul style="list-style-type: none"> Guy-Sheftall, Beverly. “Black Women’s Studies: The Interface of Women’s Studies and Black Studies.” <i>Phylon</i> 49, no. 1/2 (1992): 33–41. Brewer, Rose M. “Black Feminism and Womanism.” In <i>Companion to Feminist Studies</i>, edited by Nancy A. Naples, 91–104. Hoboken, NJ: John Wiley & Sons, 2020. Smith, Barbara. “Toward a Black Feminist Criticism.” <i>The Radical Teacher</i>, no. 7 (1978): 20–27.
<p style="text-align: center;">Unit 3: Black Feminist Poetics</p>		

Week / Date	Class Day	Readings & Activities
WEEK 5 Oct 6 & Oct 8	Tuesday	<p>In-Class Film Screening</p> <p><i>Required Readings & Medias:</i></p> <ul style="list-style-type: none"> Shange, Ntozake. <i>For Colored Girls Who’ve Considered Suicide / When the Rainbow Is Enuf</i>. 1–30. New York: Macmillan, 1977.
	Thursday	<p>Class Lecture from Smith Poet in Residence</p> <p>Assignment #2 Due: Proposal & Annotated Bibliography</p> <p><i>Required Readings & Medias:</i></p> <ul style="list-style-type: none"> Shange, Ntozake. <i>For Colored Girls Who’ve Considered Suicide / When the Rainbow Is Enuf</i>. 30–60.

**Unit 4:
Black Feminist Theory**

Week / Date	Class Day	Readings & Activities
<u>WEEK 6</u> Oct 13 & Oct 15	Tuesday	<i>No Class — Smith Autumn Recess</i> Assignment Due Wednesday, October 14: Proposal and Multimedia Annotated Bibliography
	Thursday	Presentations for Symposium Day #2: Black Feminist Theory I <u><i>Required Readings & Medias:</i></u> <ul style="list-style-type: none"> ● Sam: Beal, Frances M. "Double Jeopardy: To Be Black and Female." In <i>Words of Fire: An Anthology of African-American Feminist Thought</i>, edited by Beverly Guy-Sheftall, 146–55. New York: The New Press, 1995. ● Eleni: bell hooks, "Black Women: Shaping Feminist Theory," in <i>Feminist Theory: From Margin to Center</i>, 3rd ed., 1–17. New York: Routledge, 2015. ● Kristin: Morgan, Joan. "Fly-Girls, Bitches, and Hoes: Notes of a Hip-Hop Feminist." <i>Social Text</i>, no. 45 (1995): 151–57. ● Chimamanda Ngozi. <u>We Should All Be Feminists</u> <p><i>Recommended Reading:</i></p> <ul style="list-style-type: none"> ● Hooks, bell. "Feminism and Black Women's Studies." <i>Sage: A Scholarly Journal on Black Women</i> 6, no. 1 (1989): 54–56.
<u>WEEK 7</u> <u>Oct 20 & Oct 22</u>	Tuesday	Lecture Day <u><i>Required Readings & Medias:</i></u> <ul style="list-style-type: none"> ● Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." <i>University of Chicago Legal Forum</i> 1989, no. 1 (1989): 139–67. ● <u>Video: What is Intersectionality?</u>
	Thursday	Class Visit to Smith Museum <u><i>Required Readings & Medias:</i></u> <ul style="list-style-type: none"> ● O'Grady, Lorraine. "Olympia's Maid: Reclaiming Black Female Subjectivity." In <i>Still Brave</i>, 318–35.

Week / Date	Class Day	Readings & Activities
WEEK 8 Oct 27 & Oct 29	Tuesday	Class Lecture by Guest Speaker Dr. Daisy Guzman Nuñez Virtual Class via Zoom <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> Daisy Guzman Nuñez. "In Search of Our Mother's Voices: An Autoethnography on Garifuna Women's Feminist Praxis," <i>Transforming Anthropology</i> (2026).
	Thursday	Class Visit to Special Collections with Mari <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> Ross, Loretta J. "Reproductive Justice as Intersectional Feminist Activism." <i>Souls</i> 19, no. 3 (2017): 286–314.
WEEK 9 Nov 3 & Nov 5	Tuesday, Nov 3	Presentations for Symposium Day #3: Black Women's Theory II <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> Ava: Giddings, Paula J. "The Battle for Womanhood Is the Battle for Race': Black Women and Nineteenth-Century Racial Thought." In <i>Toward an Intellectual History of Black Women</i>, edited by Mia Bay, Farah J. Griffin, Martha S. Jones, and Barbara D. Savage, 169–84. Chapel Hill: University of North Carolina Press, 2015. Kayatu: Spillers, Hortnesse. "Mama's Baby, Papa's Maybe: An American Grammar Book" Serena: Collins, Patricia Hill. "Mammies, Matriarchs and Other Controlling Images." In <i>Black Feminist Thought</i>: 69–96. Elizabeth: Nardal, Jane. "Black Internationalism." Translated by T. Denean Sharpley-Whiting. In <i>Negritude Women</i>, edited by T. Denean Sharpley-Whiting, 38–41. Minneapolis: University of Minnesota Press, 2002. <i>Recommended Reading:</i> <ul style="list-style-type: none"> Collins, Patricia Hill. "The Social Construction of Black Feminist Thought." <i>Signs: Journal of Women in Culture and Society</i> 14, no. 4 (1989): 745–73.

Unit 5:
Global Black Feminisms

Week / Date	Class Day	Readings & Activities
WEEK 9 (Cont.)	Thursday	Lecture Day <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> • Senior, Olive. “Colonial Girls School.” (Poem). • Lorde, Audre. “The Uses of Anger: Women Responding to Racism.” In <i>Still Brave</i>, 23–31. • Lorde, Audre. “The Master’s Tools Will Never Dismantle the Master’s House.” In <i>Sister Outsider: Essays and Speeches</i>, 110–14. Trumansburg, NY: Crossing Press, 1984. <p>Assignment # 3 Due Friday, Nov. 6 Biographical Infographic</p>
WEEK 10 Nov 10 & Nov 12	Tuesday	<i>No Class — Cromwell Day</i>
	Thursday	Lecture Day <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> • Danticat, Edwidge. <i>The Farming of Bones</i>, pp. 1–150. New York: Soho Press, 1998.
WEEK 11 Nov 17 & Nov 19	Tuesday	<ul style="list-style-type: none"> • Danticat, Edwidge. <i>The Farming of Bones</i>, pp. 150–220.
	Thursday	Lecture Day <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> • Danticat, Edwidge. <i>The Farming of Bones</i>, pp. 220–290.
WEEK 12 Nov 24 & Nov 26	Tuesday	Lecture Day Virtual Class via Zoom <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> • Danticat, Edwidge. <i>The Farming of Bones</i>, pp. 290–316.
	Thursday	<i>No Class — Thanksgiving Break</i>

Week / Date	Class Day	Readings & Activities
WEEK 13 Dec 1 & Dec 3	Tuesday	Presentations for Symposium Day #4: Global Black Feminisms <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> ● Alua: Perry, Keisha-Khan Y. "The Groundings with My Sisters: Toward a Black Diasporic Feminist Agenda in the Americas." In <i>Bridging Scholarship and Activism in a Globalized World: Rethinking Solidarities, Identities, Responsibilities, and Methodologies</i>, edited by Bernd Reiter and Ulrich Oslender, 151–70. East Lansing: Michigan State University Press, 2015. ● Alice: Oyěwùmí, Oyèrónké. "Conceptualizing Gender: The Eurocentric Foundations of Feminist Concepts and the Challenge of African Epistemologies." <i>JENdA: A Journal of Culture and African Women Studies</i> 2, no. 1 (2002): 1–8. ● Chloe: Davies, Carole Boyce. "Sisters Outside: Tracing the Caribbean/Black Radical Intellectual Tradition." <i>Small Axe: A Caribbean Journal of Criticism</i> 13, no. 1 (2009): 217–29. ● Elma Akob. The Dangers of Western Feminism to African Women.

Unit 6:
Black Queer Feminism

Week / Date	Class Day	Readings & Activities
WEEK 13 (Cont.)	Thursday	Presentations for Symposium Day #5: Black Queer Feminism <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> ● Gloria: Lorde, Audre. <i>Uses of the Erotic: The Erotic as Power</i>. Brooklyn, NY: Out & Out Books, 1978. ● Cohen, Cathy. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" In <i>Still Brave</i>, 240–67. ● Heaven: Clarke, Cheryl. "Lesbianism: An Act of Resistance." In <i>Still Brave</i>, 12–21. ● Santana, Dora Silva. "Mais Viva!: Reassembling Transness, Blackness, and Feminism." <i>TSQ: Transgender Studies Quarterly</i> 6, no. 2 (2019): 210–22.
WEEK 14 Dec 8 & Dec 10	Tuesday	Lecture Day <i>Required Readings & Medias:</i> <ul style="list-style-type: none"> ● M. Jacqui Alexander, "Introduction: Questions of Imperial

Week / Date	Class Day	Readings & Activities
		Entanglements, Pedagogies, and the Radical Imagination," in <i>Pedagogies of Crossing: Meditations on Feminism, Sexual Politics, Memory, and the Sacred</i> (Durham, NC: Duke University Press, 2005), 1–17.

Unit 7:
Black Feminist Futures

Week / Date	Class Day	Readings & Activities
WEEK 14 (Cont.)	Thursday	<p>Lecture Day</p> <p><i>Required Readings & Medias:</i></p> <ul style="list-style-type: none"> • Ko, Aph. “Why Afrofuturism Is a Black Feminist Praxis.” <i>Aphro-ism</i> (blog), March 10, 2016. • Noble, Safiya Umoja. “A Future for Black Intersectional Technology Studies.” <i>The Scholar & Feminist Online</i> 13, no. 3 / 14, no. 1 (2016). <p><i>Recommended Readings:</i></p> <ul style="list-style-type: none"> • O'Neill, Caitlin. “Towards an Afrofuturist Feminist Manifesto.” In <i>Critical Black Futures: Speculative Theories and Explorations</i>, edited by Philipaelia M. D. L. P. Ndlovu, 145–62. London: Palgrave Macmillan, 2021.
WEEK 15 Dec 15	Tuesday	<p>Lecture Day</p> <p><i>Required Readings & Medias:</i></p> <ul style="list-style-type: none"> • Cooper, Brittney C. “Love No Limit: Towards a Black Feminist Future (InTheory).” <i>The Black Scholar</i> 45, no. 4 (2015): 7–21.