ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE March 9, 2011

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFS 302 History of Black Women in America 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Amanda Smith
   Phone: 5-3897
   Mail Code: 4902
   E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

- Literacy and Critical Inquiry—L
- Mathematical Studies—MA
- Humanities, Fine Arts and Design—HU
- Social and Behavioral Sciences—SB
- Natural Sciences—SQ

Awareness Areas

- Global Awareness—G
- Historical Awareness—H
- Cultural Diversity in the United States—C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☐ No ☑ Yes; Please identify courses: HST 335 and WST 302

Is this an multisession course?: ☑ No ☐ Yes; Is it governed by a common syllabus?

Arna Bontemps
Chair/Director (Print or Type) (Signature)

Date: __________________________

Rev. 1/94, 4/95, 7/96, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
**ASU--[SB] CRITERIA**

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. Course is designed to advance basic understanding and knowledge about human interaction.  
   - Syllabus - course descriptions and learning objectives.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   - Syllabus - course descriptions and learning outcomes

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
   - Syllabus - course description and learning objectives

4. Course illustrates use of social and behavioral science perspectives and data.
   - Syllabus - required readings (p 1-2), assignments (p 3) and examples of text provided.

**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
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<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1. The course is designed to advance the basic understanding and knowledge about human interaction.</td>
<td>1. The course examines how women enslaved and freed, individually, collectively and through strategic alliances have responded to and struggled with the burdens of racial and sexual discrimination and exploitation throughout American history.</td>
<td>Page 1 of the syllabus includes specific language in the course description as well as outlined learning objectives. Both sections are highlighted and marked SB 1.</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in: history, politics, economics and women's studies.</td>
<td>2. The course examines the history of African American women through focusing on the political, economic, social and cultural challenges that Black women have historically confronted in America.</td>
<td>Page 1 of the syllabus includes specific language in the course description as well as outlined learning objectives. Both sections are highlighted and marked SB 2.</td>
</tr>
<tr>
<td>3. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g., historical analysis).</td>
<td>3. The course is rooted in historical analysis. It focuses on the historical experiences of African American women and how African American women have both shaped and been shaped by American history.</td>
<td>Page 1 of the syllabus includes specific language in the course description as well as outlined learning objectives. Both sections are highlighted and marked SB 3.</td>
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<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
<td>4. The primary text for the course as well as the required annotated bibliography assignment assist in demonstrating how the course uses social behavioral science perspectives and data.</td>
<td>4. Page 1 and 2 of the syllabus list the required and recommended readings, the primary text is highlighted and marked SB 4. Page 3 of the syllabus includes the assignment description for the annotated bibliography and is highlighted and marked SB 4. The cover and table of contents for the primary text as well as several of the recommended text are included in the application material.</td>
</tr>
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The History of Black Women in America
AFS 394/WST 394/ HST 394
Fall Semester 2009
9:00-10:15 Tuesday/Thursday. PSA 102

Professor: S. M. James
145 Wilson Hall
480 965 6432
Stanlie.james@asu.edu

Hours: Wednesday 10:00-11:30
and by appointment

Course Description

Paul S. Rothenberg has observed, “It is impossible to make sense out of either the past or the present without using the interplay of race, class and gender as central categories of description and analysis.” This course is an advanced examination of the history of African American women through focusing on the political, economic, social and cultural challenges that Black women have historically confronted in America. Moving from the period of enslavement through the processes of emancipation and freedom, the course examines how women enslaved and freed, individually, collectively and through strategic alliances have responded to and struggled with the burdens of racial and sexual discrimination and exploitation throughout American history. Ultimately students will come to appreciate Darlene Clark Hine’s observation that “The extraordinary achievements of Black women in the nineteenth and twentieth centuries did not grow out of degradation but out of a legacy of courage, resourcefulness, initiative, and dignity that goes back to 1619.” The class format includes lectures, discussions, oral presentations and videos.

Course Objectives
Students will acquire:

- An understanding of the specific roles African American women have played in African American History and, in turn, their more general impact on American history.

- An appreciation of the impact African American Women have had on movements in American history including suffrage, feminist, civil rights and anti-war movements.

- Knowledge about specific instances of racial and sexual exploitation and discrimination and the strategies and alliances developed and implemented by African American women to meet those challenges.

Required Readings:
A Shinning Thread of Hope: The History of Black Women in America by Darlene Clark Hine and Kathleen Thompson
Ar'n't I a Woman: Female Slaves in the Plantation South by Deborah Gray White

Highly Recommended Supplementary Readings:
- Mr. and Mrs. Prince by Gretchen Holbrook Gerzina
- Sojourner Truth: A Life, A Symbol by Nell Irvin Painter
- Ida: A Sword Among Lions by Paula Giddings
- Righteous Discontent: the Women's Movement in the Black Baptist Church by Evelyn Brooks Higginbothum
- Too Heavy a Load: Black women in Defense of Themselves, 1894-1994 by Deborah Gray White
- Ella Baker and the Black Freedom Movement by Barbara Ransby

Course Expectations, Classroom Decorum and Evaluations:

Students are expected to complete all reading and written assignments in a thoughtful, thorough and timely manner and to actively participate in classroom discussions. It is also expected that you attend class regularly and ON TIME. If you will be more than five minutes late please do not come at all. Attendance will be taken and more than three absences may have an adverse impact upon your final grade. **TURN OFF ALL CELL PHONES**—if they go off during class you will be asked to leave. Unless you plan to bring enough food for everyone in the class please do not bring food to class—water, coffee and other (non alcoholic) drinks are fine.

1. Each student will either choose or be assigned to read one of the books from the supplementary reading list and to write a 4-6 page book review. Book reviews should include a summary of the book, followed by a discussion of the book's relationship to issues raised in class assignments, lectures, discussions etc. The review should also include a critique of the book (for ex. Was it useful or beneficial, what weaknesses did you identify and why). The book review will be due on Tuesday September 29 at 9:00 a.m. **This exercise will comprise 30% of your grade and will be worth 100 Points—20 of those points will be reserved for your oral presentation on the book.**

2. Students will work with other members of the class who have read the same book to develop a 20-30 minute presentation that analyzes and critiques the book. The presentation will be in the form of a "fish bowl"—that is members of the group will sit together in an inner circle and will have a critical discussion of their book with each other. Please do not divide the book into chapters and have one person be responsible for a chapter—everyone should have read the entire book. Perhaps you might choose a moderator who would pose questions that the book addressed or that developed for your group as you read and discussed the book. At the end
of your 20 minute presentation, your classmates who are surrounding the ‘fish bowl’ should be invited to join the discussion and to ask questions. You are asked to work collaboratively on this project and each of you will be asked to rate/grade the contributions of each member of the group. (If your colleagues indicate that you have not contributed equitably to the preparation process your grade will reflect the problem.)

The schedule for oral presentations is as follows:

- Sept. 10 Mr. and Mrs. Prince
- Sept. 24 Sojourner Truth
- Oct. 8 Righteous Discontent
- Oct. 27 Ida: A Sword Among Lions (*extra 20 pts)
- Nov. 10 Too Heavy a Load
- Dec. 1 Ella Baker

3. Students will be asked to complete three out of four reader’s response papers over the course of the semester. They should be typed and 3-5 pages in length. Sometimes students will be asked to respond to a specific question or questions but at other times they will be asked to summarize the assigned readings and to develop at least two thoughtful questions evoked by the readings. The response papers are due on Sept. 15, Oct. 6, 29, Nov. 17 at 9:00 a.m. **Together the three required response papers will comprise 30% of your grade and will be worth a total of 100 points.**

4. The term project will be an annotated bibliography on a topic of interest raised during the course. This will require that student review a body of reliable supplementary readings including journal articles, anthology chapters and books (a minimum of 5 books needs to be reviewed for this assignment.) Reliable literature usually includes such scholarly apparatus as footnotes/endnotes and/or a comprehensive bibliography. Each bibliographic entry should include 2-4 sentences of annotation. See Kate Turabian *How to Write Term Papers, Theses and Dissertations* for a brief overview of the proper form for annotated bibliographies. Write a 3 page paper summarizing what you have learned from this project then provide a critical overview of the literature on this topic. Discuss the successes and difficulties you may have encountered while working on this project. What suggestions do you have for someone who may be embarking on such a project in future? **Due on Dec. 8 (the last day of class) or not later than 12:00 noon Friday Dec. 11, the annotated bibliography will comprise 30% of your grade and will also be worth a total of 100 points.**

5. **Finally it will be possible to accumulate an additional 25 points for classroom participation.** Extra credit may also be available for attendance at and reporting on outside events.
It is possible to accumulate a total of 325 points over the course of the semester in this class. The grading scale will be as follows.

325 - 305 = A
304 - 280 = B
279 - 240 = C
239 - 215 = D
214 - = E

ACADEMIC DISHONESTY!
In the “Student Academic Integrity Policy” manual, ASU defines “Plagiarism” as using another's words, ideas, materials, or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. You can find this definition at:
http://provost.asu.edu/academicintegrity

Academic dishonesty, including inappropriate collaboration, will not be tolerated. There are severe sanctions for cheating, plagiarizing and any other form of dishonesty.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

Course Outline

Introduction: August 25-27
Prologue “A Shimmering Thread of Hope”

Africa into the Americas: September 1-3
“Slavery and Women, The Family and the Gender Division of Labor” Claire Robertson
“African Women in the Atlantic slave Trade: Herbert S. Klein
“Sexual Demography: The Impact of the Slave Trade on Family Structure” John Thornton

18th and 19th Century in the New World: September 8-15
Chapter 1 and 2 in A Shimmering Thread of Hope Darlene Clark Hine and Kathleen Thompson
"The Double Bonds of race and Sex: Black and White Women in a Colonial Virginia Parish" Joan Rezner Gundersen

Oral Presentation *Mr. and Mrs. Prince*, Sept. 10
1st essay due Sept. 15

19th Century Women--Enslaved and ‘Free’ Sept. 17-Oct 6
Chapter 3 and 4 in Hine and Thompson
“A Study of Two Women’s Slave Narratives: *Incidents in the Life of a Slave Girl* and *The History of Mary Prince*”
*Ar’n’t I a Woman: Female Slaves in the Plantation South* Deborah Gray White

Oral Presentation *Sojourner Truth* Sept. 24
Book Reviews due Sept. 29
2nd Essay due Oct. 6

Civil War, Reconstruction and ‘The Nadir’ Oct 8-27
Chapter 5, 6 and 7 in Hine and Thompson
“Slavery, Sharecropping and Sexual Inequality” Susan A. Mann
“Domination and Resistance: The Politics of Wage Household Labor in New South Atlanta” Tera W. Hunter

Oral Presentation *Righteous Discontent* Oct. 15
Oral Presentation *Ida* Oct 27

Moving into the 20th Century: Oct 27-Nov. 12
Chapter 8, 9 and 10 Hine and Thompson
“Discontented Black Feminists: Prelude and Postscript to the Passage of the Nineteenth Amendment” Rosalyn Terborg Penn
“Rape and the Inner Lives of Black Women: Thoughts on the Culture of Dissemblance” Darlene Clark Hine

3rd Essay Oct. 29
Oral Presentation *Too Heavy a Load* Nov. 10
*Library Day, Nov. 12

From Civil Rights into the 21st Century: Nov. 17-Dec. 8
Chapter 11, 12 and Epilogue Hine and Thompson
“‘Dress modestly, neatly...as if you were going to church’: Respectability, Class and Gender in the Montgomery Bus Boycott and the Early Civil Rights Movement” Marisa Chappell, Jenny Hutchinson and Brian Ward
“Women in the Student Non-violent Coordinating Committee: Ideology, Organized Structure and Leadership” Belinda Robnett
“Black Women Activists and the Student Nonviolent Coordinating Committee: The Case of Roby Doris Smith Robinson” Cynthia Griggs Fleming
"The Struggle Continues": Black Women in Congress in the 1990s" Britta Waldschmidt-Nelson

4th essay Nov. 17
Oral Presentation Ella Baker Dec. 1

Final Project due Dec. 8 (or no later than noon Friday Dec. 11)
A SHINING THREAD OF HOPE

Darlene Clark Hine

Kathleen Thompson
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"A Shining Thread of Hope is the book we have all been waiting for—the first comprehensive history of black women in America, meticulously and exhaustively researched and told with lucid intelligence and power. It is also compelling drama. This book will be an instant classic, indispensable reading outside as well as inside the academy."

"This history of black women is a shining thread of brilliant scholarship that both illumines, and makes whole, the history of this nation."

"Moving and evocative, A Shining Thread of Hope tells the story of black women in America in their voices and from their perspective. This is a highly readable and invaluable synthesis of a central component of the American experience."

"This is a canonical text for American historians. We have needed it so badly. It is a must read."

"Informative and inspirational, A Shining Thread of Hope is a long overdue history of African American women. This bittersweet narrative is both concise and comprehensive. It is a story about individuals, families, communities, and a nation."

"A Shining Thread of Hope is a unique contribution to our national literature, one that will educate and inspire all of us, men as well as women, white as well as black."

"Hine and Thompson have given us a new history of America. I say America because it is precisely the lives and struggles of black women—the most invisible ‘thread’ of all—that can shed the greatest light on our nation’s dark past."
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"Sojourner Truth: A Life, A Symbol" is a triumph of scholarly meticulousness and narrative skill. Nell Irvin Painter has thrown open the extraordinary gate right into the life of a legendary woman. She is a culture compelled to rend her shroud.

—PAULA GIDDINGS

"Sojourner Truth: A Life, A Symbol" is a deeply researched, elegantly written biography. Nell Painter has reached into the personal, religious, and historical realities that for a century have veiled the mysterious heart of the story of the heroicɁigious, African-American woman, an ex-slave who could neither read nor write, and yet whose留下ted wisdom, her character and the force of her personality.

—RUSSELL RASH

Nell Irvin Painter indelibly penetrates the significant mysteries and stemming silences of Sojourner Truth in an immensely satisfying and superbly crafted biography. Painter's brilliant analysis of Truth's dreams, symbols, and passions novels a black woman in all her spiritual, sensual, and political complexity.

—DALENY CLARK HINE

"Sojourner Truth: A Life, A Symbol" is a truly vivid and deeply moving portrait of the iconoclastic Sojourner Truth is one of the finest biographies of recent years. In her dual roles of historian and cultural critic, Nell Painter is invaluable.

—JOYCE CAROL OATES
Ida B. Wells
and the Campaign
Against Lynching

IDA
A SWORD
AMONG LIONS

PAULA J.
GIDDINGS
AUTHOR OF
When and Where I Enter
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"Ida: A Sword Among Lions" is more than brilliant; it is necessary. I can't think of a biography that throws more light on the history of gender, race, and class discord in the United States. Six decades of Ida B. Wells's life constitute a riveting, definitive narrative on a dark and bruising history. In Paula Giddings, this vibrant woman has found a biographer equal to her prowess.

"Ida B. Wells was an inspired journalist, an uncompromising civil libertarian, and a woman far ahead of her patriarchal times—a 'difficult' woman. Paula Giddings's monumental achievement restores this extraordinary contrarian to her place as one of the grand pace-setters of American social justice and female empowerment."

"Paula Giddings writes so meticulously. The care and depth of her research became evident only after I finished reading 'Ida: A Sword Among Lions.' Paula Giddings has brought another great American out of the mist of history. We are saddened that we did not know Ida B. Wells earlier, but happy to know that she was born here and worked here to make our country a better place for all Americans."

"Paula Giddings's 'Ida' is a treasure. Ida B. Wells has waited a century for someone to tell the truth of her life. Giddings sets the record straight about the horrors of lynching and the valiant campaign Wells inspired and led against this American scourge. Surely, with Giddings's exquisitely written, exhaustively investigated, and brilliantly rendered biography, Ida's soul will rest in peace."

"With meticulous research, including Wells's own diary, Giddings brings to life one of the most fascinating women in American history, giving readers a real feel for the texture and context of Wells's life."
MR. AND MRS.
PRINCE

HOW AN
Extraordinary
EIGHTEENTH-CENTURY FAMILY MOVED
OUT OF SLAVERY AND INTO Legend

GRETCHEH HOLBROOK GERZINA
Advance Praise for

MR. AND MRS. PRINCE

"A pure act of recovery, lifting up onto the table two original lives, remarkable because they stood so long invisible in plain sight."

"This book gives you that frisson of excitement that occurs only when you read something really, really good. It is, in its way, a suspense story, with a narrative that pulls you along like a leash around your neck, but it's also much more than that: a journey of discovery so meticulously, artfully, and evocatively crafted that it immerses you completely. A book that both entertains and informs, which is indeed a rare combination."

"Mr. and Mrs. Prince combines scholarly depth with the suspense of a great historical detective story. Gerzina reveals not only the intimate lives of two remarkable black Vermonters but also the larger world of a colonial New England, where slavery was embedded as deeply as it was in the South. Her fascinating story delivers a gallery of quietly heroic, vividly drawn personalities—black and white, slave and free—as they struggle to survive the threat of Indian attack, fatal illness, and the challenge of wringing a living from the stark and unyielding frontier landscape. We will never look at the history of New England in the same way again."

"Mr. and Mrs. Prince is not only a work of impeccable scholarship; it is also a romance, an adventure, and a detective story. By involving us in the lives of the Princes, and in her own journey of discovery, Gretchen Gerzina insists that we complicate our understanding of American and African-American history—while enjoying ourselves in the process. This book instructs and delights."

Ar’n’t I a Woman?
FEMALE SLAVES IN THE PLANTATION SOUTH
Deborah Gray White
“One of those rare books that quickly became the standard work in its field.”
—ANNE FIROR SCOTT, DUKE UNIVERSITY
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Arn't I a Woman?
Deborah Gray White

"Told with human sympathy and professional skill... Arn't I a Woman? moves well beyond mere revisionism; it is as important as it is overdue."
—James Oakes, Graduate Center, City University of New York

Living with the dual burdens of racism and sexism, slave women in the plantation South assumed roles within the family and community that contrasted sharply with traditional female roles in the larger American society.

This new edition of Arn't I a Woman? reviews and updates the scholarship on slave women and the slave family, exploring new ways of understanding the intersection of race and gender and comparing the myths that stereotyped female slaves with the realities of their lives. Finally, this groundbreaking study shows us how black women experienced freedom in the Reconstruction South—their heroic struggle to gain their rights, hold their families together, resist economic and sexual oppression, and maintain their sense of womanhood against all odds.

Winner of the Letitia Brown Memorial Publication Prize

Deborah Gray White is professor of history and co-director of the Rutgers Center for Historical Analysis at Rutgers University. She is also the author of Too Heavy a Load: Black Women in Defense of Themselves, 1894–1994, also published by Norton.

Cover painting: Near Andersonville by Winslow Homer.
Collection of the Newark Museum, N.J. The Newark Museum / Art Resource, N.Y.
Cover design by Abby Weintraub

W. W. Norton
New York · London

http://www.wwnorton.com