

IDH 2930: Black Girlhood Studies:

Centering Black Girlhoods in Black Feminisms

Clinical Assistant Professor:

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Office Hours: by appointment (via Zoom)

Course Description: This course is an introduction to Black girlhood studies, and will provide an overview of the field with particular focus on the relationship of girls to popular culture in the United States in the 20th and 21st centuries. In this class, you will learn about why studying Black girls can be an important lens through which to understand gender in a wider context: how our culture characterizes, analyzes and treats Black girls centers the possibilities of perspective on wider cultural assumptions about ideas like power and weakness, purity and defilement, seriousness and play. In this course, you will be asked to think and write critically about the roles of Black girls in a variety of cultural contexts

Course Objectives: Students will critically engage a wide range of scholarly and literary texts addressing the lives of girls and young women living with marginal racial or ethnic identities or in marginal linguistic communities. Because many of these girls and young women endure additional vulnerabilities, reading these texts, allows students to understand and critically analyze how intersectional identities influence life experiences. Students will:

- Examine how Black girlhood is a non-monolithic category whose definition changes depending on forces of class, ethnic or national identity, gender identity and sexual orientation;
- Examine the continuities and changes between Black girls' social realities and Black girlhood as a cultural construction of gendered ideals;
- Examine how Black girls accommodate, negotiate, and/or resist prevailing ideals of "girlhood";
- Discover ways to empower Black girls and to diminish the threats they face in their everyday lives;
- Examine the relationship between Black feminist discourses and theories about Black girls and Black girlhood;
- Study methods for finding out about Black girls and Black girls' lives.

Required Texts: Halliday, A. (2021). *The Black girlhood collection*. Canadian Scholars Press.

Expectations for Classroom Behavior: We acknowledge that racism, sexism, heterosexism, classism, ableism, and other forms of interpersonal and institutionalized forms of inequality exist in society. This does not mean we all agree on the causes, consequences, or solutions for these forms of inequality. It does mean we agree to do our best to better understand them, refrain from repeating misinformation, and refrain from personal attack. No student is expected to have all the answers. Mistakes and questions are welcomed in the spirit of cooperative learning. We will work to create an atmosphere where:

- We keep an open mind and listen;
- Everyone is valued and respected;
- Everyone can work and learn;
- Everyone engages in the thoughtful presentation of ideas, shares the floor, and can critically assess each other's ideas;
- No individual is ridiculed or demeaned for sharing personal experiences and ideas;

- Personal experiences shared in the context of the classroom remain confidential unless otherwise agreed upon;
- No individual is expected to be a representative spokesperson for a given group of people, given there is intra-group diversity of skills, beliefs, attitudes and behaviors.

ASSIGNMENTS:

Black Girlhood Collective Conversations (15%): Each class there will be a student lead the launch our Black Girlhood Collective Conversations. This launch is an opportunity to present questions, issues, thoughts to the class in a way that enlivens the group and sets a critical tone for the class. The format of our class is largely discussion. If you have to miss class for some reason, please gather the information you missed from a classmate. My assessment of your class participation is subjective, and I value engagement, curiosity, and the process of discussion. Please also note that the reading load for this class reflects the fact that it only meets once each week. Please plan adequate time to get all of the reading done each week. My observations about “active participation” are subjective.

Think, Through, Write, Do (10%): Each week students will work to complete one chapter of Aria Halliday's Black Girlhood Studies Collection. You are expected to participate in the course Forum. You are also expected to reply to at least two student peers’ postings per discussion board topic. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic.

Digital Black Girlhood Assignment (15%): A picture is worth a thousand words as the old saying goes, but with more than 400 million users, half of which are under 30, the photo sharing platform Instagram can be worth a lot more than a thousand words if you are a teacher. Students will work to develop an Instagram Story from one of the chapters in The Black Girlhood Studies Collection text. This assignment seeks to educate users on any aspect of Black Girlhood studied in the class. This project is meant to introduce the importance of Black Girlhood to a larger audience. Details and guidelines for this assignment will be communicated through additional resources on Canvas.

Critical Listening Journals (20%): Your critical listening journals are a great way to engage more deeply with the musical texts being analyzed in the course. Some questions to address to help shape your entries include but are not limited to:

- What stands out beyond the lyricism of the musical text? What do I hear?
- What catches my attention? How does what the track(s) sound like impact the story/narrative being read?
- If this is my first time listening to this musical text, what state of mind does it put me in? If this is not my first time listening to this musical text, what has changed/caught my attention since the first time I heard the work?

Black Girlhood Archive Project (40%): The Black Girlhood Archive project examines the lives of Black girls historically and ethnographically in community-centered ways. Black girlhood studies have recently emerged as an undisciplined field where there is not an exclusive canon, but it is an interdisciplinary, multi-method, and discursively expansive mode of knowledge production and activism. For your culminating assignment, you will work to assemble and present to the class a PechaKucha highlighting and in centering Black girlhoods. You will want to focus your talk on one or two central questions or concepts that are most useful and impactful for you.

Assignment	Total Points
Black Girlhood Collective Conversations	15
Think, Through, Write, Do	10
Digital Black Girlhood Assignment	15
Critical Listening Journals	20
Black Girlhood Archive Project	40
Total	100

Grading: The grading scale for this course is as follows:

Percentage	Grade
93%-100%	A
90%-92%	A-
87%-89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C-
67%-69%	D+
63%-66%	D
60%-62%	D-
59% -below	E

Completing Assignments on Time: Due dates for assignments are fixed. Late assignments will not be accepted unless an emergency arises.

COURSE POLICIES:

Attendance Policy: As a course that meets only once per week, attendance is particularly crucial for the learning environment. More than three (3) unexcused absences will result in 1/3 letter grade reduction from the final grade of the course.

Civility Statement: Any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor, as well as the fellow students, should not be subjected to any student's behavior that is in any way disruptive, rude, or challenging to the instructor's authority in the classroom. A student should not feel intimidated or demeaned by his/her instructor and students must remember that the instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. The instructor can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct violating the general rules and regulations of the institution.

Students with Disabilities Who Require Accommodations: Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. It is always best to arrange for this as early as possible in the semester.

Academic Honesty Policy: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral of the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Course Evaluation Policy: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aaufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <http://ufl/bluera.com/url/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

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CAMPUS RESOURCES

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

Health and Wellness : *U Matter, We Care*: If you or a friend is in distress, please contact umatter@ufl.edu, 352 392-1575, or visit the [U Matter, We Care website](#) so that a team member can reach out to the student in distress.

Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis and non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the [Student Health Care Center website](#).

University Police Department: Visit the [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Sexual Assault Recovery Services (SARS): Student Health Care Center, (352) 392-1161.

ACADEMIC RESOURCES

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center: Reitz Union, 392-1601. Career assistance and counseling.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).

The course syllabus is a general plan for the course, not a contract; deviations announced to the class by the instructor may be necessary.