



University of  
New Haven

## Black American Grand Tour: Black Women in Italy

### SECTION I: Course Overview

**UNH Course Code:** CUL359FLR

**Subject Area:** History, Cultural Studies, Black Studies, Women's Studies, Transatlantic Studies

**Prerequisites:** None

**Language of Instruction:** English

**Contact Hours:** 45

**Recommended Credits:** 3

### COURSE DESCRIPTION

This interdisciplinary course will explore the experiences of nineteenth-century Black American women in Italy. During the course students will examine the ways in which race, gender, class, age, nationality, and other social categorizations may intersect in Black women's experiences. Students will come to understand how Black women, who travelled to Italy, found freedom after crossing the ocean which meant leaving restraining norms of the home society behind.

Through in-class discussions, lectures, cultural experiences and field studies, students will learn and reflect on the experience of nineteenth-century Florence and its foreign visitors.

### LEARNING OBJECTIVES

At the end of the course, students will

- Explain the concepts and theories related to intersectionality, gender, and race studies
- Apply concepts and theories around to intersectionality, gender, and race to the analysis of nineteenth-century Black women's experiences;
- Develop awareness of "othering" processes

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

<b>Name:</b>	TBD
<b>Contact Information:</b>	<b>TBD</b>
<b>Term:</b>	<b>TBD</b>

### INSTRUCTIONAL FORMAT

This course will meet twice weekly for 80 minutes for a total of 28 class sessions. Classes will be a mix of lectures, class discussions/debates, student presentations, audio material, outside readings, independent or group onsite study, and a research project.

### SPECIAL ACCOMMODATIONS

If you require special accommodation or have special learning needs, please inform the instructor. Submit a request using CEA's Special Accommodations Form to the onsite CEA academic staff by the end of the first week of classes for full consideration. See Section III.B.CEA Policies below for additional details.

### PARTICIPATION POLICY

Participation is required at all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. In compliance with NECHE and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. When students do not participate, they undermine their ability to make progress toward the stated learning objectives of the course, as well as miss an opportunity to strengthen relationships with faculty and classmates.

Late arrivals or early departures from class can result in being marked absent. Additionally, in accordance with US accreditation standards and immigration requirements, students must maintain a full-time course load in order to preserve their student status for the duration of the semester. As part of its commitment to student success, CEA will connect with students who demonstrate a pattern of non-participation to understand their reasons for missing class. CEA may warn, place on probation, or dismiss from courses, programs, activities and housing any student who fails to maintain satisfactory academic progress or full-time student status.

### GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

<b>Class Participation</b>	<b>15%</b>
<b>Oral Presentation &amp; Infographic</b>	<b>10% &amp; 10%</b>
<b>Research Essay</b>	<b>20%</b>
<b>Midterm exam</b>	<b>20%</b>
<b>Final exam</b>	<b>25%</b>

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions –including earned grades for courses taken abroad– are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

### ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Class Participation (15%):** Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	<b>A+</b> (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	<b>A/A-</b> (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	<b>B+/B</b> (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	<b>B-/C+</b> (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	<b>C/C-</b> (7.69 – 7.00)
	<b>D</b>

You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	(6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	<b>F</b> (5.99 – 0.00)

**Oral Presentation and Infographics (10% and 10%):** You will be asked to prepare one oral presentation on a preassigned topic that is related to your research project. This will then be developed into an infographic that will be exhibited at CEA premises and may also be discussed in your research essay.

**Research Essay (20%):** You will be asked to write a critical essay of **1,500-2,000 words** which will deal with topics and themes discussed in class. The instructor will provide further information and guidelines in class.

**Midterm & Final Examination (20% and 25%; respectively):** The midterm and final exams will be composed of three parts: 1.) A multiple-choice section where you will be asked to recognize important terms, concepts, and historical milestones learned during the semester, 2.) A short answer section, and 3.) An essay section where the students will write about themes covered in class.

## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. Some additional texts may be included in the reading material during the duration of the course. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

**SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings or sections of them to you in class (either in paper or electronic format).

Crenshaw, Kimberle. “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color.” *Stanford Law Review* 43 (1993): 1241-99.

Gilroy, Paul. *The Black Atlantic: Modernity and Double Consciousness*. Cambridge (MA, USA): Harvard University Press, 1993.

Merrill, Lisa. *When Romeo Was a Woman: Charlotte Cushman and Her Circle of Female Spectators*. Ann Arbor: University of Michigan Press, 2000.

Nelson, Charmaine. *The Color of Stone: Sculpting the Black Female Subject in Nineteenth-Century America*. Minnesota: University of Minnesota Press, 2007.

Richardson, Marilyn. “Friends and Colleagues: Edmonia Lewis and Her Italian Circle. In *Sculptors, Painters, and Italy: Italian Influence on Nineteenth-Century American Art*. Padova: Il Prato, 2009. pp. 99-110.

Salenius, Sirpa. *An Abolitionist Abroad: Sarah Parker Remond in Cosmopolitan Europe*. Amherst: University of Massachusetts Press, 2016.

Scriber, Mary Suzanne. *Writing Home: American Women Abroad 1830–1920*. Charlottesville: University Press of Virginia, 1997.

Sterling, Dorothy, ed. *We Are Your Sisters: Black Women in the Nineteenth Century*. New York: Norton, 1997.

## RECOMMENDED READINGS

Please find the recommended reading(s) and/or text(s) for this course below:

Arabindan-Kesson, Anna. *Black Bodies, White Gold: Art, Cotton, and Commerce in the Atlantic World*. Durham: Duke University Press, 2021.

Bay, Mia, Farah J. Griffin, Martha S. Jones, and Barbara D. Savage. *Toward an Intellectual History of Black Women*. Chapel Hill: University of North Carolina Press, 2015.

Belsey, Catherine and Jane Moore, eds. *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. New York: Palgrave Macmillan, 1997.

Bhabha, Homi K. *The Location of Culture*. London: Routledge, 1994.

- Blackett, R. J. M. *Building an Antislavery Wall: Black Americans in the Atlantic Abolitionist Movement 1830-1860*. Baton Rouge: Louisiana State University Press, 1983.
- Blay, Yaba. *One Drop: Shifting the Lens on Race*. Boston: Beacon Press, 2021.
- Buzard, James. *The Beaten Track: European Tourism, Literature, and the Ways to Culture, 1800-1918*. Oxford: Clarendon Press, 1993.
- Carby, Hazel V. *Cultures in Babylon: Black Britain and African America*. London: Verso, 1999.
- Foreman, P. Gabrielle. *Activist Sentiments: Reading Black Women in the Nineteenth Century*. Urbana: University of Illinois Press, 2009.
- hooks, bell. *Ain't I a Woman: Black Women and Feminism*. London: Pluto Press, 1982.
- Hill Collins, Patricia and Sirma Bilge. *Intersectionality*. Cambridge (UK): Polity Press, 2016.
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. 1861. Boston: Dover 2001.
- Jacobson, Matthew Frye. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge: Harvard University Press, 2002.
- Krauthamer, Barbara and Deborah Willis. *Envisioning Emancipation: Black Americans and the End of Slavery*. Philadelphia: Temple University Press, 2012.
- Severa, Joan. *Dressed for the Photographer: Ordinary Americans and Fashion, 1840-1900*. Kent (OH, USA): Kent State University Press, 1995.
- Van Zyl, Susan. "The Other and Other Others: Post-Colonialism, Psychoanalysis and the South African Question." *American Imago* 55.1 (1998): 77-100.
- Willis, Deborah. *Posing Beauty: African American Images from the 1890s to the Present*. New York: Norton, 2009.

## ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with [UNH Policies](#) regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will provide you with your Moodle credentials. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

**COURSE CALENDAR:**

*Black American Grand Tour: Black Women in Italy*

WEEK	SESSION	TOPIC	ACTIVITIES	READINGS & ASSIGNMENTS
Wk 1	1	<b>Introduction to the course</b> Review of syllabus	Class discussion	None
	2	<b>Introduction to the course</b> Our expectations Setting the tone for the semester	Group work Q&A	None
Wk 2	3	<b>Intersectionality:</b> What does it mean and how does it operate?	Lecture & Class Discussion	Crenshaw, 1241-99.
	4	<b>Gender and travel</b> <b>in the nineteenth century</b>	Lecture & Class Discussion	Schriber, "Introduction" (1997)
Wk 3	5	<b>"Race" in transatlantic context</b>	Lecture & Class Discussion	Richardson, 99-110.
	6	<b>Firenze la Bella</b> Site visit: touring the city	Reflection, discussion	None
Wk 4	7	<b>Doing research</b>	Discussion, brainstorming	Gilroy, "Introduction"

	8	<b>Being Black in the nineteenth century</b> <i>Sarah Parker Remond</i>	Reflection, discussion	Salenius, 1-24.
Wk 5	9	<b>Being Black in Italy</b> <i>Charlotte Cushman</i>	Lecture & Class discussion	Merrill, 205-24.
	10	<b>Being Black in Italy</b> Site visit: Casa Guidi	Reflection, discussion	None
Wk 6	11	<b>Being Black in Italy</b>	<b>Student Presentations</b>	None
	12	<b>Being Black in Italy</b>	<b>Student Presentations</b>	None
Wk 7	13	REVIEW		
	14	MIDTERM		
<b>FALL BREAK</b>				
Wk 8	15	<b>Being a Black Woman</b>	Lecture & Class discussion	Excerpts from: Sterling
	16	<b>Being Black in Italy</b> Women Artists	Lecture & Class discussion	Nelson, 3-44

Wk 9	17	Being Black in Italy	Student Presentations	None
	18	Being Black in Italy	Student Presentations	None
Wk 10	19	Being Black in the nineteenth century Preparing infographics	Brainstorming	None
	20	Doing Research Site visit: Biblioteca Nazionale Centrale di Firenze	Archival material	None
Wk 11	21	Being Black in Italy	Reflection, discussion	Nelson, xi-xix.
	22	Being Black in Italy	Student Presentations, infographics	None
Wk 12	23	Being Black in Italy	Student Presentations, infographics	None
	24	Being Black in Italy Final reflections	Class discussion	None
Wk 13	25	Limitations and opportunities Compare and contrast	Class debate	None



	26	<b>Limitations and opportunities</b> Compare and contrast	Class debate	None <b>*Research essay due</b>
Wk 14	27	<b>REVIEW FOR FINAL EXAM</b>		
	28	<b>FINAL EXAM</b>		

## SECTION III: CEA ACADEMIC POLICIES

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

CEA Study Center Academic Internship Policy can be found [here](#)

General Academic Policies can be found [here](#)