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GEORGIA STATE UNIVERSITY
THE AFRICAN AMERICAN FAMILY
AAS 3000; SOCI 3162
Spring, 2009

Dr. Patricia Dixon
Office: One Park Place, 962
Office Hours: MW, 4:30- 5:00 pm
after class, or by appointment
On-campus phone: 404-413-5139
Off-campus phone: 770-322-6445/6007

DESCRIPTION

This course will trace the historical and social transition of the African-American family starting from Africa through slavery, emancipation, urbanization to the present. Special attention will be given to the salient historical, socio-economic, and political and policy issues that have significantly influenced and shaped the African American experience and impacted on the African-American family.

REQUIRED TEXTS/READINGS

- Franklin, D. L. (1997). *Ensuring Inequality*. NY: Oxford University Press.
Frazier, F.E. (2001). *The Negro Family in the United States*. NY: University of Notre Dame Press.
(May use earlier, 1959 version on reserve in Library)
Hill, R. (1999). *The Strengths of African American Families*. NY: University Press of America.
(*The Strengths in Black Families, 2nd Edition may also be used*).
Selections from McAdoo and Staples below under recommended readings. (On Reserve in Library)

RECOMMENDED

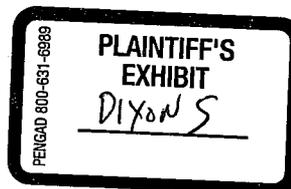
- McAdoo, H. P. (2007). *Black Families*. California: Sage Publications. 4th edition.
Staples, R. (1999). *The Black Family*. NY: Wadsworth. 6th Ed.

RECOMMENDED READINGS ON PARENTING

- Boyd-Franklin, (2000). *Boys into Men*, NY. Plume
Beal, C., Villarosa, L. & Abner, A. (1999). *The Black Parenting Book*. Broadway Books: NY
Comer, J.P. & Pousaint, A. F. (1992). *Raising Black Children*. NY: Plume
McAdoo, H.P. (2002). *Black Children*. 2nd ed. California: Sage Publications.
Stevenson, H., Davis, G. & Abdul Kabir, S. (2001). *Stickin' to, Watchin' Over and Gettin' With: An African American Parent's Guide to Discipline*. Jossey-Bass: San Francisco: CA

GENOGRAM SOFTWARE (on U-learn)

1. GenoPro - <http://www.genopro.com> & <http://www.genopro.com/beta/> (For emotional ties). Have to download both -Free for 30 days after that purchase for \$39.00 (recommended)
2. Relativity-call 301-942-3254 or website: www.interpersonaluniverse.net -Student version \$39.99
3. Smart Draw-call 800-768-3729 or internet www.smartdraw.com (Down load free version, however it only



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STUDENT RESPONSIBILITIES

- 1) **Attendance/Class/Group Participation (20%)** - Students are expected to attend classes. You will be allowed two unexcused absences. Absences beyond the two unexcused for hospitalization, accident or death must be supported by written documentation. You will lose five points from 100 for each class missed. Coming into class late or leaving early may result in half the points for that day. **DO NOT CALL THE INSTRUCTOR** when you intend to not attend class. The policy still stands. Five (5) points will be deducted for each class missed.
- 2) **Group Participation/Reaction Papers (15%)** - The purpose of group participation/reaction papers is for students to be actively engaged in the class. You are expected to read the selections prior to class, write a reaction paper for the readings for the week and participate in group discussions. Reaction papers should be typed, double spaced, and 1-2 pages in length and can include but is not limited to: a summary of each of the chapters and your perspective, critiques, things that you found interesting or that stood out to you, and patterns you see in contemporary families including your own, etc. These papers should be prepared so that they may be used for group discussions and class participation.
- 2) **Midterm Exam (25%)** - Will include material covered in the first half of the class. May include but is not limited to multiple choice, matching, fill-in-the-blank, short essay. **THERE WILL BE NO MAKE-UP EXAMS.** If for some reason like accident, death, etc. you are unable to take an exam, it is your responsibility to contact the professor to arrange an alternative testing time. Professor reserves the right in approve or deny a request to take the exam. The highest grade you may be able to receive is a B. If you do not take the exam within a week after the date, the highest grade you may be able to receive is a C.
- 3) **Panel Presentations/Outlines (15%)** - Each student will participate on a panel on African American family issues. Each student will select a chapter from McAdoo, Staples or articles on reserve in the library (In most cases there will be two or more persons per article/chapter). You will then be placed in a group to present your article/chapter to the class using a powerpoint slide show. The selection should be typed in an outline (may use the outline version of powerpoint) and submitted to the instructor by the deadline. The slide show should also be attached to the U-learn discussion section. The cover page should include all member names, title of the article/chapter, author, and date. *(See instructions for attaching a document to ULearn).*
- 4) **Final Project/Final Exam (25%)** - Will consist of two parts **A. Final Project** -You will construct a genogram using a genogram software package (guidelines will be covered in class) and write a report that tells the story of your family (instructions on U-learn). In this report you are expected to trace the origins of your family as far back as you can (you may have to interview family members) and apply the topics covered in student presentations is the second half of the course **B. The Final Exam** will include material covered in the second half of the course. It may include but is not limited to multiple choice, matching, fill-in-the-blank, short essay. The rules for the mid-term exam apply to the final exam.

GRADING SYSTEM

A+	98	B-	80	F	55
A	95	C+	78		
A-	90	C	75		
B+	88	C-	70		
B	85	D	65		

African American Family, AAS 3000; SOC 3162
Tentative Course Schedule

Dr. P. Dixon
Spring 2009

Topic	Readings	Date
Introduction/Overview		
African Background	E-reserves: Mbiti— <u>African Religions and Philosophy</u> , chps. 10-13	Jan 5-7
Slavery	Franklin, <u>Ensuring Inequality</u> , chp. 1 Frazier, <u>The Negro Family in the U.S.</u> , chps. I- IV 1-2 Page Reaction Paper -Frazier, chps I-IV Jan 12	Jan 12-14
Emancipation	Martin Luther King Holiday Franklin, chp. 2 Frazier, <u>The Negro Family in the U.S.</u> , chapters, V-IX 1-2 Page Reaction Paper-Frazier, chps. V-IX-Jan 21	Jan 19-21
	Film--The Rise and Fall of Jim Crow, Part II Franklin, chp. 3 Film—The Rise and Fall of Jim Crow, Part III	Jan 26-28
Great Migration	Franklin chp. 4 Frazier, chps. XIII-XVIII 1-2 Page Reaction Paper-Frazier, chps. XIII-XVIII, Feb 2 Film—Going to Chicago	Feb 2-4
AA Family, 40s-70s	Franklin, chp. 5 Film—The Rise and Fall of Jim Crow, Part IV Franklin, chps. 6 & 7	Feb 9-11
AA Family, 70s to	Franklin, chps. 8 & 9	Feb 16-18
Genograms	Reserves: McGoldrick & Gerson— <u>Genograms</u> Hill, <u>Strengths in Black Families</u> —chps. 4-8 or <u>Strengths in African American Families</u> —chps. 1-5 Midterm Exam (on Ulearn) Outlines due	Feb 23-25
African American Family Strengths		
	Spring Break	March 2-4
Socio Demographics		
Structure/Process	Course Notes (<i>handed out or on U-learn</i>)	March 9-11
Blended Families	(<i>on U-learn Vista</i>) See Websites & Other information on U-learn Vista for articles on Blended families E-Reserves-McAdoo 3 rd Edition- Sudarkasa, chp.2 p. 9;	

Theoretical Conceptualizations	Staples-Scott & Black, p. 232	March 16-18
Mothers/Fathers	Staples- Collins, p. 157; Staples- Lempert, p. 189 Panel Presentations (Groups 1 & 2)	March 23-25
Children/Parenting	McAdoo- Ferguson Peters; p. 203 E-Res-Hampton/Lassiter, p. 39 Panel Presentations (Groups 3 &4) Power Point Presentation Posted to Discussion Section in U-Learn	
<i>-Children/Parenting continue</i>	E-Res, Some'; E-Res-Bcal et.al, p. 102; Panel Presentations (Groups 5 & 6) E-Res-Stevenson, Davis & Abdul-kabir, chp. 3, p. 81 Sheras , p.1-17, p. 38-65 Panel Presentations (Groups 7 & 8)	March 30-Apr. 1
<i>-Children/Parenting continue</i> Black Family Images on TV	E-Res-Stevenson, Davis & Abdul-kabir, chp. 4, p. 143 E-Res-Baptise, Jr. p. 41 Panel Presentations (Groups 9 & 10) E-Reserves-Peters & Massey, p. 193 E-Reserves-(Llaila & other articles) Panel Presentations (Groups 11 & 12)	April 6-8
Stress Health and Dieting		
Violence	E-Res-Hampton-Asbury; Staples-Williams, p. 265 Panel Presentations (Groups 13 & 14)	April 13-15
Black Boys & Girls	E-Res- Articles on Black Girls Library Reserves (or see instructor) Kunjufu, p. 1-20; 31-42 Panel Presentations (Groups 15 & 16)	
Black Families in White Communities	McAdoo-Tatum, <u>Black Families</u> , p. 214;E-Res-McAdoo, <u>-Black Children</u> , Murray & Mandara, p. 73 Panel Presentations (Groups 17 & 18)	April 20-22
Alternative Family Lifestyles	E-Res-Knox & Schacht, Chp. 6 E-Res-Dixon, Divine Marriage Polgyny In the African Hebrew Israelite Community Panel Presentations (Groups 19 & 20)	
Nguzo Saba	McAdoo-Black Families, Karenga and Karenga, p. 7 Final Project Due	April 27
	Final Exam	May 4; 7:15

¹Readings/Assignments on the first line is for the first day of the week and the second is for the second day of class unless otherwise specified.

²See list of Readings on Panel/Group Sign in Sheet handed out in class and on U-learn for more specific detail on readings when groups start to present.

**African American Family, AAS 3000, SOCI 3162
Panel Presentations Reading List/Sign Up Sheet**

**Dr. P. Dixon
Spring 2009**

	NAME	PHONE	E-MAIL
Panel Presentation African American Family—Theoretical Conceptualizations			
Panel Presentations— Mothers/Fathers			
Group 1 Staples - The Black Family -Collins-The Meaning of Motherhood in Black Culture	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____
Group 2 Staples- The Black Family -Lempert-Other Fathers: An Alternative Perspective on African American Community Caring	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____
Panel Presentations-Children/Parenting			
Group 3 Mc-Adoo- Black Families- Ferguson-Peters-Parenting Young Children in Black Families: A Historical Note	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____
Group 4 E-Res: Hampton-Violence in the Black Family Lassiter, - Child Rearing in Black Families: Child Abusing Discipline?	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____
Group 5 Res: Some'—Welcoming Spirit Home—chp. to be determined. (See Instructor)	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____

<p>Group 6 E-Res: Beal et. al - <u>The Black Parenting Book...- Ain't Misbehavin': Discipline & Parenting (ages 0-5)</u></p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
<p>Group 7 E-Res: Stevenson, Davis & Abdul-Kabir- <u>Stickin' to Watchin' Over and Gettin' With- An African American Parent's Guide to Discipline - chp. 3, p. 81(School age)</u></p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
<p>Group 8 E-Res: Sheuras-- <u>I Can't Believe You Went Through My Stuff</u> -pp. 1-17; pp. 38-65. (<i>Teenagers</i>)</p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
<p>Group 9 Library Reserve--Stevenson, Davis & Abdul-Kabir- <u>Stickin' to Watchin' Over and Gettin' With- An African American Parent's Guide to Discipline</u>-p. 143. (<i>Teenagers</i>)</p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
<p>Panel Presentations Images on Television</p>	
<p>Group 10 E-Res: Baptise--<u>The Image of the Black Family Portrayed on Television: A Critical Comment (See Instructor)</u></p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
<p>Panel Presentations Issues</p>	
<p>Group 11E-Res: Peters & Massey--<u>Mudane Extreme Environmental Stress in Family Stress Theories: The Case of Black Families in White America</u></p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____
<p>Group 12E-Res: Articles from Website & Lilaia, African <u>Holistic Health & Other articles in folder on Health (see instructor)</u></p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____

<p>Group 13 E-Res: Hampton - Violence in the Black Family Asbury - African American Women in Violent Relationships: An Exploration of Cultural Differences</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Group 14 Staples- The Black Family - Williams- African American Men Who Batter: Treatment Considerations and Community Response</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Group 15 E-Res: See Black Girls folder for articles (see instructor)</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Group 16 E-Res/Library Reserves: Kujufu - Countering the Conspiracy to Destroy Black boys, chp. 1 Developing Responsibility in Black Boys, chp. II, Female Teachers and Black Male Culture, & chp. IV, Relevant Curriculum for Black Boys</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Group 17 E-Res: McAdoo 3rd edition Black Families - Tatum- Out There Stranded? Black Families in White Communities</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Group 18 E-Res, Mdo, Black Children-Murray & Mandara - Racial Identity Development in African American Children: Cognitive and Experiential Antecedents</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

<p>Panel Presentations- Alternative Family Lifestyles</p>	
<p>Group 19 E-Res: Knox & Schacht-Same Sex Couples and Families, p. 163</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Group 20 E-Res: Dixon- <u>We Want for Our Sisters. What We Want for Ourselves</u> "Divine Marriage: African Hebrew Israelite Women in Polygyny"</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p>Panel Presentations-Nugozo Saba</p>	
<p>Group 21; McAdoo-Karenga & Karenga, p. 7</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>