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**GEORGIA STATE UNIVERSITY**  
**THE AFRICAN AMERICAN FAMILY**  
**AAS 3000; SOCI 3162**

**FALL, 2007**

*Dr. Patricia Dixon*  
*Office: One Park Place, 962*  
*Office Hours: T, TH 1:30-2:00 pm;*  
*7:15-7:45 or by appointment*  
*On-campus phone: 404 651-2157*  
*Off-campus phone: 770-322-6445*

**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**

Franklin, D. L. (1997). Ensuring Inequality: NY: Oxford University Press  
Hill, R. (1999). The Strengths of African American Families. NY: University Press of America.  
McAdoo, H. P. (1997). Black Families. California: Sage Publications.  
Staples, R. (1999). The Black Family: NY: Wadsworth. 6<sup>th</sup> Ed.  
Readings on e-reserves in library (to be used for outline/panel presentations)

**RECOMMENDED READINGS**

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. 2<sup>nd</sup> ed. California: Sage Publications.  
Stevenson, H., Davis, G. & Abdul Kabir, S. (2001). Stickin' to, Watchin' Over and Gettin' With: An African American Paren's Guide to Discipline. Jossey-Bass: San Francisco: CA

**GENOGRAM SOFTWARE (on U-learn)**

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*)

Relativity–call 301-942-3254 or website: [www.interpersonaluniverse.net](http://www.interpersonaluniverse.net) –Student version \$39.99

Smart Draw–call 800-768-3729 or internet [www.smartdraw.com](http://www.smartdraw.com) (Down load free version, however it only allows three printing before you have to purchase)



## STUDENT RESPONSIBILITIES

- 1) **Attendance/Class/Group Participation (25%)** - Students must attend classes and participate in class/group discussions. Students must read assignments prior to each session so that you are able to participate in class and group discussions. For group discussions you will be required to respond to questions found on the Webct and those handed out in class by the instructor. Each student is 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) **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 to 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 (25%)** - 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 Webct Vista discussion section. The cover page should include all member names, title of the article/chapter, author, and date. (*Also see instructions*).
- 4) **Final Project/Exam (25%)** - Will consist of two parts **A. Final Project** - You will construct genogram/family tree using a genogram software package (guidelines will be handed out in class). You should go back as far as you can remember. You may have to interview family members. (*See reading on reserve in the library on genograms*) You will also apply some of the topics discussed throughout the class, e.g. structure, function, blended families, parenting, and other issues covered in student presentations to your family of origin or family of procreation. From the genogram and applying the topics you should construct the history of your family and write your family story. **B. The Exam** will include material covered in the second half of the class. 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+	100	B-	80
A	95	C+	78
A-	90	C	75
B+	88	C-	70
B	85	D	65
		F	55

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

Dr. P. Dixon  
Fall, 2007

Topic	Readings	Date
Introduction/Overview African Background	E-reserves: Mbiti- <u>African Religions and Philosophy</u> , chps. 10-13.	Aug 22-23
History/Policy	Franklin, <u>Ensuring Inequality</u> , chp. 1; E-Reserves: Blassingame- <u>The Slave Community</u> , chp. 7	Aug 28-30
	E-Reserves: McGoldrick & Gerson- <u>Genograms</u>  Franklin, chp. 2; E-Reserves: Frazier- <u>The Negro Family in the U.S.</u> "Broken Bonds," chp.V, p. 17	Sep 4-6
	<b>Meet in Groups</b>	Sep11-13
	Franklin, chps 4; E-Reserves: Frazier, "Roving men and homeless women," p. XIII, p. 209  Franklin, chp: 3 E-Reserves: Frazier, chp. VIII, "Granny, the Guardian of Generations," p. 114	Sep 18-20
	Franklin, chps. 5 & 6  Franklin, chp, 7; Staples, The Moynihan Report, p. 7	Sep 25-27
	Franklin, chps. 8 & 9 <b>Midterm Exam (October 4-9)</b>	Oct 2-4
Socio Demographics Structure/Process	Course Notes ( <i>handed out or on Webct Vista</i> )	Oct 9-11
Blended Families	( <i>handed out or on Webct Vista</i> ) See Websites & Other information on Webct Vista for articles on Blended families	
Theoretical Conceptualizations	McAdoo,- Sudarkasa, chp.2 p. 9; Staples-Scott & Black, p. 232	Oct 16-18
Mothers/Fathers  Children/Parenting	Staples-Collins, p. 157; Staples- Lempert, p. 189 <b>Panel Presentations (Groups 1 &amp; 2)</b>  McAdoo- Ferguson Peters; p. 203 McAdoo-Livingston, & McAdoo, p. 219 <b>Panel Presentations (Groups 3 &amp;4)</b>	Oct 23-25
-Children/Parenting continue	Dickerson-Randolph, p.117; E-Res-Hampton/Lassiter, p. 39 <b>Panel Presentations (Groups 5 &amp; 6 )</b>  E-Res-Beal et.al, p. 102; E-Res-Stevenson, Davis & Abdulkabir, chps. 3, p. 81 <b>Panel Presentations (Groups 7 &amp; 8)</b>	Oct. 30-Nov. 1

<p><i>-Children/Parenting continue-</i></p> <p><b>ISSUES</b>  <b>Health and Dieting</b>  <b>Stress</b></p>	<p>E-Res-Stevenson, Davis &amp; Abdul-kabir, chp. 4, p. 115  Sheras , p.1-17, p. 38-65  <b>Panel Presentations (Groups 9 &amp; 10)</b></p> <p>E-Reserves-(Articles and Book chapter-see professor)  E-Reserves-Peters &amp; Massey, p. 193  <b>Panel Presentations (Groups 11 &amp; 12)</b></p>	<p>Nov 6-8</p>
<p><b>Violence</b></p> <p><b>Education</b></p>	<p>E-Res-Hampton-Asbury; Staples-Williams, p. 265  <b>Panel Presentations (Groups 13 &amp; 14)</b></p> <p>McAdoo-Ogbu, p. 79  Library Reserves (or see instructor) Kunjufu, p. 1-20; 31-42  <b>Panel Presentations (Groups 15 &amp; 16)</b></p>	<p>Nov 13-15</p>
	<p><b>Thanksgiving Holiday Recess</b></p>	<p>Nov 20-22</p>
<p><b>Black Families in White Communities</b></p> <p><b>Alternative Family Lifestyles</b></p>	<p>McAdoo-Tatum, <u>Black Families</u>, p. 214;E-Res-McAdoo, -  <u>Black Children</u>, Murray &amp; Mandara, p. 73  <b>Panel Presentations (Groups 17 &amp; 18)</b></p> <p>E-Res-Knox &amp; Schacht, Chp. 6  E-Res-Dixon, p. 215  <b>Panel Presentations (Groups 19 &amp; 20)</b></p>	<p>Nov 27-29</p>
<p><b>Strengths in African American Families&amp; Nguzo Saba</b></p>	<p>McAdoo-Black Families, Karenga and Karenga, p. 7  Hill, chp 4(1) (<b>Groups 1-4</b>); Hill, chp5 (2) (<b>Groups 5-8</b>); Hill,  chp6 (3) (<b>Groups 9-12</b>)Hill, chp. 7 (4) (<b>Groups 13-16</b>); Hill,  chp: 8 (5) (<b>Groups 17-20</b>)  <b>Assignment Due</b>  <b>Final Project Due</b></p>	<p>Dec 4-6</p>
	<p><b>Final Exam</b></p>	<p>Dec 11</p>

\* Readings/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. See 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

## OUTLINE/PANEL PRESENTATION

### Guidelines

Please follow the instructions below for outlining and presenting the chapters/articles to class.

#### GENERAL RESEARCH (SECONDARY)

##### Opening/Introduction - Chapters/articles in which there is an opening or introduction:

- Identify the major argument, thesis or purpose of the chapter (should be able to find in the first 2-3 paragraphs).
- Identify sub-arguments/thesis/purpose (should also be able to find in the first 3 paragraphs).
- For each paragraph in the opening/introduction pull out **all important notes, points, other research and information including statistics** that the author provides

##### Subheadings:

- Identify the major point/argument(s)
- For each paragraph under each subheading pull out **all supporting notes, points other research, and information** that supports the major points of the subheading.

##### Discussion/Conclusion:

##### Identify:

- Major and important points.
- Conclusions the author comes to with regard to what was discussed in the chapter
- Solutions the author offers and suggestions for future research (if applicable)

#### PRIMARY RESEARCH

##### Identify:

- **Purpose** of the Study-- Why was the study initiated: What did the research expect to find. What arguments does the research make to justify why the study was necessary. As above, report **all important notes, points, other research and information including statistics**
- **Method** used to conduct the study. Include the subjects and instruments, e.g. whether it was interviews, surveys, etc. and other pertinent information.
- **Findings** - What did the researchers find or discover as a result of the study?

You will be graded on the following:

##### 1. Outline –how well you outline the article/chapter/research

- It is important that you show a clear, logical and explicit understanding of the thesis/arguments/purpose (If this is not done it will throw off your entire presentation)
- It is also important that you show an understanding of supporting notes, points other research and information including supporting statistics that the author(s) provide
- The outlines should be extremely detailed.

2. **Updated Statistics**– statistics (for the research in which the statistics report information in the eighties or older, you are **required** to find the latest statistics-by going to the various government and other agencies. Some agencies include:

- U.S. Census Bureau- [www.census.gov](http://www.census.gov) - Subject A-Z, African American (*marital status, household, income, poverty*)
- US. Department of Labor – [www.dol.gov](http://www.dol.gov) (*employment, consumer behavior, etc.*)

- Justice Department - [www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/) (*incarceration, crime, violence*)
- Center for Disease Control - [www.cdc.gov/](http://www.cdc.gov/) - FactSTATS A-Z, H-Health of Black or African American Population (*Birth, death rates, diseases, etc.*)
- The Sentencing Project - [www.sentencingproject.org/](http://www.sentencingproject.org/) (*Incarceration*)

**3. Enhancements** –can include additional information including websites and organizations, clippings from various tv family shows e.g. (The Cosby show, All of us, Bernie Mac, My Wife and Children, Chris Rock etc.)

**4. Powerpoint** – All presentations should be done via powerpoint, You may turn in the outline view of powerpoint

**5. Webct Vista**– All presentations should be attached to the Webct Vista discussion section.

**6. Team Work** –Includes how well you work as a team as well as how you present which includes and posture, voice projection (See evaluation form)

Overall, your presentations are expected to be thorough. You are expected to provide all the critical information that the authors provide. **DO NOT LEAVE OUT IMPORTANT INFORMATION.**

**ALL GROUP MEMBERS SHOULD 1. PARTICIPATE IN PREPARATION OF THE OUTLINE AND, 2. BE PRESENT WHEN THE GROUP MAKES THE PRESENTATION TO THE CLASS. IF YOU FAIL ON EITHER OF THESE REQUIREMENTS YOU WILL RECEIVE A FAILING GRADE**

## PANEL/PRESENTATION EVALUATION

Chapter/Article Title \_\_\_\_\_ Group No. \_\_\_\_\_

Evaluation Category	Points	Score
<i>Typed-Written Outline</i>	75	
1. Comprehensive/comprehension--detailed and thorough overview of the article/chapter <i>(Should include exactly what you will say in presentation)</i> 2. Comprehension--understood clearly the thesis, arguments being made 3. Followed guidelines according to handout on		
<i>Presentation</i>	15	
1. Use of powerpoint		
2. Addition of supporting information, materials, surveys, etc. if applicable		
<i>Team Work</i>	10	
1. Group flow and coordination		
2. Presenters were clear <i>(also projected)</i> and articulate & held good posture		
<b>Overall Evaluation*</b>	100	

\* Every group member will get the same score for the outline, presentation and team work.

For the categories presentation and team work you will be given an overall score based on a scale from 1 to 5 in the following manner :

1 = poor    2    3    4    5 = excellent

Comments:



**AAS 3000; AAS 4030  
Electronic Access Instructions  
Fall, 2007**

**Library Reserve Readings (ERes)**

The password for AAS4030 (SOC 4311) is:DA4030WRB  
The password for AAS3000 (SOC 3162) is: DA4980SFB  
Passwords are case sensitive and are in all caps.

To review your page:

- 1) Go to <http://reserves.gsu.edu>
  - 2) Click on "Electronic Reserves and Reserve Pages"
  - 3) Click on the tab at the top that says "Course Reserve Pages by Instructor"
  - 4) Arrow down to find your instructor's name
  - 5) Click "View" beside your instructor's name
  - 6) Click on the course page that you would like to view
  - 7) Enter the password [Passwords are case sensitive and are in all caps. Get the password from your instructor.]
  - 8) Agree to the copyright
  - 9) Your page will come up
- (Can also access through webct—instructions below)*

If problems contact: Denise Dimsdale Library Media and Reserves Coordinator  
[libreserves@langate.gsu.edu](mailto:libreserves@langate.gsu.edu)

## **Adding a Presentation to the Discussion Section in U-Learn**

### **Adding a File**

- 1. Click on Discussion at top of page**
- 2. Click all topics**
- 3. Create message**
- 4. In subject line type the name of your Chapter/Article**
- 5. Add attachment**
- 6. Upload file from browser**
- 7. Save**
- 8. Add selected file**
- 9. Select a topic-default**
- 10. Post it**

### **Opening a File**

- 1. Open all topics**
- 2. Click on file**
- 3. Create a printable view**
- 4. Save as file (go to all files and make it a Powerpoint/word file vs. a zip file depending on file type, e.g. ppt., doc.)**
- 5. Open Powerpoint/Word**
- 6. Open the file**

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

Dr. P. Dixon  
Fall, 2007

Topic	Readings	Date
<b>Introduction/Overview</b> <b>African Background</b>	E-reserves: Mbiti- <u>African Religions and Philosophy</u> , chps. 10-13	Aug 22-23
<b>History/Policy</b>	Franklin, <u>Ensuring Inequality</u> , chp. 1; E-Reserves: Blassingame- <u>The Slave Community</u> , chp. 7	Aug 28-30
	E-Reserves: McGoldrick & Gerson- <u>Genograms</u>  Franklin, chp. 2; E-Reserves: Frazier- <u>The Negro Family in the U.S.</u> "Broken Bonds," chp.V, p. 17	Sep 4-6
	<b>Meet in Groups</b>	Sep 11-13
	Franklin, chps 4; E-Reserves: Frazier, "Roving men and homeless women," p. XIII, p. 209  Franklin, chp. 3 E-Reserves: Frazier, chp. VIII, "Granny, the Guardian of Generations," p. 114	Sep 18-20
	Franklin, chps. 5 & 6  Franklin, chp, 7; Staples, The Moynihan Report, p. 7	Sep 25-27
	Franklin, chps. 8 & 9 <b>Midterm Exam</b> (October 4-9)	Oct 2-4
<b>Socio Demographics</b> <b>Structure/Process</b>	Course Notes ( <i>handed out or on Webct Vista</i> )	Oct 9-11
<b>Blended Families</b>	( <i>handed out or on Webct Vista</i> ) See Websites & Other information on Webct Vista for articles on Blended families	
<b>Theoretical Conceptualizations</b>	McAdoo,-- Sudarkasa, chp.2 p. 9; Staples-Scott & Black, p. 232	Oct 16-18
<b>Mothers/Fathers</b>	Staples- Collins, p. 157; Staples- Lempert, p. 189 <b>Panel Presentations (Groups 1 &amp; 2)</b>	
<b>Children/Parenting</b>	McAdoo- Ferguson Peters; p. 203 McAdoo--Livingston, & McAdoo, p. 219 <b>Panel Presentations (Groups 3 &amp; 4)</b>	Oct 23-25
<i>-Children/Parenting continue</i>	Dickerson-Randolph, p.117; E-Res-Hampton/Lassiter, p. 39 <b>Panel Presentations (Groups 5 &amp; 6)</b>  E-Res-Beal et.al, p. 102; E-Res-Stevenson, Davis & Abdulkabir, chps. 3, p. 81 <b>Panel Presentations (Groups 7 &amp; 8)</b>	Oct. 30-Nov. 1

-Children/Parenting continue	E-Res-Stevenson, Davis & Abdul-kabir, chp. 4, p. 115 Sheras , p.1-17, p. 38-65 <b>Panel Presentations (Groups 9 &amp; 10)</b>	
<b>ISSUES</b> <b>Health and Dieting</b> <b>Stress</b>	E-Reserves-(Articles and Book chapter-see professor) E-Reserves-Peters & Massey, p. 193 <b>Panel Presentations (Groups 11 &amp; 12)</b>	Nov 6-8
<b>Violence</b>	E-Res-Hampton-Asbury; Staples-Williams, p. 265 <b>Panel Presentations (Groups 13 &amp; 14)</b>	
<b>Education</b>	McAdoo-Ogbu, p. 79 Library Reserves (or see instructor) Kunjufu, p. 1-20; 31-42 <b>Panel Presentations (Groups 15 &amp; 16)</b>	Nov 13-15
	<b>Thanksgiving Holiday Recess</b>	Nov 20-22
<b>Black Families in White Communities</b>	McAdoo-Tatum, <u>Black Families</u> , p. 214;E-Res-McAdoo, - <u>Black Children</u> , Murray & Mandara, p. 73 <b>Panel Presentations (Groups 17 &amp; 18)</b>	
<b>Alternative Family Lifestyles</b>	E-Res-Knox & Schacht, Chp. 6 E-Res-Dixon, p. 215 <b>Panel Presentations (Groups 19 &amp; 20)</b>	Nov 27-29
<b>Strengths in African American Families&amp; Nguzo Saba</b>	McAdoo-Black Families, Karenga and Karenga, p. 7 Hill, chp 4(1) ( <b>Groups 1-4</b> ); Hill, chp5 (2) ( <b>Groups 5-8</b> ); Hill, chp6 (3) ( <b>Groups 9-12</b> )Hill, chp. 7 (4) ( <b>Groups 13-16</b> ); Hill, chp. 8 (5) ( <b>Groups 17-20</b> ) <b>Assignment Due</b> <b>Final Project Due</b>	Dec 4-6
	<b>Final Exam</b>	Dec 11

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

**Dr. P. Dixon  
Fall, 2007**

	NAME	PHONE	E-MAIL
<b>Panel Presentation African American Family-Theoretical Conceptualizations</b>			
<b>Panel Presentations- Mothers/Fathers</b>			
<b>Group 1 Staples-<u>The Black Family</u> -Collins-The Meaning of Motherhood in Black Culture</b>	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____
<b>Group 2 Staples- <u>The Black Family</u> -Lempert-Other Fathers: An Alternative Perspective on African American Community Caring</b>	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____
<b>Panel Presentations-Children/Parenting</b>			
<b>Group 3 Mc-Adoo- <u>Black Families</u>- Ferguson-Peters-Parenting Young Children in Black Families: A Historical Note</b>	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____
<b>Group 4 Mc-Adoo- <u>Black Families</u>- Livingston &amp; McAdoo, The Roles of African American Fathers in the Socialization of their Children</b>	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____
<b>Group 5 E-Res: <u>African American Single Mothers</u> - Randolph-African American Children in Single Mother Families</b>	1. _____	_____	_____
	2. _____	_____	_____
	3. _____	_____	_____

<p><b>Group 6 E-Res:</b> Hampton--Violence in the Black Family Lasser, Child Rearing in Black Families: Child Abusing Discipline?</p>	<p>1. _____  2. _____  3. _____</p>
<p><b>Group 7 E-Res:</b> Beal et. al - <u>The Black Parenting Book...- Ain't Misbehavin': Discipline &amp; Parenting (ages 0-5)</u></p>	<p>1. _____  2. _____  3. _____</p>
<p><b>Group 8 E-Res:</b> Stevenson, Davis &amp; 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>	<p>1. _____  2. _____  3. _____</p>
<p><b>Group 9 E-Res:</b> Stevenson, Davis &amp; Abdul-Kabir- <u>Stickin' to, Watchin' Over and Gettin' With- An African American Parent's Guide to Discipline - chp. 4, p.115 (Pre-Teens)</u></p>	<p>1. _____  2. _____  3. _____</p>
<p><b>Group 10 E-Res:</b> Shearas-- <u>I Can't Believe You Went Through My Stuff</u> -pp. 1-17; pp. 38-65.</p>	<p>1. _____  2. _____  3. _____</p>
<p><b>Panel Presentations Issues</b></p>	
<p><b>Group 11 E-Res:</b> Articles from Website &amp; Llailla, <u>African Holistic Health (see instructor)</u></p>	<p>1. _____  2. _____  3. _____</p>
<p><b>Group 12 E-Res:</b> Peters &amp; Massey--Mudane Extreme Environmental Stress in Family Stress Theories: The Case of Black Families in White America</p>	<p>1. _____  2. _____  3. _____</p>

<p><b>Group 13 E-Res:</b> Hampton – Violence in the Black Family Lassiter– African American Women in Violent Relationships: An Exploration of Cultural Differences</p>	<p>1. _____ 2. _____ 3. _____</p>
<p><b>Group 14 Staples–</b> The Black Family – Williams– African American Men Who Batter: Treatment Considerations and Community Response</p>	<p>1. _____ 2. _____ 3. _____</p>
<p><b>Group 15 E-Res:</b> Mc-Adoo– Black Families – Ogbu–African American Education: A Cultural Ecological Perspective</p>	<p>1. _____ 2. _____ 3. _____</p>
<p><b>Group 16 E-Res:</b> <u>Library Reserves:</u> Kunjuftu --Countering the Conspiracy to Destroy Black boys, chp. 1 Developing Responsibility in Black Boys, chp. II, Female Teachers and Black Male Culture, &amp; chp. IV, Relevant Curriculum for Black Boys</p>	<p>1. _____ 2. _____ 3. _____</p>
<p><b>Group 17 McAdoo–</b> Black Families –Tatum– Out There Stranded? Black Families in White Communities</p>	<p>1. _____ 2. _____ 3. _____</p>
<p><b>Group 18 McAdoo, Black Children–</b>Murray &amp; Mandara – Racial Identity Development in African American Children: Cognitive and Experiential Antecedents</p>	<p>1. _____ 2. _____ 3. _____</p>
<p><b>Panel Presentations–</b> Alternative Family Lifestyles</p>	

<p><b>Group 19 Eres: Knox &amp; Schacht-Same Sex Couples and Families, p. 163</b></p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p><b>Group 20 E-Res: Dixon- We Want for Our Sisters. What We Want for Ourselves "Ausar Auset Women in Polygyny"</b></p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p><b>Strengths in African American Families/Nugozo Saba</b></p>	
<p><b>Groups 1-4 Hill, The Strengths of African American Families Chp. 4 (1) &amp; McAdoo-Karenga &amp; Karenga, p. , Umoja</b></p>	
<p><b>Groups 5-8 Hill, The Strengths of African American Families Chp. 5 (2) &amp; Kujichagulia</b></p>	
<p><b>Groups 9-12 Hill, The Strengths of African American Families, Chp. 6 (3) &amp; Ujima</b></p>	
<p><b>Groups 13-16 Hill, The Strengths of African American Families, Chp. 7 (4) &amp; Ujamaa &amp; Nia</b></p>	
<p><b>Groups 17-20 Hill, The Strengths of African American Families, Chp. 8 (5) &amp; Kuumba &amp; Imani</b></p>	