

E
X
H
I
B
I
T

4

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

Dr. Patricia Dixon
Office: One Park Place, 962
Office Hours: T. Thur. 1:30- 2:30 pm
or by appointment
On-campus phone: 404-413-5139
Off-campus phone: 770-322-6017

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.
McLoyd, V., Hill, E. & Dodge, K.A. (2005). *African American Family Life*. NY: Guilford Press
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 READINGS (for Panel Presentations)

McAdoo, H. P. (2007). *Black Families*. California: Sage Publications. 4th edition.
Staples, R. (1999). *The Black Family*. NY: Wadsworth. 6th Ed.
Frazier, F.E. (2001). *The Negro Family in the United States*. NY: University of Notre Dame Press.

REQUIRED ATTENDANCE

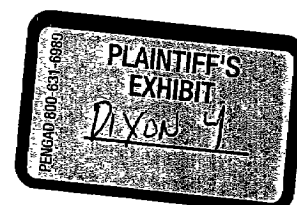
American I AM: Civic Center

RECOMMENDED READINGS ON PARENTING & CHILDREN

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' Wit's: 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 (Free version lasts 30 days)



STUDENT RESPONSIBILITIES

- 1) **Attendance/Class/Group Participation (20%)** - Students are expected to attend class. 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 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 (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	Lecture (Source: Mbiti- <u>African Religions and Philosophy</u> , chps. 10-13)	Aug 18-20
Slavery	Franklin, <u>Ensuring Inequality</u> , chp. 1 Blassingame, <u>The Slave Community</u> , chp. 7-Plantation Realities America I Am Civic Center 1-2 Page Reaction Paper –Blassingame & American I Am	Aug 25-27
Emancipation	Franklin, chp. 2 Film—The Rise and Fall of Jim Crow: Part II	Sep 1-3
Great Migration	Franklin, chps. 3 & 4 Film—Going to Chicago	Sep 8-10
AA Family-1940s-1950s	Franklin chps. 5 & 6 Film The Rise and Fall of Jim Crow: Part III	Sep 15-17
AA Family. 1960s-1990s AA Family. 1970s to 1990s	Franklin, chp. 7 Franklin, chps. 8 & 9	Sep 22-24
Genograms African American Family Strengths	E-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	Sep 29-Oct 1
Economic/Demographics Structure/Process	McLoyd, Hill & Dodge, <u>African American Family Life</u> , chps. 4, 7 McLoyd, Hill & Dodge, chp. 5 Course Notes (handed out or on U-learn) Midterm Exam (ULearn-Oct 2-6)	Oct. 6-8
Theoretical Conceptualizations Blended Families	Reserve-McAdoo 3 rd Edition- Sudarkasa, chp.2 p. 9 McAdoo, 4 th Edition-Dodson, chp. 4, p. 51 Staples-Scott & Black, p. 232 (on U-learn) See Websites & Other information on U-learn Vista for information on Blended families	Oct. 13-15

Mothers/Single Parenting	Staples- Collins, p. 157; Dickerson- Randolph, p. 117 Panel Presentations (Groups 1 & 2)	
Fathers/Fatherhood	McLoyd, Hill & Dodge, chp. 14 Staples- Lempert, p. 189; Staples- Livingston & McAdoo, p. 219 Panel Presentations (Groups 3 & 4) Due-Power Point Presentation Posted to Discussion Section in U-Learn	Oct. 20-22
Children/Parenting <i>-Children/Parenting continue</i>	McLoyd, Hill & Dodge, chp. 12 Reserve-Hampton/Lassiter, p. 39; Reserve, Some, pp. 39-84 Panel Presentations (Groups 5 & 6) Reserve-Beal et.al, p. 102 Reserves-Stevenson, Davis & Abdul-Kabir, chp. 3, p. 81 Panel Presentations (Groups 7 & 8)	Oct. 27-29
<i>-Children/Parenting continue</i>	Reserve-Sheras, p. 1-17, p. 38-65; Reserve-Stevenson, Davis & Abdul-kabir, chp. 4, p. 143 Panel Presentations (Groups 9 & 10)	
Environmental Racism Stress	Reference-Foster, p. 653 Reference-Livingston, Brown & Livingston, p.383 Panel Presentations (Groups 11 & 12)	Nov 3-5
Health Diet	Reference-Myers, Echiverri & Odom, et al. & E-Reserves-Llaila, p. xxiv Panel Presentations (Groups 13 & 14)	
Violence	Reserve-Hampton-Asbury, p.89; Staples-Williams, p. 265 Panel Presentations (Groups 15 & 16)	Nov. 10-12
Education/Black Boys & Girls	McLoyd, Hill & Dodge, chp. 11 Reserve Glen -Paul, p. 26; p.50 Reserve- Kunjufu, p.1-20; 31-42 Panel Presentations (Groups 17 & 18)	
Black Families in White Communities	McLoyd, Hill & Dodge, chp. 13 McAdoo-Tatum, Black Families, p. 214; E-Reserve-McAdoo, -Black Children, Murray & Mandara, p. 73 Panel Presentations (Groups 19 & 20)	Nov.17-19
	Thanksgiving Holiday	Nov. 24-26
Alternative Family Lifestyles	Library Reserve - Istar-Lev, chps. 6 & 7; Boykin, chp. 3 E-Reserve - Dixon, chp. 5 Panel Presentations (Groups 21 & 22)	
Nguzo Saba	McAdoo-Black Families, Karenga and Karenga, p. 7	Dec. 1-3
	Final Exam	Dec. 10

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.

-Reserve—Book on reserve, E-Res—Electronic reserve: Reference—Reference book in Library

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).