

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

Dr. P. Dixon
Spring 2009

Topic	Readings	Date
Introduction/Overview African Background	Lecture (Source: <u>Mbiti-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 Reserve-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, Fchiverri & Odom, et al. & E-Reserve-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, <u>Black Families</u> , p. 214; E-Reserve-McAdoo, <u>Black Children</u> , 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).

JOHN W. BLASSINGAME

**The
Slave
Community**

*PLANTATION LIFE IN
THE ANTEBELLUM SOUTH*

**Revised & Enlarged
Edition**

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The Slave Community

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African American Single Mothers

Understanding Their
Lives and Families

edited by

Bette J. Dickerson

Sage Series on Race
and Ethnic Relations

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Black Families

Third Edition



Edited by
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SECOND EDITION

Black CHILDREN

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Social,
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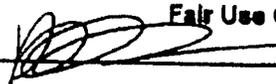
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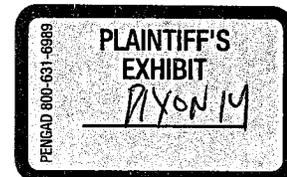
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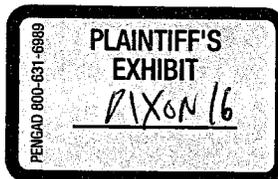
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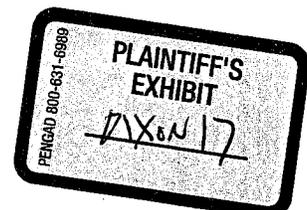
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Factor Weighs in Favor of Fair Use

Factor Weighs Against Fair Use

Factor 3: Amount and Substantiality of Portion Used

Weights in Favor of Fair Use

- Small portion of work used
- Portion used is not central or significant to entire work as a whole
- Amount taken is narrowly tailored to educational purpose, such as criticism, comment, research, or subject being taught

Weights Against Fair Use

- Large portion or entire work used
- Portion used is central to work or "heart of the work"
- Amount taken is more than necessary for criticism, comment, research, or subject being taught

Factor Weighs in Favor of Fair Use

Factor Weighs Against Fair Use

Factor 4: Effect on Market for Original

Weights in Favor of Fair Use

- No significant effect on market or potential market for copyrighted work
- Use stimulates market for original work
- No similar product marketed by the copyright holder
- No longer in print
- Licensing or permission unavailable
- Supplemental classroom reading
- One or few copies made or distributed
- User owns lawfully acquired or purchased copy of original work
- Restricted access (to students or other appropriate group)

Weights Against Fair Use

- Significantly impairs market or potential market for copyrighted work or derivative
- Licensing or permission reasonably available
- Numerous copies made or distributed
- Repeated or long-term use that demonstrably affects the market for the work
- Required classroom reading
- User does not own lawfully acquired or purchased copy of original work
- Unrestricted access on the web or other public forum

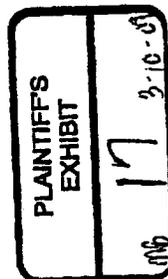
Factor Weighs in Favor of Fair Use

Factor Weighs Against Fair Use

Revised for use by the University System of Georgia, based upon the Copyright Advisory Office at Columbia University's "Fair Use Checklist", <http://www.copyright.columbia.edu/fair-use-checklist>

Copyright in Instruction & the New USG Copyright Policy

Cynthia V. Hall
Office of Legal Affairs
Georgia State University
February 23, 2009



Disclaimer

- Copyright is a large field, and this isn't all there is to it
- Primarily focused on use of copyrighted materials by an instructor and the USG Policy
- Call Legal Affairs with any questions or specific situations – 404-413-0500

What can be copyrighted?

- “Original works of authorship”
- Fixed in a tangible form of expression
- Includes:
 - Literary works
 - Pictorial, graphic, & sculptural works
 - Motion pictures & other audiovisual works
 - Musical works
 - Pantomimes / choreographic works
 - Dramatic works
 - Sound recordings
 - Architectural works
 - Compilations**** of above works

What cannot be protected?

- Not in fixed tangible form of expression
- Titles, names, short phrases, slogans
- Familiar symbols/designs; mere variations in typographic ornamentation, lettering, coloring
- Mere listings of ingredients or contents
- Ideas, procedures, methods, systems, processes, concepts, principles, discoveries, devices
- Consisting entirely of information that is common property with no original authorship
- **Works by U.S. government employees**

How does one get copyright?

- No notice needed – Now conferred upon creation/fixation for new works
 - Previously notice was “required”
- But recommend providing notice
 - © Year Author
- Registration at U.S. Copyright Office is not required, but common if intent is commercial

Rights conferred in copyright

- Copyright holder has exclusive rights to:
 - Copy or reproduce
 - Display publicly
 - Adapt (derivative works, translations)
 - Perform publicly
 - Distribute copies to the public
 - Subject to statutory exceptions like fair use
- Authors of visual works have rights of attribution and integrity

Copyright Holder vs. Author

- Copyright holder has exclusive rights to:
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- Authors of visual works have rights of attribution and integrity

USG Copyright Policy

- “Policy on the Use of Copyrighted Works in Education and Research” – www.usg.edu/copyright
 - Focused on respecting rights of copyright holders and use of copyrighted works in teaching, research, and service
- Compare GSU Intellectual Property Policy
 - Focused on new works created by employees and students

USG Copyright Policy

- Inform & educate students, faculty, & staff on copyright
- Tools to assist in copyright & fair use analysis (see Fair Use checklist)
- Facilitates use of materials currently licensed & provide information on licensing
- Individuals to counsel faculty & staff (Office of Legal Affairs, others)

USG Guidelines on Electronic Reserves

- Instructors evaluate whether permissions needed or fair use – know details of work & use
- Instructors should fill out Fair Use Checklist for each work relying on fair use
- Citation / attribution
- Lawful copy

USG Guidelines on Electronic Reserves (cont.)

- Password restricted with access terminated at the end of the semester
- Remove materials at the end of each semester
- Wherever possible, link or post references rather than scanning material
- No charge for student use

Fair Use

- Copying a work for purposes of criticism, comment, news reporting, teaching, scholarship, or research is not an infringement if determined to be fair use.
- Basis in common law, but now at 17 U.S.C. § 107

Fair Use Factors

- Purpose & character of the use
- Nature of work
- Amount & substantiality of portion used
- Effect of the use upon the potential market
- Fair Use Checklist
 - Based upon one originally compiled by Kenneth Crews, formerly of IUPUI and now at Columbia University

Factor 1: Purpose & character

Factor 1: Purpose and Character of the Use

Weights in Favor of Fair Use

- Nonprofit Educational
 - Teaching (including multiple copies for classroom use)
 - Research or Scholarship
 - Criticism, Comment, News Reporting, or Parody
 - Transformative (use changes work for new utility or purpose)
 - Personal Study
 - Use is necessary to achieve your intended educational purpose
-

Factor Weighs in Favor of Fair Use

Weights Against Fair Use

- Commercial activity
 - Profiting from use
 - Entertainment
 - Non-transformative
 - For publication
 - For public distribution
 - Use exceeds that which is necessary to achieve your intended educational purpose
-

Factor Weighs Against Fair Use

Factor 2: Nature

Weights in Favor of Fair Use

- Published work
 - Factual or nonfiction work
 - Important to educational objectives
-

- Factor Weights in Favor of Fair Use

Weights Against Fair Use

- Unpublished work
 - Highly creative work (art, music, novels, films, plays, poetry, fiction)
 - Consumable work (workbook, test)
-

- Factor Weights Against Fair Use

Factor 3: Amount & substantiality

Factor 3: Amount and Substantiality of Portion Used

Weights in Favor of Fair Use

- Small portion of work used
- Portion used is not central or significant to entire work as a whole
- Amount taken is narrowly tailored to educational purpose, such as criticism, comment, research, or subject being taught

Weights Against Fair Use

- Large portion or entire work used
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- Amount taken is more than necessary for criticism, comment, research, or subject being taught

Factor Weighs in Favor of Fair Use

Factor Weighs Against Fair Use

Factor 4: Effect

Weights in Favor of Fair Use

- No significant effect on market or potential market for copyrighted work
- Use stimulates market for original work
- No similar product marketed by the copyright holder
- No longer in print
- Licensing or permission unavailable
- Supplemental classroom reading
- One or few copies made or distributed
- User owns lawfully acquired or purchased copy of original work
- Restricted access (to students or other appropriate group)

Weights Against Fair Use

- Significantly impairs market or potential market for copyrighted work or derivative
- Licensing or permission reasonably available
- Numerous copies made or distributed
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- Required classroom reading
- User does not own lawfully acquired or purchased copy of original work
- Unrestricted access on the web or other public forum

Factor Weights in Favor of Fair Use

Factor Weights Against Fair Use

Face-to-Face teaching exception

- 17 U.S.C. §110(1)
- “performance or display of a work by instructors or pupils in the course of face-to-face teaching activities...in a classroom... unless, in the case of a motion picture or other audiovisual work... is given by means of a copy that was not lawfully made...”

Distance Education: TEACH Act

- 17 U.S.C. § 110(2)
- Nondramatic literary or musical work or reasonable portions of other works
- But NOT works marketed for online use (digital databases, etc.)
- By instructor as an integral part of mediated instructional activities
- Directly related and of material assistance to the teaching content
- Reception limited to students officially enrolled

Distance Education: TEACH Act

- Institute has policies regarding copyright and provides informational materials to faculty, staff, and students
- Notice to students that materials used may be subject to copyright protection
- Technological measures reasonably prevent retention of the work for longer than the class session AND unauthorized further dissemination
- No circumvention of technological measures

Methodology of Analysis

- Is this a copyrighted work?
 - U.S. government work
 - Public domain (expired copyright)
- Can we make it available with no copying?
 - Links or mere references
- Use within an exception?
 - Fair Use
- Do we have a license for this use?

Copyright Licensing

- If the use does not fall into one of the exceptions, then permission / license is needed to copy, display, perform, etc.
 - Collective rights organizations
- Web linking & referencing without copies
- Georgia State resources:
 - Library holdings (databases in particular) & GALILEO
 - ASCAP & BMI licenses

Copyright Licensing (cont.)

- CreativeCommons.org
 - Provides standard licenses in easy-to-understand terms that more authors are now using
 - Gaining more popularity on the web
 - Caution on 3rd party materials
 - Example:



Copyright Licensing (cont.)

- Copyright Clearance Center (print and online)
- iCopyright (online content)
- Swank / Criterion (for motion pictures)
- Individual contact with studio, author, composer, etc.

Attribution

- Always attribute the author / source of the work
- Even if using without permission (i.e. fair use or another exception)
- Include the author, name of the work, publisher, year, copyright holder

Anticircumvention

- Digital Millennium Copyright Act
- Generally can't go around any type of digital access controls if such access would be "unauthorized"
- Limited exceptions for a few uses, but need to talk to Legal Affairs

Copyright Myths

- I can copy if I give attribution.
- It is legal to copy as long as you don't copy the entirety (more than 25%, 20%, 10%, etc.) of the work.
- Works on the internet are in the public domain and "fair game" for copying.
- If there is no copyright notice, then it is not copyrighted.

Resources

- Association of Research Libraries' Know Your Copy Rights – www.knowyourcopyrights.org
- Columbia University - <http://www.copyright.columbia.edu/>
- University System of Minnesota - <http://www.lib.umn.edu/copyright/fairuse.phtml>

Office of Legal Affairs

- **MUST** notify Legal Affairs if you receive an accusation of infringement, breach of contract, or other legal violation
- **MUST** notify Legal Affairs if you receive a subpoena or legal request for documents related to your research or university work
- **Reviews ALL** contracts involving the University except Research Agreements (OSP) and our own standard forms

Fair Use Checklist

Name: Patricia Dixon Date: November 29, 2010

Class or Project: African American Family, AAS 3000

Course and Term: African American Family, AAS 3000, Fall 2009

Title of Copyrighted Work: African American Single Mothers: Understanding their Families/Sage Publications

Author and Publisher: Bette Dickerson/Suzanne M. Randolph

Portion(s) to be used (e.g., pages, timer counts): Chp. 7, pp. 117-145

Instructions: Where the factors favoring fair use outnumber those against it, reliance on fair use is justified. Where fewer than half the factors favor fair use, instructors should seek permission from the rights holder. Where the factors are evenly split, instructors should consider the total facts weighing in favor of fair use as opposed to the total facts weighing against fair use in deciding whether fair use is justified. Not all of the facts will be present in any given situation. Check only those facts that apply to your use. No single item or factor is determinative of fair use. Instructors should consult the Legal Affairs office at their institution or at the Office of the Board of Regents if they have questions regarding analysis of the four factors.

For more information regarding the fair use factors, please see the fair use sections of the Policy on the Use of Copyrighted Works in Education and Research for the University System of Georgia, which can be found on the web at http://www.usg.edu/copyright/.

Complete and retain a copy of this checklist for each "fair use" of a copyrighted work in order to establish a "reasonable and good faith" attempt at applying fair use should any dispute regarding such use arise.

Factor 1: Purpose and Character of the Use

Weights in Favor of Fair Use

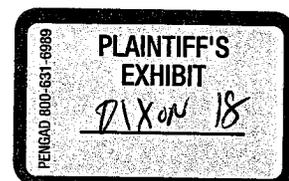
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Personal Study
Use is necessary to achieve your intended educational purpose

- Commercial activity
Profiting from use
Entertainment
Non-transformative
For publication
For public distribution
Use exceeds that which is necessary to achieve your intended educational purpose

Factor Weighs in Favor of Fair Use

Factor Weighs Against Fair Use



Factor 2: Nature of Copyrighted Work

Weights in Favor of Fair Use

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- Important to educational objectives

Weights Against Fair Use

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