

Fayetteville State University
College of Arts and Sciences
Department of Sociology
SOCI 370-01 (The Sociology of the Black Community)
Fall 2011

I. Locator Information:

Instructor: Dr. Jerry N. Woods	Office Location: TSS, Room 204A
SOCI 370-01	Office Hours: M, W, 10:00a.m.-12:00p.m.
Sociology of the Black Community	T, TH, 10:00a.m.-12:00p.m.
Semester Credits Hours: 3	*Also by appointment
Total Contact Hours: 45	Office Telephone: (910) 672-2220
Classroom Location: TSS, 103	Email: jwoods1@uncfsu.edu
M,W,F/9:00 pm – 9:50p.m.	

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The University has established email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquires and requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at:
<http://www.uncfsu.edu/EmailPolicyFinal.pdf>

II. Course Description:

SOCI 370 – The Sociology of the Black Community is a sociological analysis and description of the black community, its sociological characteristics, the lifestyles and socio-cultural patterns within the black community, and the structures and functions of specific social institutions within the black community.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Required Textbook:

Pinkney, Alphonso. Black Americans. 5th ed. Upper Saddle River New Jersey:

Prentice Hall, 2000.

Basic References: (On Reserve, Chestnut Library)

Blackwell, James. Black Community: Diversity and Unity. 3rd. ed. New York: Harper Collins, 1991.

Gallagher, Charles A. Rethinking the Color Line: Readings in Race and Ethnicity. 4th ed. Boston, Massachusetts: McGraw-Hill, 2009. **Photocopies of the following: (1) Introduction to Part I, “Sorting by Color: Why We Attach Meaning to Race” by Charles A. Gallagher (pp. 5-6); (2) Reading 2, “Drawing the Color Line” by Howard Zinn (pp. 9-17); (3) Reading 3, “Racial Formation” by Michael Omi and Howard Winant (pp.17-22); (4) Reading 4, “Theoretical Perspectives in Race and Ethnic Relations” by Joe R. Feagin and Clairece Booher Feagin (pp. 22-32); (5) Reading 13, “Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America” by Charles A. Gallagher (pp.100-108); and (6) Reading 14, “The Ideology of Colorblindness” by Lani Guinier and Gerald Torres (pp. 109-113).**

Lawson, Steven F. ed. One America in the 21st Century: The Report of President Bill Clinton’s Initiative on Race. (Foreword by John Hope Franklin). New Haven Connecticut: Yale University Press, 2009. **(Photocopies of (1) the Foreword by John Hope Franklin, (2) the Introduction by Steven F. Lawson, (3) the Timeline, (4) Chapter 4, “Bridging the Gap,” and (5) the back cover page.)**

The National Urban League. The State of Black America 2000. Washington, DC: The National Urban League, 2001.

The National Urban League. The State of Black America 2007: Portrait of the Black Male. Silver Springs, Maryland: Beckham Publications Group, 2007.

V. Student Learning Outcomes: (SDPI competencies are in parentheses.)

Upon completion of this course, the student should be able to:

1. Discuss the origins and history of current social issues and problems within institutions in the black community. (6.1)
2. Critically analyze sociologically theories and research findings that purport to explain the black experience.
3. Discuss the social, political, and economical factors that have influenced the historical development of the African American Community. (6.1, 7.3, 7.5, 8.3)
4. Discuss the role that ethnicity, race, and gender continue to play in the United States. (9.2)

5. Explore the impact of culture on issues in the black community. (5.2)

VI. Course Requirements and Evaluation Criteria:

1. **Grading Scale:** A=92-100, B=83-91, C=73-82, D=64-72, F=63 or less (numbers indicate percentages)
2. **Attendance Requirements:** Each student is expected to **regularly and punctually attend class throughout the term and to participate in a meaningful way in class activities.** Absences beyond one unexcused absence will have an adverse affect on a student's grade, even to failure of the class. For an absence to be excused, the student must provide evidence (e.g., a physician's note) that justifies his or her failure to attend class. Arriving late to class or leaving early from class on three occasions in any combination without the permission of the instructor will equal one absence. If a student is absent from class, the student is responsible for getting any notes, missed information, and assignments by contacting a fellow student, not by telephoning or emailing the instructor.
3. **Graded Assignments:** Students will be evaluated on their performance on three examinations, including the Final Examination, and a research paper. Class participation and class attendance will be primary considerations. There will be no extra credit projects.

There will be no dropped examinations. All examinations count and will be included in the calculation of the final grade.

The examinations will cover assigned readings and class discussions. Examinations may be either objective or essay. Quizzes may be given from time to time. There will be no make up for quizzes. Dates for the exams are indicated on the course outline and assignment schedule section. No make-up exams will be given except in cases of dire circumstances. In such cases, arrangements should be made with the instructor **before** the regular exam date, if possible. **All make-up exams will be essays.**

All written assignments are due at the beginning of the class session on the due date. Due dates are indicated in the course assignment schedule. The assignments should be typed or word processed. All papers will have double spacing and margins of one inch or one and a quarter inch on all sides. **Completed research papers should reflect the American Sociological Association (APA) Manual, Chicago Manual of Style, or Kate L. Turabian Manual standards.**

For the major written assignment, each student is required to select one of the following options and prepare a research paper on the chosen option. This

paper is a research paper. It must contain notes and a bibliography. Any paper without notes and a bibliography will receive a low or failing grade for the paper. You may use the internet but you must provide all relevant information (e.g., author, title, name of the journal, volume, number, and year) not simply the web address. Try to synthesize knowledge and use your own words. Do not “cut and paste” from other authors. That is, do not simply copy or even paraphrase entire paragraphs, using one paragraph from here, one from there, and one from somewhere else. Make sure you reference your sources. Do not copy anyone else’s work. This will result both in failure for the paper and failure for the course. Your paper must have a title page, an endnotes page, and a bibliography. These pages are in addition to the number of pages specified in each of the options below.

Option 1:

Select a book that is an ethnographic study of a black community and do an analytical review of the book. (The bibliography list below may help you locate a book.) The book review of **five to six pages** should contain the following information:

- a. Complete bibliographic citation for the book.
- b. A 3-4 page synopsis of the book. Describe the community studied. What is the basic premise of the book? Describe the methodology used by the author. What are the major conclusions drawn by the author?
- c. What theoretical perspective does the author use? Use illustrations from the text of the book to explain why you believe the perspective you cite was used.
- d. If the book was written before 1990, explain how a contemporary sociologist might revise the methodology or use a different theoretical perspective. Would the areas studied or the questions asked differ in a contemporary study? Point out socio-cultural changes that stand out since the book was printed.
- e. Explain in some detail the contribution the book has made to the black community. Offer what support you can for this claim.
- f. Analysis of the cross-contributions between the book and the course. How did the book material and the course compliment each other? How did they work together to contribute to your understanding of the issues involved? Do not limit your analysis to one topic in the course that the book specifically covered.
- g. Summary statement.

Option 2:

Write a five to six page term/research paper that describes the black community in the student's home town. The following information should be included:

- a. A demographic description of the black community in your town. What is the racial/ethnic composition of the community? What is the median age? Describe economic, educational, health, marital, and family statistics of the community.
- b. Describe the history of blacks in this town. Who have been important figures? What were their contributions? What have been important events in the history of this community?
- c. What are current challenges for the community (e.g., education, leadership, and so on)?
- d. What are positive signs of the strengths of the community?
- e. An analysis of the cross-contributions between the hometown profile and the course. How did the course material and the hometown analysis compliment each other? How did they work together to contribute to your understanding of your local community? Do not limit your analysis to one topic that you examined in the course.

Note: Do not simply download something from the internet, especially information that has .com as its source. Seek information on your city/town from sources such as the United States Census, the local historical society, official reports and documents, and newspaper articles. You may include information from interviews with people who have resided in the community for many years and knowledge derived from your personal experience in that city or town.

Option 3:

Write a research paper of four to six pages that examines some issue/challenge facing African Americans. The paper should be a review of the literature in an area of interest related to the black community. Please choose a **very specific topic** for your paper. To make sure you are on the right track, **I would like to see your topic by August 26 and an outline by September 2, 2011.** Concise, well-organized papers with proper use of citations are expected. As noted above, try to synthesize knowledge and use your own words. Do not “cut and paste” from other authors and do not simply copy or paraphrase entire paragraphs obtained from various sources. **Please make sure you use only primary sources (i.e., original research).** You may use the internet sources; however, make sure you reference your sources as described in the instructions preceding Option 1 above. You should use at least 10 different sources.

Evaluation and Grading Rubric for the Research Paper

Category	Percentage	Your Score
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Content	25%	
Organization	25%	
Sentence Construction	20%	
Citing/Documenting	15%	
Bibliography	5%	
Overall Presentation	10%	
Total Score	100%	

1. **Content** refers to the ideas you present and your demonstrated knowledge of those ideas.
 2. **Organization** refers to an introduction that specifies the key issues addressed; a discussion of those issues in the order they were identified; the smooth transition from one issue to the next and from introduction, to body, to conclusion.
 3. **Sentence Construction** implies that the sentences are logically organized, correct in subject and verb agreement and in other rules of grammar, and varied in length and structure.
 4. **Citing/Documenting** refers to supporting the information in your paper with note numbers appropriately place and the source of the information appropriately identified, properly place, and accurately written on an endnotes page.
 5. **Bibliography** refers to whether the bibliography is submitted and written according to the specified style.
 6. **Overall Presentation** is the instructor's assessment of the Student's effort and effectiveness, and of such things as neatness, margins, indentations, and paragraphing.
 7. **Total Score** is the sum of the scores for all the categories.
4. **Value of Each Assignment:** Each examination will be 20 percent of the grade for a total of 60 percent. The value of the research paper will be 25 percent. Attendance and participation will be 15 percent of the grade.
 5. **Missed Tests and Late Assignments:** All students are expected to take the exams and to submit the research paper on the assigned dates. Only under extraordinary circumstances should a student miss an exam or fail to submit the paper on the due date. Missing an exam without an approved excuse will result in 10 percentage points being deducted from a student's grade for the exam. Students who miss an exam without a legitimate excuse must take it the next time the class meets. Papers that are late will be penalized 5 percentage points.

6. **Student Behavioral Expectation:** The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have a right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

- a. Failure to respect the rights of other students to express their viewpoint by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
- b. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
- c. Use of cell phones and other electronic devices;
- d. Overt inattentiveness (sleeping, reading newspapers);
- e. Eating in class (except as permitted by the faculty member);
- f. Threats or statements that jeopardize the safety of the student and others;
- g. Failure to follow reasonable request of faculty members;
- h. Entering class late or leaving early;
- i. Other: Leaving class to answer a cell phone or to make a phone call; wearing a hat, cap, or other inappropriate head covering while in class; chewing gum; passing notes or carrying on private conversations while class is being conducted; and bringing children into the classroom while the class is being conducted.

The instructor may take the following action in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

- a. Direct student to cease disruptive behavior.
- b. Direct student to change seating location.
- c. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
- d. Dismiss class for the remainder of the period. (must be reported to the department chair.)
- e. Lower the student's final grade by a maximum of one letter grade.
- f. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

VII. Academic Support Resources: University Learning Center, Writing Lab

VIII. Course Outline and Assignment Schedule: This calendar is subject to change as we go through the semester.

Week 1 (Aug 19)

Introduction and overview of the course

Week 2 (Aug 22-Aug 26)

The Meaning(s) of Community in Sociology
Blackwell, pp. 20-22.

Lyons, Chapter 1: The Concept of Community

August 25, Interim grading period begins for X, EA, and F grades

Week 3 (Aug 29-Sep 2)

August 29, Deadline for submitting option for paper and the specific topic (e.g., which book, which town, what title for a paper)

August 30 (T) – Deadline for X (No-Show) grades

Theories on Racial Inequality and Barriers to Racial Equality

Gallagher, Charles A. Rethinking the Color Line: Readings in Race and Ethnicity. 4th ed. Boston, Massachusetts: McGraw-Hill, 2009.

(2) Reading 2, "Drawing the Color Line" by Howard Zinn (pp. 9-17); (3) Reading 3, "Racial Formation" by Michael Omi and Howard Winant (pp.17-22); (4) Reading 4, "Theoretical

Perspectives in Race and Ethnic Relations” by Joe R. Feagin and Clairece Booher Feagin (pp. 22-32); (5) Reading 13, “Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America” by Charles A. Gallagher (pp.100-108); and (6) Reading 14, “The Ideology of Colorblindness” by Lani Guinier and Gerald Torres (pp. 109-113).

September 2 – Deadline for research paper outlines (Option 3)

Week 4 (Sep 5-Sep 9)

Historical development of the black community

Pinkney, Chapter 1 and 2

Blackwell, Chapter 3

September 5 (M) – LABOR DAY, UNIVERSITY CLOSED

Week 5 (Sep 12-Sep 16)

Demographic Characteristics of the Black Community

Pinkney, Chapter 3

[Http://www.census.gov](http://www.census.gov)

Thompson and Parker, “The National Urban League Equality Index” in The State of Black America 2007. (pp. 17-58)

***EXAM #1 (Wednesday, September 14)**

Socio-Economic Status, Social Class, and Technology

Pinkney, Chapter 4

Blackwell, Chapter 2 and 4

Week 6 (Sep 19-Sep 23)

September 20 (T) -- FALL CONVOCATION, 2:00 p.m.

Socioeconomic Status ... Continued

Dreyfuss, “Black Americans and the Internet: The Technological Imperative” in The State of Black America 2001.

Watkins, “The Socio-Economic Divide Among Black Americans Under 35” in The State of Black America 2001.

Arnwine, “The Battle Over Affirmative Action: Legal Challenges and Outlook” in The State of Black America 2007. (Essay 8)

Week 7 (Sep 26-Sep 30)

Social Institutions: Family Structure and Interaction

Pinkney, Chapter 5

Blackwell, Chapter 3

Allen, “The Search for Applicable Theories of Black Family Life”

Week 8 (Oct 3-Oct 7)

Social Institutions ... Continued

***RESEARCH PAPER IS DUE (Wednesday, October 5)**

Moynihan, "The Moynihan Report": (The Negro Family: The Case for National Action), Chapter 4 in Rainwater and Yancy
DuBois, "The Negro American Family"

**MIDTERM EXAMS, October 6 (TH) – October 12 (W)
October 7 (Friday), Interim grading period ends**

Week 9 (Oct 10-Oct 14)

Black Male-Female Relations

DuBois, "The Damnation of Women" in Darkwater

Stockard, "Young African-American Men and Women: Separate Paths" in The State of Black America 2001

King, "African-American Males' Attitudes Toward Marriage"

Lawson, "Why Men Marry"

OCTOBER 17 (M) – OCTOBER 18 (T), MIDTERM BREAK, NO CLASSES, UNIVERSITY OPEN

Week 10 (Oct 17-Oct 21)

Religion in the African American Community

Pinkney, Chapter 6

Blackwell, Chapter 5

Taylor, "Young Adults and the Appearance of Religion" in The State of Black America 2001.

Week 11 (Oct 24-Oct 28)

***EXAM #2 (Oct. 26)**

The Health of Black People

Pinkney, Chapter 6

"Young Blacks' HIV Risk Reaches African Proportions."

Carnethon, "Black Male Life Expectancy in the United States: A Multi-level Exploration of Causes" in The State of Black America 2007.

(Essay 6)

OCTOBER 28(F) – Deadline for Removing Incomplete ("I") Grades

OCTOBER 28(F) – Deadline for Withdrawing from Classes

Week 12 (Oct 31-Nov 4)

Contemporary Issues in Education

Blackwell, Chapter 6

Franklin, et. al., "Black History Month: Serious Truth Telling or a Triumph in Tokenism."

Allen, "Race, Equity and Affirmative Action in the U.S. Higher Education" in The State of Black America 2001.

Knaus, "Still Segregated, Still Unequal: Analyzing the Impact of No Child Left Behind on African American Students" in The State of Black America 2007. (Essay 4)

Wilson, "On Equal Ground: Causes and Solutions for Lower College Completion Rates Among Black Males" in The State of Black America 2007. (Essay 5)

Week 13 (Nov 7-Nov 11)

West, "The Dilemma of the Black Intellectual."

Evans, "Role Relations of Black Sociologists with the Black Community: Perspectives of Sociologists."

Smith, "Black Psychologist as a Change Agent in the Black Community."

NOVEMBER 11 (F) – VETERANDS DAY, UNIVERSITY CLOSED, NO CLASSES

Week 14 (Nov 14-Nov 18)

Chronic Social Problems

Pinkney, Chapter 7

Lawson, Steven F. ed. Chapter Four--"Bridging the Gap," in One America in the 21st Century, pp. 57-86.

Crime, Justice and Politics

Pinkney, Chapter 8

Week 15 (Nov 21-Nov 25)

Chronic Social Problems (Continued)

Shaw, "The State of Civil Rights" in The State of Black America 2007. (Essay 9)

Hanson, McArdle, and Wilson, "Invisible Men: The Urgent Problems of Low-Income African-American Males" in The State of Black America 2007. (pp. 209-216)

Joint Center for Political and Economic Studies Health Policy Institute (Final Report of the Dellums Commission), "A Way Out: Creating Partners for Our Nations Prosperity By Expanding Life Paths for Young Men of Color" in The State of Black America 2007. (pp. 193-207)

November 24 (TH) – November 25 (F), THANKSGIVING HOLIDAY, UNIVERSITY CLOSED

Week 16 (Nov 28-Dec 2)

***Final Exams for Graduating Seniors (Nov 28 – Dec 3)**

Race Relations in the 21st Century

Pinkney, Chapters 9-11

Lawson, Steven F. ed. One America in the 21st Century: The Report of President Bill Clinton's Initiative on Race. (Foreword by John Hope Franklin). New Haven Connecticut: Yale University Press, 2009.

(Photocopies of (1) the Foreword by John Hope Franklin, (2) the Introduction by Steven F. Lawson, (3) the Timeline, (4) Chapter 4, “Bridging the Gap,” and (5) the back cover page.) (On reserve in the Chestnut Library)

***Final Exam for Graduating Seniors (Nov 28 – Dec 3)**

Final Grades Due for Graduating Seniors (Monday, Dec 5)

Last Day of Classes (Friday, December 2)

***Final Exams for Students not Graduating (Wednesday, Dec. 7, 8:00 a.m.-9:50 a.m.)**

***EXAM #3/FINAL EXAM – TBA**

Commencement (Saturday, Dec 10, 9:00a. m.)

Final Grades Due for Students not Graduating (Monday, Dec 12)

IX. Teaching Strategies:

The primary strategies will be lecture and discussion. Each student is expected to read the assigned readings and participate in an analysis or evaluation of those readings at the next class meeting. When it is deemed helpful, resource persons may be asked to give short presentations. **It is essential that each student come to class prepared to discuss the readings and assignments. Active and reasoned participation is required.**

X. Bibliography

Aldridge, Delores P. 2000. “On Race and Culture: Beyond Afrocentrism to Cultural Democracy.” Sociological Focus. Vol. 33(1), 107.

Allen, Walter. 1978. “The Search For Applicable Theories of Black Family Life.” Journal of Marriage and the Family. Vol. 40:1 (February), 117-120.

American Sociological Association. 1985. Minority Sociologists and Their Status in Academia. Washington, D.C.

Billingsley, Andrew. 1992. Climbing Jacob’s Ladder: The Enduring Legacy of African-American Families. New York: Simon and Schuster.

_____. 1968. Black Families in White America. Englewood Cliffs, N.J.: Prentice Hall.

Blackwell, James E. 1995. The Black Community: Diversity and Unity. New York: Harper and Row.

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- Cox, Oliver C. 1955. Caste, Class, and Race: A Study in Social Dynamics. New York: Monthly Review Press.
- Dalton, Harlon L. 1995. Racial Healing: Confronting the Fear Between Black and White. New York: Anchor Books.
- Davis, Larry E. (Ed.) 1999. African American Males: A Guide to Practice. Thousand Oaks, CA: Sage Foundation.
- Dickerson, Bette J. 1995. African American Single Mothers. Thousand Oaks, CA: Sage Publications.
- DuBois, W.E.B. 1994. The Souls of Black Folk. Mineola, New York: Dover Publications, Inc.
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- George, Susan M. Bette J. Dickerson. 1995. "The Role of the Grandmother in Poor Single-Mother Families and Household." In Bette J. Dickerson. 1995. African American Single Mothers. Thousand Oaks, CA: Sage Publications.
- Gordon, Jacob E. (Special Editor). 2000. "The African American Male in American Life and Thought." The ANNALS of the Academy of Political and Social Science. Vol. 569, (May).
- Gutman, Herbert G. 1976. The Black Family in Slavery and Freedom, 1750-1925. New York: Vintage Books.
- Hacker, Andrew. 1995. Two Nations: Black and White, Separate, Hostile, Unequal. New York: Ballantine Books.
- Hill, Robert. 1997. The Strength of African-American Families: Twenty-Five Years Later. Washington, D.C.: R and B Publishers.
- _____. 1972. The Strength of Black Families. New York: Emerson Hall, Publisher.
- Herkovits, Melville. 1958. The Myth of the Negro Past. Boston, Bacon Press.
- Hine, Darlene Clark, William C. Hine, and Stanley Harrold, 2000. The African American Odyssey: Volume I to 1877. Upper Saddle River, New Jersey: Prentice Hall.
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- Jackson, Jacqueline J. 1980. Minorities and Aging. Belmont, CA: Wadsworth Publishing Company.
- Johnson, Charles S. 1941. Growing Up in the Black Belt. Washington, D. C.: American Council of Education.
- _____. 1934. Shadow of the Plantation. Chicago: University of Press.
- _____. 1922. The Negro in Chicago: A Study of Race Relations and a Race Riot in 1919. (Chicago Commission on Race Relations) Chicago: University of Chicago Press.

- Kate, Michael B. and Thomas J. Sugrue. 1998. ed. W.E.B. DuBois, Race, and the City: The Philadelphia Negro and Its Legacy. Philadelphia: University of Pennsylvania Press.
- King, Anthony O. 2000. "African American Males' Attitudes Toward Marriage: An Exploratory Study." Journal of African American Men.
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