Fayetteville State University  
College of Arts and Sciences  
Department of Sociology  
SOCI 370-01 (The Sociology of the Black Community)  
Spring 2014

I. Locator Information:

Instructor: Dr. Jerry N. Woods  
SOCI 370-01  
Sociology of the Black Community  
Semester Credits Hours: 3  
Total Contact Hours: 45  
Classroom Location: TSS 104  
M, W, F/2:00 pm – 2:50 pm.  
Office Telephone: (910) 672-2220  
Email: jwoods1@uncfsu.edu  
Office Hours: (M, W) 11:00a.m.-2:00p.m.;  
(F) 11:00a.m.-1:00p.m.;  
*Also by appointment  
Office Location: TSS, Room 204A

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

SOCI 370 Expectations: Since all emails are official communications, please use standard business language, grammar, and capitalization.

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:


Basic References: (On Reserve, Chestnut Library)

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


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

Upon completion of this course, the student should be able to:
1. Identify black persons (African Americans and others in the African diaspora) who have made important contributions to the black community.
2. Specify the most significant contribution(s) those persons have made.
3. Increase their knowledge of the origins and history of current social issues and problems within institutions in the black community. (6.1)
4. Write a research paper that is either an analytical review of a book, a description of the black community in the student’s hometown, or a review of the literature in an area of interest to the black community and correctly utilize the designated style manual for the project.

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 two unexcused absence will have an adverse affect on a student’s grade. **Excessive absences will result in failure of this 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.

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. **Make-up exams may be essays.**

**Evaluation and Grading Rubric for the Essay Exams**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Content .............................................. 25% ........................................

Organization .................................. 25% ........................................

Sentence Construction .................. 25% ........................................

Citing/Documenting ...................... 15% ........................................

Overall Presentation ..................... 10% ........................................

Total Score .................................. 100% ......................................

1. **Content** refers to the accuracy, thoroughness, and completeness of your answers; to the ideas you present; to your demonstrated knowledge of those ideas; and to the degree to which you present material in your own words rather than quoting excessively.

2. **Organization** refers to whether all exam questions are answered according to the instructions and whether there is adherence to other specifications for the exam. When appropriate, it also refers to whether there is a smooth transition from one question or issue to the next.

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 providing the letter (e.g., a, b, c) of the part you are answering at the beginning of your answer and the page number where you found your answer in the book at the end of your answer. In your essay questions, this will serve as your notes and bibliography.

5. **Overall Presentation** is the instructor’s assessment of the student’s effort and effectiveness, and of such things as neatness, margins, indentations, and paragraphing.

6. **Total Score** is the sum of the scores for all the categories.

   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 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:

- 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 **6 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, but interviews and personal knowledge cannot comprise the only or even the majority of the information in your paper. If you interview someone, consult the manual to determine how you should cite that information.

Option 3:

Write a research paper of 4-6 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 January 22 and an outline by January 29, 2012. 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 difference sources.

Evaluation and Grading Rubric for the Research Paper

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Sentence Construction</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Citing/Documenting</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Overall Presentation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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 placed and the source of the information appropriately identified, properly placed, 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. (If this were to occur, it 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: The instructor of this course holds 8 hours of office hours per week. If you have any trouble understanding the material, I encourage you to stop by my office. 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 (Jan 13-Jan 17)
Introduction and overview of the course
Lyons, Chapter 1: The Concept of Community
January 18 (S), Interim grading period begins for X, EA, and F grades

Week 2 (Jan 20-Jan 24)
JAN. 20 (M) -- MARTIN LUTHER KING, JR. BIRTHDAY HOLIDAY, UNIVERSITY CLOSED

The Meaning(s) of Community in Sociology
Blackwell, pp. 20-22
January 22, Deadline for submitting option for paper and the specific topic (e.g., which book, which town, what title for a paper)
January 24, Deadline for X (No Show) grades

Week 3 (Jan 27-Jan 31)
Theories on Racial Inequality and Barriers to Racial Equality
(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).

January 29 – Deadline for research paper outlines (Option 3)

**Week 4** (Feb 3-Feb 7)

**Historical development of the black community**
Pinkney, Chapter 1 and 2
Blackwell, Chapter 3

**Week 5** (Feb 10-Feb 14)

**Demographic Characteristics of the Black Community**
Pinkney, Chapter 3
Http://www.census.gov

*EXAM #1 (February 10)*

**Socio-Economic Status, Social Class, and Technology**
Pinkney, Chapter 4
Blackwell, Chapter 2 and 4

**Week 6** (Feb 17-Feb 21)

**Socioeconomic Status … Continued**

**Week 7** (Feb 24-Feb 28)

**Social Institutions: Family Structure and Interaction**
Pinkney, Chapter 5
Blackwell, Chapter 3
Allen, “The Search for Applicable Theories of Black Family Life”

**Week 8** (Mar 3-Mar 7)

**March 1-March 7 (Saturday-Friday)  MIDTERM EXAMS PERIOD**

**Social Institutions ... Continued**

*RESEARCH PAPER IS DUE (Friday, March 7)*
DuBois, “The Negro American Family”
Black Male-Female Relations
DuBois, “The Damnation of Women” in Darkwater

Week 9 (Mar 10-Mar 14)
MARCH 8 (S) – MARCH 14 (F), MIDTERM BREAK, NO CLASSES, UNIVERSITY OPEN

Week 10 (Mar 17-Mar 21)
King, “African-American Males’ Attitudes Toward Marriage”
Lawson, “Why Men Marry”
Religion in the African American Community
Pinkney, Chapter 6
Blackwell, Chapter 5

Week 11 (Mar 24-Mar 28)
*EXAM #2 (March 24)
The Health of Black People
Pinkney, Chapter 6
“Young Blacks’ HIV Risk Reaches African Proportions.”
MARCH 28 – Deadline for Removing Incomplete (“I”) Grades
MARCH 28 – Deadline for Withdrawing from Classes

Week 12 (Mar 30-Apr 4)
Contemporary Issues in Education
Blackwell, Chapter 6
Franklin, et. al., “Black History Month: Serious Truth Telling or a Triumph in Tokenism.”
Week 13 (Apr 7-Apr 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.”
APRIL 10, THURSDAY, FOUNDERS DAY

Week 14 (Apr 14-Apr 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
APRIL 18, FRIDAY, SPRING HOLIDAY, UNIVERSITY CLOSED

Week 15 (Apr 21-Apr 25)
Chronic Social Problems (Continued)
April 25, INTERIM GRADING PERIOD ENDS

Week 16 (Apr 28-May 2)
*Final Exams for Graduating Seniors (Apr 28 – May 3)
May 2 (Last Day of Classes)
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 (Apr 28 (M) – May 3 (S))
*Final Exams for Students not Graduating (May 3 (S) - May 9 (F))
Final Grades Due for Graduating Seniors (Monday, May 5)
Last Day of Classes (May 2 (F))
*EXAM #3/FINAL EXAM – Monday, May 5, 2014; 2:00 p.m.-3:50 p.m.
Commencement (Saturday, May 10, 9:00a.m.)
Final Grades Due for Students not Graduating (Monday, May 12)

IX. Teaching Strategies:

The primary strategies will be lecture, discussion, and analysis. Each student is expected to read the assigned readings and participate in an analysis or evaluation of those readings at the next class meeting. Audio/visual materials will be used as appropriate. Handouts may also be utilized. It is essential that each student come to class prepared to discuss the readings and assignments. Active and reasoned participation is required.

X. Bibliography


