I. Locator Information:

Instructor: Dr. Jerry N. Woods  
Office Location: TSS, Room 204A

SOCI 640-01  
Office Hours: M, W, 10:00a.m.-11:00p.m.
Seminar on the Black Family  
M, W, 12:00a.m.-1:00p.m.
Semester Credits Hours: 3  
T, TH, 10:00a.m.-12:00p.m.
*Also by appointment

Total Contact Hours: 45  
Office Telephone: (910) 672-2220

Classroom Location: TSS 104  
Email: jwoods1@uncfsu.edu
W/6:00 pm – 8:50p.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 640-01 – Seminar on the Black Family is an examination of the black family as one of the basic social units in the structure of the black community. The diversity in black families as well as the socio-historical development of family patterns, attitudes, and customs will be examined. Special emphasis will be placed on theoretical and methodological issues in the study of the black family. The course will also include an examination of the impact of public policies on black family functioning.

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)


Note: Chapter one titled “The Tangle of Pathology” by Daniel Patrick Moynihan was condensed from *The Negro Family: The Case for National Action*, by the Office of Policy Planning and Research, United States Department of Labor (U.S. Government Printing Office, March 1965), pp. 29-44.

Note: In addition to this book being on reserve, the following essays from this book are also on reserve in the Charles Chestnut library in both hard (printed) copy and electronic copy: “Domestic Violence in Black American Families” (pp. 259-264) by Robert Staples; “Patterns of Change in the Postindustrial Black Family” (pp. 281-290) by Robert Staples; “Women and Slavery in the African Diaspora: A Cross-Cultural Approach to Historical Analysis” (pp.32-38) by Rosalyn Terborg-Penn; and “The Myth of the Absent Family” (pp. 25-31) by Robert Staples.

V. Course Objectives:

1. To analyze the structural and cultural forces impacting the black family.
2. To discuss the various conceptual and theoretical (historical and contemporary) models utilized in the study of black families. (INTASC 1.1; NCATE 1.1)
3. To note demographic, historical, social, economic, and political changes associated with black family life.
4. To critique both past and current research regarding black families. (INTASC 1.4)
5. To explore the impact of Afrocentric thought on the study of black families.
6. To examine the socialization and other interaction processes in black family life.
7. To examine the impact of past, current, and proposed social policies on black families.

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

1. Understand the sociological concepts related to the analysis of black families.
2. Understand the diversity in black family life.
3. Analyze the relationship between the family and other major social institutions. (DPI 3.2)
4. Understand the origins and history of current social issues and problems within the institution of the family generally and black families in particular. (DPI 9.1)
5. Apply family theories to issues, problems, and experiences in the black family.
6. Assess the impact of culture on issues in the black families. (DPI 5.2)
7. Evaluate the relative stability of the black family in slavery and in contemporary society.

VII. 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. **Examinations:** There will be two examinations given during the course. Both of the examinations will likely be in class examinations, mainly essay with a small objective component. Exams will include all reading materials, lectures, and discussions covered. **There will be no dropped examinations. All examinations count and will be included in the calculation of the final grade.**

3. **Attendance:** Students are strongly encouraged to attend all classes, to be punctual, and to be prepared for active class participation. Class roll will be taken at each meeting. Being absent from class may seriously affect one’s performance on a given exam as well as one’s final grade in the class. Also, leaving early or coming to class at break will be noted, that is, you will be given credit for being in class one-half of the
class time. Students must be present for exams. If a student cannot be present for a regularly scheduled exam, she/he should inform the instructor before the exam and make appropriate arrangements to take the exam. Makeup exams are considered only in grace and unusual circumstances, and when given, carry a ten point (letter grade) penalty. That is, an A becomes a B, etc.

4. **Graded Assignments:** Several different types of assignments are required in the course. These assignments should be typed or word-processed. Completed papers should reflect ASA or APA standards. **All assignments must be done on time for full credit. No late work will be accepted without a letter grade penalty.**

   A. **Oral Reports:** Beginning the third week of class students will take turns to present in class a 10-15 minute oral presentation summarizing the main arguments and issues of selected assigned readings each week. Each presenter is requested to type a short outline or summary of the article/chapter and distribute it to the rest of the class at the time of the presentation. If you want me to photocopy those outlines, please make sure you bring them to me at least one half hour before class. You will have to come to my office in TS 204A. **Note that all students will remain responsible for all assigned readings. You will be tested on them.**

   B. **Book Review:** There are a number of books that have been written on Black Families. Select and review one of these books (excluding those on reserve for the course) on various aspects of black family life. **Your book review should have four sections with headings (listed below). Please note the difference between the sections. (A summary is not the same as an analysis and a personal reaction is not the same as a professional evaluation.)**

   1. A brief summary of the major ideas of the book.
   2. An analysis of the cross-contributions between the book and the course. How did the course material and the book complement 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. This should be written from a sociological perspective
   3. A sociological evaluation. Is the book clear, concise, and well documented? Is it objective, fair, and accurate? What are the credentials of the author(s)? Do they provide empirical data or well-reasoned theoretical arguments? Identify the conceptual or theoretical argument used. How supportive are the data of their positions? Is the book a Classic (provides special insight that will resist becoming outdated)? Why or why not? How important is the book from a sociological perspective?
   4. A personal reaction. Did you like the book? Why or why not? To whom would you recommend the book? Should it be placed on the reading list for future classes? Why or Why not? How would you improve the book if asked to write a revised edition? Do you have any other book recommendations I might add to the reading list?
C. **Research Paper:** You are required to write a research paper of 12 to 16 type-written double-spaced pages. It should be a review of the literature in an area of interest related to black families. Please choose a very, very specific topic for your papers. To make sure you are on the right track, I would like to see your topics by September 12, 2012. **Concise, well organized papers with proper use of citations are expected. Try to synthesize knowledge and use your own words. Do not use the cut and paste method of constructing research papers.** I am aware that your paper will be based upon ideas that you get from authors in their articles and books. Therefore, please do not just copy or even paraphrase entire paragraphs, using one paragraph from here, one from there, and another from somewhere else. Please make sure you use primary sources (i.e., original research). At the graduate level, secondary uses in research papers (textbooks, summaries of original work) should be extremely limited. You are encouraged to use the internet, however, make sure you reference your source and use only primary 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>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><strong>100%</strong></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 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 of the two examinations will be 20 percent of the grade for a total of 40 percent. The value of the research paper will be 25 percent, the book review 20 percent, and the class presentation 5 percent. Attendance and participation will be 10 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.

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

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

Week 1 (August 22)
Introduction and Overview of the Course; Review of Basic Family Concepts and Theories
McAdoo, Preface through the Introduction
White & Klein, Family Theories
August 23, Interim grading period begins for X, EA, and F grades
August 28 (T) – Deadline for X (No-Show) grades

Week 2 (August 29)
**Historical Development of African American Families**
McAdoo: Chapters 1, 2, and 5

September 3 (M) – LABOR DAY, UNIVERSITY CLOSED

Week 3 (September 5)
**Historical Development of African American Families continued**

Week 4 (September 12)
**Theoretical and Conceptual Issues of African American Family Life**
McAdoo, Chapter 4-5

Note: Chapter one titled “The Tangle of Pathology” by Daniel Patrick Moynihan was condensed from *The Negro Family: The Case for National Action*, by the Office of Policy Planning and Research, United States Department of Labor (U.S. Government Printing Office, March 1965), pp29-44.

September 3 (M) – LABOR DAY, UNIVERSITY CLOSED

Week 5 (September 19)
**Theoretical and Conceptual Issues of African American Family Life Continued**
McAdoo, Chapter 6.
*White & Klein, Family Theories*

Week 6 (September 26)
**Spirituality and Religion in the Black Community**
Week 7 (October 3)
Spirituality and Religion in the Black Community Continued
September 20 (T) -- FALL CONVOCATION, 2:00 p.m.
McAdoo, Chapters 9 and 10
EXAM #1

Week 8 (October 10)
African American Family Patterns
McAdoo, Chapters 11-12
MIDTERM EXAMS, October 10 (W) – October 16 (T)
October 7 (Friday), Interim grading period ends

Week 9 (October 17)
African American Family Patterns Continued
McAdoo: Chapters 13
DuBois, “The Negro American Family”
OCTOBER 18 (TH) – OCTOBER 19 (F), MIDTERM BREAK, NO CLASSES, UNIVERSITY OPEN
*BOOK REVIEW DUE

Week 10 (October 23)
Gender Relations within African American Communities
McAdoo: Chapters 19-20

Week 11 (October 31)
Gender Relations within African American Communities Continued
McAdoo, Chapter 21
NOVEMBER 2 (F) – Deadline for Removing Incomplete (“I”) Grades
NOVEMBER 2 (F) – Deadline for Withdrawing from Classes
*RESEARCH PAPER IS DUE

Week 12 (November 7)
Parenting and Socialization
McAdoo: Chapters 14-15

Week 13 (November 14)
Parenting and Socialization Continued
McAdoo: Chapters 18
NOVEMBER 12 (M) – VETERANS DAY, UNIVERSITY CLOSED, NO CLASSES

Week 14 (November 21)
Family Policies and Advocacy
McAdoo, Chapter 22

November 22 (TH) – November 23 (F), THANKSGIVING HOLIDAY, UNIVERSITY CLOSED

Week 15  (November 28)
Family Policies and Advocacy Continued
McAdoo, Chapter, 23
Week 16 (December 5)
LAST DAY OF CLASSES FOR 8-WEEK UNDERGRADUATE CLASSES AND FOR EVENING GRADUATE CLASSES
EXAM #2/FINAL EXAM

*Final Exam for Graduating Seniors (Nov 26 – Dec 1)
Final Grades Due for Graduating Seniors (Monday, Dec 3)
Last Day of Classes (Friday, December 2)
*Final Exams for Students not Graduating (Wednesday, Dec. 5, *EXAM #3/FINAL EXAM – December 5
Commencement (Saturday, Dec 8, 9:00a. m.)
Final Grades Due for Students not Graduating (Monday, Dec 10)

X. 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.

XII. Bibliography


