

UNIVERSITY OF MARYLAND AT COLLEGE PARK
DEPARTMENT OF AFRICAN AMERICAN STUDIES

GENDER, SEXUALITY AND THE BLACK FAMILY
AASD 483

Thursday 3:00 p.m. to 5:00 p.m.
3:00pm- 5:30pm (WDS 0104)

Dr. Melinda Chateauvert
Drop-In Office Hours:
Thursday 2-3 p.m.
& by a appointment

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Prerequisite: AASP100 or graduate student status, no exceptions.

Description and Objectives:

This seminar considers the creation and evolution of the trope “the Black Family” as it is used in academic and public policy literature on African-American families in the twentieth century. Beginning with W.E.B. DuBois’ pioneering study of Philadelphia’s black community in 1899, readings are drawn from classics in sociology, anthropology, history and public policy. We will systematically study the stereotypes of African American families created by scholars and policymakers, and probe the authors’ underlying assumptions about gender, sexuality and race that compose an “ideal” family.

The trope of “The Black Family” has greatly influenced the perceptions of politicians and policymakers who have, as a result, enacted myriad laws and government regulations intended to strengthen or “fix” families. We will examine some of their proposals, evaluate the long-term impact of these public policies, and based on our research, consider alternative policies.

The readings raise many questions about family structure, gender roles, sexuality and child-rearing. Among the questions we will ask are: What role does the author believe adult men should have in the family? What domestic and material contributions do black women make to the family? How is the care of children managed? What is the role of kinship networks? What are the effects of economic status on the structure of the black family? What is the long-term impact of slavery and racial segregation on the family? In what specific ways have public policies shaped the structure of the black family? Are city families different from rural families or from suburban families? Why is heteronormativity privileged? Can mothers be role models for their sons? How has the family been a source of unity, survival and resistance in African-American communities?

Perhaps most importantly, the readings trace the color line in the twentieth century. The authors, who are African-American and white, Hispanic and Asian, male and female, heterosexual and gay or lesbian, each contributed to the debate on race through his or her descriptions of African American families. Their disagreements with one another, and with policymakers, have had tremendous consequences. Their work has shaped both law and non-blacks’ perceptions of African Americans. Thus, these debates over family are indeed metaphors for race, gender and justice in America.

Course Format and Requirements:

This course requires at least three hours of reading each week outside of class. Critical writing assignments, due approximately every other week, will require three hours or more hours to complete, depending on your writing abilities. This class is based on discussion: you are encouraged to talk, and to give your perspectives on the issues raised; however, you are expected to do so by in response context of the essays. You are not allowed to simply “agree” to the essay’s premises, conclusions, or even the facts presented. You must figure out why you agree, or whether you agree on some points, but not on others, or perhaps disagree with everything. While your personal experiences and observations are valid, they are not substitutes for your intellectual engagement with the assigned readings.

There is no midterm or major research paper. Grades are based on participation in discussion, your presentation, and the required research exercises, writing assignments, and a final, comprehensive essay exam.

The Designated Dissident(s): For each meetings of the class, one or two or three students will act as “dissident” discussants. It is the responsibility of dissidents to read the regularly will both the assigned materials as well as the dissident readings. The dissidents are expected to “talk back” during class: to debate the class (and me!) by taking the position(s) held by author of the dissident reading. Some of the dissident articles are clearly oppositional; other disagree only subtly. It is the dissident’s duty to tease out these differences and to present the material accordingly.

The Writing Assignments: Approximately every other week, a short (4-5 pages, double-spaced) paper, based on the assigned reading(s) is due. You must write at least five (5) of the six (6) papers, and are strongly encouraged to write all six.

These papers are analytical “reaction” papers. They are NOT “reviews” of the piece, but an examination of the thesis, evidence and ideas presented by the author(s). They are formal papers in that they must be typed and well-written (grammar, spelling, punctuation and organization all count). They are “informal reaction” papers in that they are a written record of your thoughts while reading, evaluating and analyzing the arguments made by the author(s), the evidence cited, and the proposals or solutions offered.

While there are several ways to write a successful essay, a critical approach is necessary above all. You should examine carefully the assumptions (and presumptions) of the author. For example, you might ask what the “ideal family” looks like in the author’s opinion. Then ask follow-up questions: Are African American families that do not conform to the author’s ideal viewed negatively? What is the cause, or causes of family problems – are they the result of economics, of personal behavior, of culture, of government policies, or something else?

Another approach is a comparative: Does your own experience – your own family – similar to or unlike the situations portrayed by the author? What contrary evidence can you provide? (It would perfectly okay here to include personal experiences and observations.) Do you believe the policy “solutions” offered by the author are workable? Why or why not?

The Research Assignments/Quizzes: Alternating with the writing assignments are library research assignments. While some of these assignments may be performed online, you may need to do research in McKeldin Library to do them correctly, so plan your time accordingly. Assignments will be given out in class the week before they are due. Completion may require turning in a single page of paper; alternately, I may decide

to give a “pop” quiz about the process by which you completed the research assignment.

Final Exam: The final exam will be due during finals week. The exam questions will be developed, through class discussion at a special meeting of the class on Thursday, December 14th. The final is comprehensive and consists of two lengthy essay questions, covering the major questions considered in class. For the final, students should be prepared to delineate individual authors’ arguments and to fit them into a larger theoretical and policy perspective.

Grades:

Grades will be determined on the following scale: 910–1000 points = A; 810–909 = B; 710–809 = C; 610–709 = D; 609 and below = F.

Class discussion	250 points
Library Research (approx 5 assignments):	125 points
Presentation (2 parts):	125 points
Five (5) short papers: (50 points each)	250 points
Final (Comprehensive, take home written essay):	250 points
	1000 points total

This is an upper division course designed to fine tune your ability to think critically, analytically and synthetically. A simple regurgitation of the material, no matter how precise, is not sufficient for a grade better than a passing C. Study groups may prove useful.

Notes on Grading:

*) All papers are due on the date listed. Extensions will be given only with valid proof of a medical or personal emergency. Late assignments may be downgraded one full letter grade.

*) You are expected to attend class regularly. Students who miss class, even for valid reasons, are responsible for obtaining the material from another student(s).

*) The University's policies regarding cheating, plagiarism, fabrication, and academic dishonesty will be strictly observed. If you are unsure of these policies, they are printed in the Code of Academic Integrity in the Undergraduate Catalogue, in the Schedule of Classes and online at <http://www.umd.edu/cheating>.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment."

My Expectations of Students

I expect all students to work for A grades.

I expect all students to complete the reading assignments prior to class, and as students, to come to class prepared for discussions that scrutinize, question, analyze, and interrogate the author's claims and evidence.

I expect students to ask questions during and after all lectures. I also expect students to listen to new ideas, and to be courteous when hearing views that they find objectionable.

I expect students to turn in all assignments. On time.

I expect all written assignments, whether done in class or out, to employ proper grammar, correct spelling, and good organization.

I encourage students to integrate material learned in other classes and to draw on their own observations and experiences.

I expect students to attend all classes, except for verifiable medical reasons or family emergencies. Scheduled appointments for doctors, dentists, job interviews, etc. are not excused absences.

I expect students to eat outside of class, although beverages are allowed in the classroom.

Required Readings:

The required readings for the class are almost all available in McKeldin Course Reserves. These can be downloaded and printed using the course number and password. Some articles can be found on the AASD 483 section of my website (<http://www.bsos.umd.edu/aasp/chateauvert>). Dissident readings must be located on your own; full citations are provided. There are no textbooks to purchase for this class.

I expect students to bring printed copies of the reading assignments to class each week. I also strongly encourage you to make your own bound reading packet, in order to facilitate comparison among the reading assignments over the semester; we will be referring back to earlier articles as the course progresses. Failure to bring a hard copy of the week's required reading to class will result in loss of points for class participation.

Course Outline

Week I. Introduction and Organization
8/31/06

Course Overview, discussion

Week 2. The Pioneers
9/7/06

RESEARCH ASSIGNMENT #1 DUE

Required:

W.E.B. DuBois, *The Philadelphia Negro: A Social Study* (Philadelphia: University of Pennsylvania, 1899), pp 66-72, 164-168, 192-196

Dissidents:

Kelly Miller, "Surplus Negro Women," in *Radicals and Conservatives and Other Essays on the Negro in America* (1908; rpt: New York, Schocken, 1968), 182-192

Mary White Ovington, "The Colored Woman as a Bread Winner," *Half a Man: The Status of the Negro in New York* (New York: Longmans, Green & Co. 1911), 138-169

Recommended:

- William G. Sumner, "The Family and Social Change," *American Journal of Sociology*, Vol. 14, No. 5. (Mar., 1909), pp. 577-591
- Anon., (probably Carter G. Woodson), Review of *A Social History of the American Family* by Arthur W. Calhoun, *Journal of Negro History*, Vol. 4 (Oct., 1919), pp. 470-473.
- W.Z. Ripley, "Colored Population of African Descent," *Publications of the American Economic Association, New Series, Volume 0, Issue 2, The Federal Census. Critical Essays by Members of the American Economic Association* (Mar., 1899), 38-48. Stable URL: <http://links.jstor.org/sici?sici=1049-7498%28189903%292%3A0%3A2%3C38%3ACPOAD%3E2.0.CO%3B2-Q>
- Charles W. Chesnutt, "The Wife of His Youth," in *The Wife of His Youth and Other Stories* (1899)

Week 3. The Retention Thesis
9/14/06
PAPER #1 DUE

Required:

- Melville Herskovits, "On West African Influences," from *The Myth of the Negro Past* (New York: Harper & Row, 1941) pp 1-14, 292-299

Dissident

- Carter G. Woodson, *The Mis-Education of the Negro*, (first edition: Washington, D.C.: The Association for the Study of Negro Life and History, 1933)
- W.E. Burghardt DuBois, ed. *The Negro American Family* (Atlanta: Atlanta University Publications Series, 1909)

Recommended:

- Hortense Powdermaker, "The Channeling of Negro Aggression by the Cultural Process," *The American Journal of Sociology* Vol. 48, No. 6 (May, 1943), pp. 750-758 Stable URL: <http://links.jstor.org/sici?sici=0002-9602%28194305%2948%3A6%3C750%3ATCONAB%3E2.0.CO%3B2-G>

Week 4. The Matriarchy Thesis
9/21/06
RESEARCH ASSIGNMENT #2 DUE

Required:

- E. Franklin Frazier, *The Negro Family in the United States* (Chicago: University of Chicago Press, 1948) pp 102-113, 245-267, 359-368

Dissidents:

- Charles S. Johnson, "The Family in the Plantation South," from *In the Shadow of the Plantation*, Chicago: University of Chicago Press, 1934)
- Charles S. Johnson, "The Background of the Negro College Graduate," *The Negro College Graduate* (Chapel Hill: University of North Carolina Press, 1938), 70-91

Recommended:

- [E. Franklin Frazier] *The Complete Report of Mayor LaGuardia's Commission on the Harlem Riot of March 19, 1935* (1936; reprint: New York: Arno Press, 1969)
- Richard Wright, *Native Son* (New York: Harper Brothers, 1940)

Week 5. Urban Anthropology
9/28/06
PAPER #2 DUE

Required

St. Clair Drake and Horace Cayton, *Black Metropolis: A Study of Negro Life in a Northern City* rev. and enl. ed. (1945; New York: Harcourt, Brace & World, Inc., 1962) pp 519-525, 565-599, 658-668. Note: 2 volumes

Dissidents:

Gunnar Myrdal, et al. "The Negro Family," *An American Dilemma: The Negro Problem and Modern Democracy* (New York: Harper & Bros, 1944), 927-935
E. Franklin Frazier, "Behind the Masks," from *Black Bourgeoisie: The Rise of a New Middle Class* (New York: Free Press, 1957), 213-232

Recommended:

Elliot Liebow, *Tally's Corner: A Study of Negro Street Corner Men* (Boston: Little, Brown, 1967), 72-102
Lee Rainwater, "Crucible of Identity: The Negro Lower-Class Family," *Daedalus* XCV (Winter 1966): 176-216
Elijah Anderson, "Sex Codes and Family Life among Poor Inner-City Youths," *Annals of the American Academy of Political and Social Science* Vol. 501, *The Ghetto Underclass: Social Science Perspectives* (Jan., 1989), pp. 59-78 Stable URL: <http://links.jstor.org/sici?sici=0002-7162%28198901%29501%3C59%3ASCAFLA%3E2.0.CO%3B2-V>
Anne Petry, *The Street* (Boston: Houghton Mifflin, 1946)
Gwendolyn Brooks, *Maud Martha, A Novel* (New York, Harper Brothers, 1953)
Paule Marshall, *Brown Girl, Brownstones* (1959, Old Westbury, N.Y. : Feminist Press, 1981)

Week 6. Government Responses to Racial Crises
10/5/06
RESEARCH ASSIGNMENT #3

Required

Office of Policy Planning and Research, United States Dept of Labor, [Daniel Patrick Moynihan], "The Negro Family: The Case for National Action," (Washington, D.C.: Government Printing Office, March 1965) reprinted in: Lee Rainwater and William L. Yancy, eds. *The Moynihan Report and the Politics of Controversy: Including the Text of Daniel Patrick Moynihan's The Negro Family: The Case for National Action* (Cambridge, Ma.: M.I.T. Press, 1967)

Dissidents

Kay Hymowitz, "The Black Family: 40 Years of Lies," *City Journal* of the Manhattan Institute Summer 2005 http://www.city-journal.org/html/15_3_black_family.html
U.S. Riot Commission Report, [Kerner Commission Report], *Report of the National Advisory Commission on Civil Disorders*, (Washington, D.C.: Government Printing Office, 1968), pp 1-29, 251-265, 280-282, 410-482

Recommended:

Lyndon Baynes Johnson, "Commencement Address," Howard University, June 1965
U.S. Department of Labor, *The Negroes in the United States: Their Economic and Social Situation* (Washington, D.C.: U.S. General Printing Office, 1964)

Kenneth B. Clark, *Dark Ghetto: Dilemmas of Social Power* (New York: Harper and Row, 1965), 67-74
Malcolm X with Alex Haley, "Minister Malcolm X," from *The Autobiography of Malcolm X* (New York: Grove Press, 1965), 211-235

Week 7. Cultural Poverty, Poverty Culture
10/12/06
PAPER #3 DUE

Required:

Oscar Lewis, "The Culture of Poverty," *Scientific American* 215 (October 1966) 4: 19-25

Dissidents:

Charles A. Valentine, *Culture and Poverty: Critique and Counter-Proposals* (Chicago: University of Chicago Press, 1968), 18-47, 154-172
Carol B. Stack, "Sex Roles and Survival Strategies in an Urban Black Community" in Rosaldo and Lamphere, ed. *Woman, Culture and Society* (Palo Alto: Stanford University Press, 1974), 113-128

Recommended:

Eleanor B. Leacock, ed. "Introduction," *The Culture of Poverty: A Critique* (New York: Simon & Schuster, 1971), 9-37
J. Alan Winter, ed. *The Poor: A Culture of Poverty or a Poverty of Culture?* (Grand Rapids, MI: William B. Eerdmans, 1971), 55-69
William H. Grier and Price M. Cobbs, "Achieving Womanhood" and "Acquiring Manhood" *Black Rage* (New York: Bantam Books, 1968), 32-62
William Ryan, *Blaming the Victim* (New York: Vintage, 1972)
Stephen Steinberg, "The Underclass: A Case of Color Blindness, Right and Left," from *Turning Back: the Retreat from Racial Justice in American Thought and Policy* (Boston: Beacon Press, 1995), 137-155

Week 8. A New Generation
10/19/06

Required:

Herbert Gutman, "Send Me Some of the Children's Hair," from *The Black Family in Slavery and Freedom, 1750-1925* (New York: Random House, 1974) pp 3-37

Dissidents:

John W. Blassingame, "The Slave Family," *The Slave Community: Plantation Life in the Antebellum South* rev. and enl. ed. (New York: Oxford University Press, 1979), 149-191
Deborah Gray White, "Jezebel and Mammy: The Mythology of Female Slavery" from *Ar'n't I A Woman? Female Slaves in the Plantation South* (New York: W.W. Norton & Co., 1985) pp 27-61
Andrew Billingsley, *Black Families in White America* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1968), 3-36, 142-146, 193-216

Recommended:

Kenneth Stampp, *The Peculiar Institution* (New York: Vintage Books, 1956)
James Bochert, *Alley Life in Washington: Family, Community, Religion, and Folklife in the City, 1850-1970* (Urbana: University of Illinois Press, 1980), 57-99

- Elizabeth Pleck, "The Two-Parent Household: Black Family Structure in Late Nineteenth Century Boston," *Journal of Social History* 6 (Fall 1972): 3-31
- Christine Farnham, "Sapphire?: The Issue of Dominance in the Slave Family, 1830-1865" in Carol Groneman and Mary Beth Norton, ed. *To Toil the Livelong Day": America's Women at Work, 1780-1980* (Ithaca: Cornell University Press, 1987), 68-83
- Jesse Bernard, *Marriage and Family Among Negroes* (Englewood Cliffs, N.J.: Prentice-Hall, 1966)
- John Langston Gwaltney, *Drylongso: A Self-Portrait of Black America* (New York: Vintage, 1981), 121-126, 143-156, 170-177, 188-189, 236-255
- Joyce Aschenbrenner, *Lifelines: Black Families in Chicago* (New York: Holt, Rinehart and Winston, 1975), 72-86, 135-144
- Virginia Heyer Young, "Family and Childhood in a Southern Negro Community," *American Anthropologist*, 72 (April 1970): 269-288
- Melvin Williams, *On the Street Where I Live* (New York: Holt, Rinehart and Winston, 1981)
- Gloria Naylor, *Women of Brewster Place* (New York: Viking Press, 1982)
- Alex Haley, *Roots* (Garden City, NJ: Doubleday, 1976)

Week 9. African American Women Respond
10/26/06
RESEARCH ASSIGNMENT #5 DUE

Required:

- Angela Davis, "The Legacy of Slavery: Standards for a New Womanhood," from *Women, Race & Class*, (New York: Random House, 1981) pp 3-29

Dissidents:

- James A Geschwender and Rita Carroll-Seguin, "Exploding the Myth of African American Progress," *Signs* 15 (Winter 1990) 2: 285-299 Stable URL: <http://links.jstor.org/sici?sici=0097-9740%28199024%2915%3A2%3C285%3AETMOAP%3E2.0.CO%3B2-P>
- Robert Staples, "The Myth of the Black Matriarchy" *Black Scholar* 2 (January-February 1970) 1: 8-16

Recommended:

- Nikki Giovanni, "Woman Poem" and "Nikki-Rosa"; Kay Lindsey, "Poem"; Audre Lorde, "And What About the Children"; Shirley Williams, "Tell Martha Not to Moan"; Joanna Clark, "Motherhood"; Frances Beale, "Double Jeopardy: To Be Black and Female"; and Jean Carey Bond and Pat Peery, "Is the Black Male Castrated?" in Bambara, ed. *The Black Woman: An Anthology* (New York: Mentor, 1970)
- Ntozake Shange, *For Colored Girls Who Have Considered Suicide When the Rainbow Was ENUF: A choreopoem* (New York : MacMillan, 1977)
- Michelle Wallace, *Black Macho and the Myth of the Superwoman* (New York: Dial Press, 1979)
- Suzanne M. Bianchi and Reynolds Farley, "Racial Differences in Family Living Arrangements and Economic Well-Being: An Analysis of Recent Trends," *Journal of Marriage and the Family* (August 1979) pp 537-551
- Patricia Morton, "Rediscovering the Black Family: New and Old Images of Motherhood" in *Disfigured Images: The Historical Assault on Afro-American Women*: (Westport, CT: Greenwood Press, 1991) , 125-136
- Jacqueline Jones, *Labor of Love, Labor of Sorrow: Black Women, Work and the Family from Slavery to the Present* (New York: Basic Books, Inc., 1985), 79-109

Bart Landry, *Black Working Wives: Pioneers of the American Family Revolution*, Berkeley: University of California Press, 2000), pp 1-13, 148-193
Terry MacMillan, *Waiting to exhale* (New York : Viking, 1992)

Week 10. Rewriting African and African American Anthropology
11/2/06
PAPER #4 DUE

Required

Niara Sudarkasa, "The 'Status of Women' in Indigenous African Societies" *Feminist Studies* Vol. 12, No. 1 (Spring, 1986), pp. 91-103
Stable URL:
<http://links.jstor.org/sici?sici=0046-3663%28198621%2912%3A1%3C91%3A%22SOWII%3E2.0.CO%3B2-I>

Dissidents

Megan Vaughn, "Which Family? Problems in the Reconstruction of the History of the Family as an Economic & Cultural Unit," *Journal of African History* 24 (1983) 2: 275-83.
Nancy Tanner, "Matrifocality in Indonesia and Africa and Among Black Americans" in *Woman, Culture and Society*, Michelle Zimbalist Rosaldo and Louise Lamphere, eds., (Stanford: Stanford University Press, 1974), 129-156

Recommended:

David Iyam, "'Full' Men and 'Powerful' Women: The Reconstruction of Gender Status among the Biase of Southeastern Nigeria," *Canadian Journal of African Studies / Revue Canadienne des Études Africaines*, Vol. 30, No. 3. (1996), pp. 387-408.
Stable URL:
<http://links.jstor.org/sici?sici=0008-3968%281996%2930%3A3%3C387%3A%22MA%22WT%3E2.0.CO%3B2-2>
LaRay Denzer, "Yoruba Women: A Historiographical Study," *The International Journal of African Historical Studies*, Vol. 27, No. 1. (1994), pp. 1-39. Stable URL:
<http://links.jstor.org/sici?sici=0361-7882%281994%2927%3A1%3C1%3AYWAHS%3E2.0.CO%3B2-S>
Carol C. Mukhopadhyay; Patricia J. Higgins, "Anthropological Studies of Women's Status Revisited: 1977-1987," *Annual Review of Anthropology*, Vol. 17. (1988), pp. 461-495. Stable URL:
<http://links.jstor.org/sici?sici=0084-6570%281988%292%3A17%3C461%3AASOWSR%3E2.0.CO%3B2-M>
Marita Golden, *Migrations of the Heart*, New York: Ballantine Books, 1987, (c1983)

Week 11. Gonzo Journalism and Welfare Queens
11/9/06
RESEARCH ASSIGNMENT #6 DUE

Required:

Leon Dash, *Rosa Lee: A Mother and Her Family in Urban America*, (New York: Plume, 1997) pp 1-35
FILM: Bill Moyers, (host) "The Vanishing Family: Crisis in Black America"; produced and directed by Ruth C. Streeter; written by Ruth C. Streeter and Perry Wolff. CBS News New York, N.Y.: Distributed by Carousel Films, 1986. (VHS) (64 min.) HBK: E185.86 .V36

Dissidents

- Eleanor Holmes Norton, "Restoring the Traditional Black Family" *New York Times Magazine* (2 June 1985)
- Jewell Handy Gresham, guest editor, "Special Issue: Scapegoating the Black Family Black Women Speak," *The Nation* Vol 249, No. 4, July 24/31, 1989
- Isabel Wilkerson, "Angela Whitiker's Climb" *New York Times*, 12 June 2005

Recommended:

- Rosemary L. Bray, "So How Did I Get Here?" *New York Times Magazine* (November 8, 1992): 34-42
- Patricia Hill Collins: "Viewpoint A Comparison of Two Works on Black Family Life" *Signs*, Vol. 14, No. 4, *Common Grounds and Crossroads: Race, Ethnicity, and Class in Women's Lives*. (Summer, 1989), pp. 875-884. Stable URL: <http://links.jstor.org/sici?sici=0097-9740%28198922%2914%3A4%3C875%3AACOTWO%3E2.0.CO%3B2-K>
- Marian Wright Edelman, *Families in Peril: An Agenda for Social Change* (Cambridge, MA: Harvard University Press, 1987)
- William Julius Wilson, *The Declining Significance of Race* (Chicago: University of Chicago Press, 1978)
- William Julius Wilson, *The Truly Disadvantaged: The Inner City, The Underclass and Public Policy* (Chicago: University of Chicago Press, 1987)
- Margaret C. Simms, "Black Women Who Head Families: An Economic Struggle" *Slipping Through the Cracks: The Status of Black Women*, Simms and Julianne M. Malveaux, eds. (New Brunswick, N.J.: Transaction Books, 1986), 139-152
- bell hooks, "Homeplace," *Yearning: race, gender and cultural politics* (Boston: South End Press, 1990), 41-49
- Terry McMillan, *Mama* (New York: Washington Square Press, 1987)

Week 12. "Child-Centered" Policies

11/16/06

PAPER #5 DUE

Required

- Dorothy Roberts, "Destroying Black Families in the Name of Child Protection," from *Shattered Bonds: The Color of Child Welfare* (New York: Basic, 2003) pp v-99
- FILM: Daniel Alpert, "A Doula Story: On the Front Lines of Teen Pregnancy" Chicago: The Kindling Group, 2004, 60 min

Dissidents:

- Katherine Boo, "Swamp Nurse: What's the best hope for the first child of a poor mother?" *The New Yorker* (February 6, 2006) Pg. 54-65
- Bonnie Thornton Dill, "A Better Life for Me and My Children: Low-Income Single Mothers' Struggle for Self-Sufficiency in the Rural South," *Journal of Comparative Family Studies* (1998) 419-428

Recommended:

- Maxine Baca Zinn, "Minority Families in Crisis: The Public Discussion," in Karen V. Hansen and Ilene J. Philipson, eds. *Women, Class and the Feminist Imagination* (Philadelphia: Temple University Press, 1990) 362-379
- Center on Budget and Policy Priorities, "Poverty Trends for Families Headed by Working Single Mothers, 1993 to 1999" <http://www.cbpp.org/8-16-01wel.pdf>
- The Urban Institute, *National Survey of America's Families Snapshots II - Key Findings by Race and Ethnicity* <http://newfederalism.urban.org/nsaf/pdf/race-ethnicity.pdf>

Jillian Jimenez, "The History of Grandmothers in the African-American Community,"
Social Service Review (December 2002)
Diana T. Slaughter-Defoe, "Home Visiting with Families in Poverty: Introducing the
Concept of Culture," The Future of Children, Vol. 3, No. 3, Home Visiting.
(Winter, 1993), pp. 172-183. Stable URL:
<http://links.jstor.org/sici?sici=1054-8289%28199324%293%3A3%3C172%3AHVWFIP%3E2.0.CO%3B2-5>
Seth J. Margolis, Losing Isaiah (New York, Hyperion, 1993)
Toni Morrison, Beloved: a novel (New York : Knopf, 1987)

Week 13. Soul Food
11/23/06 Thanksgiving
RESEARCH ASSIGNMENT #6

The Oprah Winfrey Show (handout)

Week 14. Fatherhood: The New Fix
11/30/06
PAPER #6 DUE

Required

Angelia M. Paschal, Voices of African-American Teen Fathers: 'I'm Doing What I
Got to Do' New York: The Haworth Press 2006 Chapter 3. How and Why
African-American Teens Become Fathers, pp 61-74

Dissidents

Mary Frances Berry, The Politics of Parenthood: Child care, Women's Rights, and
the Myth of the Good Mother (New York: Viking, 1993); pp 27-64; 171-220
Urban Institute, "Involving Males in Preventing Teen Pregnancy," Washington DC:
The Urban Institute, 1997; pp 1-29, and at least 5 of the program summaries.
<http://www.urban.org/url.cfm?ID=307327>

Recommended

Faye V. Harrison, "Gender, Sexuality, and Health in a Turn-of-the-Century 'Black
Metropolis'," Medical Anthropology Quarterly, New Series, Vol. 11, No. 4 (Dec.,
1997), 448-453.
Rudy Hernandez, "Fatherwork in the Crossfire: Chicano Teen Fathers Struggling to
Take Care of Business" Julian Samora Research Institute, MSU Working Paper
No. 58, November 2002
Roberts L. Coles, "The Parenting Roles and Goals of Single Black Full-Time
Fathers," Western Journal fo Black Studies, Vol 25, No 2, 2001

Week 15. Queering the Family
12/7/06
RESEARCH ASSIGNMENT #7 DUE

Required

Equality Maryland Foundation, Inc. and the National Black Justice Coalition,
"Jumping the Broom: A Black Perspective on Same-Gender Marriage" 2005,
available www.nbjcoalition.org.
Rudolf P. Guadio, "Male Lesbians and Other Queer Notions in Hausa," from Boy-
Wives and Female Husbands: Studies of African Homosexualities, Stephen O.
Murray and Will Roscoe, eds. New York: St. Martin's Press, 1998) pp 115-128.

Dissidents

- Erica Smiley, "The New Traditional Family,"
<http://politicalaffairs.net/article/articleview/111/1/29/>
- Audre Lorde, "Turning the Beat Around: Lesbian Parenting, 1986" in *A Burst of Light* (Latham, New York: Firebrand Books, 1988), 39-48
- Alan Dang and Somjen Frazer, "Black Same Sex Households in the United States: A Report from the 2000 Census," issued by the National Gay and Lesbian Task Force and the National Black Justice Coalition, 2004 <http://www.thetaskforce.org>

Recommended:

- Judith Stacey, "Gay and Lesbian Families Are Here; All Our Families Are Queer; Let's Get Used to It!" in Stephanie Coontz, ed. *American Families: A Multicultural Reader* (New York: Routledge, 1999) pp 372-405
- Kendall Thomas, "'Ain't Nothing Like the Real Thing': Black Masculinity, Gay Sexuality, and the Jargon of Authenticity," from Wahneema Luciano, ed. *The House that Race Built Black Americans, U.S. Terrain* (New York: Pantheon, 1997), 117-136
- James Earl Hardy, *B-Boy Blues: A seriously sexy, fiercely funny, Black-on-Black Love Story* (Los Angeles: Alyson Publications, 1994)
- Audre Lorde, *Zami: A New Spelling of My Name* (Freedom, CA: Crossing Press, 1982)
- E. Lynn Harris, *Just As I Am* (New York: Anchor Books, 1995)

Week 16. Sexual Expectations

12/14/06

FINAL EXAM REVIEW

Required:

- Cornel West, "Black Sexuality: The Taboo Subject," from *Race Matters* (New York: Vintage, 1994) pp 83-91

Dissidents:

- Robert Staples, "Research on Black Sexuality: Its Implication for Family Life, Sex Education, and Public Policy," *The Family Coordinator*, Vol. 21, No. 2, Aging and the Family, (Apr. 1972), pp. 183-188.
- Janis Faye Hutchinson, "The Hip Hop Generation: African American Male-Female Relationships in a Nightclub Setting," *Journal of Black Studies*, Vol. 30 No. 1 (Sept. 1999) 62-84

Recommended:

- Johnetta Betsch Cole and Beverly Guy-Sheftall, "Having Their Say: Conversations with Sisters and Brothers," from *Gender Talk: The Struggle for Women's Equality in African American Communities* (New York: One World/Ballantine, 2003) pp 31-69
- Patricia Hill Collins, "No Storybook Romance: How Race and Gender Matter" from *Black Sexual Politics: African Americans, Gender and the New Racism*, (New York: Routledge, 2004) pp 247-278 (Chapter 8)

DISCUSSIONS AND CLASS PARTICIPATION

Discussion and class participation are very important parts of your grade (25 percent). Incisive, imaginative and thoughtful comments that generate and facilitate discussion are weighed heavily in final grades. Asking questions, responding to student questions and contributing to an ongoing discussion are a necessary part of the learning experience. Failure to speak in class will only lower a student's final grade. Discussions are scheduled for every class period, each worth 3 "points." Students will receive 1 point for attendance, 2 points for minimal participation, and 3 or more points for active participation. Students who raise questions that generate discussion in other classes will earn extra points.

The best ways to prepare for and contribute to class discussion and as a dissident are: 1) complete the reading on time, and 2) critically analyze the reading. The primary goal of critical reading is to find the author's interpretation and what evidence and influences led to that conclusion. Never assume a "passive" position when reading a text. If students ask and attempt to answer the following questions, they will more fully comprehend and understand any reading.

1. What is the thesis of the author?
2. Does the author have a particular stated or unstated point of view? How does the author construct their argument? Are the author's goals, viewpoints, or agendas revealed in the introduction or preface? Does the author provide evidence to support the argument? Is it the right evidence? In the final analysis, do you think the author proves the argument or does the author rely on preconceived views or personal ideology? Why do you think that?
3. Does the author have a moral or political posture? Is it made explicit or implicit in the way the story is told? What is the author's view of human nature? Does the author believe that change in family structure comes from human agency and choice or from broad socio-economic forces?
4. What assumptions does the author hold about power within the family? Does the author view families as hierarchical or democratic? Does the author present convincing evidence to support this view?
5. How is the narrative constructed or organized? Does the author present the story from the viewpoint of a certain character or group? Why does the author begin and end at certain points? Is the story one of progress or decline? Why does the author write this way?
6. What issues and events does the author ignore? Why? Can you think of alternative interpretations or stories that might present a different interpretation? Why does the author ignore certain events or facts?

PAPERS

The paper is an essay that should summarize the main thesis or hypothesis of the author in one page and then critique or analyze the text in the remaining three to four pages. Students should ask questions similar to those found in the critical reading section above. Assume that I have read the text; I am interested in learning what you think and how you defend your thinking and criticism. Most importantly, the critical review is NOT a book report, so students should avoid a simple summary of a text.