ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE October 11, 2010

1. ACADEMIC UNIT: African and African American Studies

2. COURSE PROPOSED: AFS 360 Black Families in the Diaspora 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Amanda Smith
   Phone: 5-3897
   Mail Code: 4902
   E-Mail: amanda.a.smith@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 985-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry-L
   Mathematical Studies-MA CS
   Humanities, Fine Arts and Design-HU
   Social and Behavioral Sciences-SB
   Natural Sciences-SQ SG

   Awareness Areas
   Global Awareness-G
   Historical Awareness-H
   Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: □ No □ Yes; Please identify courses: AFS 360

Is this an intersection course?: □ No □ Yes; Is it governed by a common syllabus?

Stanlie M. James
Chair/Director
(Print or Type)

Date: __________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
### Proposer: Please complete the following section and attach appropriate documentation.

#### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>Syllabus: course description and course objectives</td>
</tr>
</tbody>
</table>

1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   sociology

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

4. Course illustrates use of social and behavioral science perspectives and data.

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**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:**

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course is designed to advance the basic understanding and knowledge about human interaction.</td>
<td>The course focuses on theoretical models providing focus to studying voluntary and involuntary migration, family labor force involvement, gener roles, marital relationships, parenting, kinship and community networks. Throughout the course attention is given to the role of social policies in shaping the well-being of Black families. One of the major Course Objectives is to identify patterns of internal family dynamics.</td>
<td>Syllabus: course description and course objectives</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: History, Sociology.</td>
<td>2 and 3: Within a historical, cultural, social-economic, and international context, the institution of Black families begins with their lives in Africa, South America and the Caribbean and follows the cultural continuities and adaptations impacting the structure and functioning of contemporary African American families. Specific Course Objectives addressing these criteria are 1. to describe historical forces shaping Black families in the Diaspora. 2. to understand major theoretical models shaping the academic view of Black families. 3. to describe variations in Black families across socio-economic class and migration patterns. and 4. to identify social policies shaping the future prospects of Black families.</td>
<td>Syllabus: course description and course objectives</td>
</tr>
<tr>
<td>Course illustrates use of social and behavioral science perspectives and data.</td>
<td>This criteria is demonstrated by the required text in the course, specifically the books: Black Families at the Crossroads as well as Black Identities: West Indian Immigrant Dreams and American Realities.</td>
<td>Syllabus: Required Text and examples of text provided.</td>
</tr>
</tbody>
</table>
Black Families in the Diaspora: United States and Caribbean

AFS 360 (23002)
T TH 12 – 1:15
ED 330
SPRING 2010

INSTRUCTOR
Dr. Leanor Boulin Johnson, Professor

OFFICE
African & African American Studies
140 Wilson Hall
Phone: 480-965-4399 (Main)
480-965-5827 (Direct)

Email: ethnicfamilies@gmail.com
(Note: Unless instructed, DO NOT use any other email)

Office Hours
Tuesday and Thursday 1:45 - 2:45 pm & 4:30 – 5:15 or by appointment (last week of semester by appointment only).

COURSE DESCRIPTION
Within a historical, cultural, social-economic, and international context, the institution of Black families begins with their lives in Africa, South America, and the Caribbean and follows the cultural continuities and adaptations impacting the structure and functioning of contemporary African America families. Theoretical models provide focus to studying voluntary and involuntary migration, family labor force involvement, gender roles, marital relations, parenting, kinship and community networks. Throughout the course attention is given to the role of social policies in shaping the well-being of Black families.

COURSE OBJECTIVES
Through scientific and popular literature, class group work, and media viewing, students will be able to:

- Describe historical forces shaping Black families in the Diaspora.
- Understand major theoretical models shaping the academic view of Black families.
- Understand common adaptations Black families employ for survival and upward mobility.
- Identify patterns of internal family dynamics.
- Describe variations in Black families across socio-economic class and migration patterns.
- Identify social policies shaping the future prospects of Black families.
REQUIRED TEXT

Mass: Harvard University Press.

RECOMMENDED TEXT

Ethnicity and Communication. Calif: Roxbury.


PBS Race - the Power of an Illusion. http://www.pbs.org/race/000_General/000_00-

Internet Browsing. Students must have skills to access assignments from internet/MyAsu.

Mini-essays. Each student will write a 3-5 page mini-essay bi-weekly reflecting on the
reading assignments and classroom activities (Total: 3-5 pages and 8/semester). These
mini-essays will be used as part of the class discussion every other week.

Integrated Paper: Students will write an integrative term paper (Total: 10-12 pages) on a
topic approved by the instructor. In addition to utilizing journals, books, and other academic
sources, interviews will be conducted with at least two Black families (one native & one
immigrant). The integrative term paper is due on the last day of class. Specific
assignments, criteria, objectives will be available in a separate document. Students may
have a choice between Individual or group paper (specific guidelines will be provided).

Reading: Students are expected to arrive in class ready to discuss the assigned readings
and any other materials assigned by the instructor. Most readings are from the required
texts (see above) and others from MyAsu or other on-line sources or in class handouts.
Students will be asked to lead out on a particular assignment.

In the spirit of keeping the class in touch with the world around us, students are
encouraged to share with the class current newspaper, magazine, or other materials which
relate to our subject matter. Please present these materials to the instructor. Clearly mark
your name, ASU ID number (last four digits), date submitted and source of material on
these items and indicate whether you wish them returned to you. While formal points will
not be given, materials which are submitted will be recorded and may be used in resolving
borderline grades. During the last week of class, submitted materials will not be recorded.

Assignments: All assignments must be posted online (MyAsu/Blackboard) course site (unless otherwise directed by the instructor). On-line assignments are due by midnight on the due date. Never post assignments in the “Drop Box.”

Written Work: All work turned into the instructor must be typed unless otherwise requested by the instructor. Format should follow APA style guidelines—See http://www.argosy.edu/seattle/APA_Guidelines.pdf. For full credit relevant text citations along with bibliography at the end of your essay must be used when responding to readings/videos and when requested by the instructor. IMPORTANT: To assure opening your submissions, all written assignments submitted to Blackboard/MyAsu must be in “rich text” (RTF) or Word format. Failure to do so may jeopardize your on-time submission or receiving assignment credit. Worked turned in without a name cannot be graded or will drop one letter grade if by the process of elimination the sender is identifiable.

Lecture/Class Discussion: Students are expected to attend all lectures/discussions for the entire class period. Inform the instructor if you must leave before the class period is completed. With the exception of the disabled, taping lectures is discouraged. Each week time will be allotted for questions and discussion. Each student's input is considered valuable. You are expected to help in creating a dynamic discussion by leading out in discussions when assigned and respectfully contributing your thoughts. Remember the only "dumb" question is the one to which you seek an answer, but you never express. Through reading, discussion, and expressing our intellectual curiosity we will learn together.

Special Sessions: During the semester movies or special speakers may be presented. Any suggestion for a relevant movie or speaker will be considered (i.e., time permitting).

Assignments and Evaluation

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
<th>N</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>8 Mini essays</td>
<td>25</td>
<td>8</td>
<td>200</td>
</tr>
<tr>
<td>1 Integration Paper</td>
<td>200</td>
<td>1</td>
<td>200</td>
</tr>
<tr>
<td>7 Attendance/Participation</td>
<td>15</td>
<td>7</td>
<td>105</td>
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<tr>
<td>Total Points</td>
<td></td>
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Grading Scale: The percentage of 505 total points (x/505) earned will determine letter grade. The total points cited above may not necessarily reflect the total points that may be accumulated during the semester.

The course grading scale is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>98-100%</td>
<td>A+</td>
</tr>
<tr>
<td>93-97%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<tr>
<td>70-76%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>E</td>
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**Important Note:** No one who misses more than two classes or has more than two late assignments can receive an A+, regardless of the points accumulated. There are no extensions for assignments apart from documented medical or family emergency and late registration.

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**READING SCHEDULE**
Students are responsible for making note of any changes to the syllabus.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1/19</td>
<td>Introduction: Class Structure, Overview, and Assignments&lt;br&gt;Biography (On-line)</td>
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</table>

**PART I: HISTORY and THEORY**<br>(January 21 – February 2)

1/21-2/4 History

**Text** L. B. Johnson & R. Staples  Chapter 1: *History as Fact and Fiction*

Stanley M. Elkins: *Slavery in Capitalist and Noncapitalist Cultures*, pp 40-42

Stanley M. Elkins: *Plantation, Concentration Camp, Infantization*

Eugene Genovese: *The Myth of the Absent Family*, pp. 35-40

Eugene Genovese: *Oppression, Resistance, Identity*


Ira Berlin (1998) *Many Thousands Gone: The First Two Centuries of Slavery in*

Mary Walters Chapter 2: Historical Legacies

Video: A. Africans in America - Diaspora (TBA)  
       B. The Story We Tell

Assignment: See MyAsu ("Assignments")


Text L. B. Johnson & R. Staples, Chapter 2: Studying Black Families

Ingoldsby, Smith, Miller Chapter 1: Structural/Functionalism Theory (Handout)  
Symbolic Interactionism (Handout)

Na’im Akbar: Reconstructing Our Own Paradigm (Handout)

Mary Waters: Personal Identity and Public Labels  
Introduction Pp. 1-15  
Racial and Ethnic Identity Choices: Immigrant Experience Pp. 44-93

Leanor Boulin Johnson, A Search for Values in Black Family Research.

Leanor Boulin Johnson, Three Decades of Black Family Empirical Research:  
Challenges for the 21st Century


Video: Black Notions (TBA)

Assignment: See MyAsu ("Assignments")

PART II WORK AND MONEY  
(February 25 – March 2)

Text L. B. Johnson & R. Staples Ch. 3: Work and Money: The Struggle

Race the Power of an Illusion: Law, immigration, housing, and the wealth gap.
Race: The Power of an Illusion
Where Race Lives – The Tale of Two Families

Background Readings
Larry Adelman, A Long History of Racial Preferences
Dalton Conley, The Wealth Factor
Tim Wise, Racial Preference
John Powell, Racial Segregation
Melvin Oliver, Black Wealth/White Wealth

Text Walters Ch 4, 6, 7: West Indians in America: Ingnerational Dynamics and Upward Mobility

Video: The House We Live In

Assignment: See MyAsu (“Assignments”)

PART III SEXUAL INTIMACY, SINGLEHOOD, GENDER ROLES
(March 4 – March 23)

Text L. B. Johnson & R. Staples Ch. 4 Patterns of Sexual Intimacy

3/16 – 3/18

SPRING BREAK

Text L. B. Johnson & R. Staples Ch. 5 Singlehood and Partner Selection
Text L. B. Johnson & R. Staples Ch. 6 Gender Roles and Male Sexism

Video: Black Relationships (TBA)

Assignment: See MyAsu (“Assignments”)

PART IV MARITAL PATTERNS AND PARENTING
(March 25 – April 6)

Text L. B. Johnson & R. Staples Ch. 7 Marital Patterns and Interactions
Text L. B. Johnson & R. Staples Ch. 8 The Challenges of Parenting

Assignment: See MyAsu (“Assignments”)

PART V KINSHIP AND COMMUNITY
(April 8 - 15)
4/10 – 1/12  Text L. B. Johnson & R. Staples  Ch. 9  Kinship and Community Support

Video:  TBA

Assignment: See MyAsu ("Assignments")

PART VI  CHANGE: SOCIAL, INTERGENERATIONAL AND PUBLIC POLICIES
(April 20 – 22)


4/24  Text Walters:  Ch. 8  Identities of the Second Generation

PART VII  Student Presentation: Integration Papers
(April 27 – May 6)

5/4  READING DAY

5/6  Final Exam: 9:50 - 11:40 am

Blackboard: This course requires knowledge of MyAsu (Blackboard). You are required to know how to access this website where the syllabus and other classroom documents will be posted. The time of posting will be announced. A Blackboard tutorial is available on line (See MyAsu FAQs/Tips and Tricks). Please note that homework assignments will be submitted on line. For instructions on how to submit please visit: http://cpd.asu.edu/student/

You are responsible for making sure you have backup copies to all work submitted with documentation of date and time submitted.

Policy on Plagiarism, Academic Honesty and Academic Integrity: Students are required to know the policy established by the university. This policy for plagiarism, honesty, and integrity is available on ASU’s website (http://www.asu.edu/studentlife/judicial/integrity.html).

Campus Support Services: ASU extensive and effective support system is available for a variety of needs. When appropriate the instructor will make referrals. The following is a list of support services students may find useful:

Writing Center – The Writing Center is available to assist students in “achieving their maximum writing potential.” Tutors are available to offer assistance in all phases of composition, however, they do not proofread or edit. Be sure to review your work and/or have another person review it before submitting it.

http://studentsuccess.asu.edu/
Disability Resources – The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Please advise the instructor early in the semester of your needs and be prepared to provide documentation. A meeting with the instructor may be required. [http://www.asu.edu/studentaffairs/ed/drc/](http://www.asu.edu/studentaffairs/ed/drc/)

Counseling Center – The Counseling Center provides confidential psychological and psychiatric services for enrolled ASU students. Counseling and psychiatric services are primarily short term and include developmental, preventive and educational services. All staff members have training and experience in issues facing university students and are committed to helping students adjust to campus life and meet their academic goals. [http://www.asu.edu/counseling_center/](http://www.asu.edu/counseling_center/)

Student Health and Wellness Center – A variety of free services are available to appropriately registered students. [http://students.asu.edu/health-wellness](http://students.asu.edu/health-wellness)
black identities
WEST INDIAN IMMIGRANT
DREAMS AND AMERICAN REALITIES
MARY C. WATERS
CONTENTS

1 Introduction 1

2 Historical Legacies 16

3 Racial and Ethnic Identity Choices 44

4 West Indians at Work 94

5 Encountering American Race Relations 140

6 Intergenerational Dynamics 192

7 Segregated Neighborhoods and Schools 243

8 Identities of the Second Generation 285

9 Immigrants and American Race Relations 326

Appendix: Notes on Methodology 347

Notes 373

Index 409
TABLES AND MAP

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Adult sample characteristics</td>
<td>10</td>
</tr>
<tr>
<td>1.2</td>
<td>National origin distribution of adult immigrant sample</td>
<td>11</td>
</tr>
<tr>
<td>1.3</td>
<td>1.5- and second-generation youth national origin distribution</td>
<td>11</td>
</tr>
<tr>
<td>2.1</td>
<td>National origin and background of West Indian respondents</td>
<td>19</td>
</tr>
<tr>
<td>3.1</td>
<td>Race of foreign-born, New York State, 1990</td>
<td>50</td>
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<tr>
<td>3.2</td>
<td>Ancestry distribution of foreign-born blacks, New York State, 1990</td>
<td>51</td>
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<tr>
<td>3.3</td>
<td>Ancestry response by years in the United States by foreign-born blacks, New York State, 1990</td>
<td>53</td>
</tr>
<tr>
<td>4.1</td>
<td>Characteristics of food-service workers in sample interviewed</td>
<td>107</td>
</tr>
<tr>
<td>7.1</td>
<td>Residence of West Indian youth by age and generation</td>
<td>257</td>
</tr>
<tr>
<td>8.1</td>
<td>Parental socioeconomic status by adolescent identity</td>
<td>289</td>
</tr>
<tr>
<td>Map</td>
<td>The Caribbean islands</td>
<td>17</td>
</tr>
</tbody>
</table>
BLACK FAMILIES
AT THE CROSSROADS

This updated edition of the classic book Black Families at the Crossroads offers a comprehensive examination of the diverse and complex issues surrounding Black families. Leanor Boulin Johnson and Robert Staples combine more than sixty years of writing and research on Black families to offer insights into the pre-slavery development of the Black middle class, internal processes that affect all class strata among Black American families, the impact of race on modern Black immigrant families, the interaction of external forces and internal norms at each stage of the Black family life cycle, and public policies that provide challenges and promising prospects for the continuing resilience of the Black family as an American institution. This thoroughly revised edition features new research, including empirical studies and theoretical applications and a review of significant social policies and economic changes in the past decade and their impact on Black families.

Praise for the First Edition
“Those who work with Black families will find the book a helpful resource, and thoughtful lay people will find that the text augments what they have long suspected. Irrespective of experience levels, all readers will more fully appreciate the fact that the Black family is far from a monolithic, deficient, or amoral institution.”
—Family Relations

“Authors Robert Staples and Leanor Boulin Johnson describe how external forces, such as economics, racism, culture, and politics, shape the dynamics of the modern Black family.”
—Ebony

“This work makes a significant contribution to the field.”
—Journal of Marriage and the Family

The Authors
Leanor Boulin Johnson is professor of African American studies and family studies at Arizona State University. Robert Staples is an emeritus faculty member of the University of California, San Francisco, and visiting fellow in the Centre for Australian Indigenous Studies at Monash University, Melbourne, Australia.
Contents

Foreword  ix
Robert B. Hill
Preface to the Revised Edition  xvii
Preface to the First Edition  xxii
Acknowledgments  xxvii
1 History as Fact and Fiction  1
2 Studying Black Families  31
3 Work and Money: The Struggle  59
4 Patterns of Sexual Intimacy  93
5 Singlehood and Partner Selection  125
6 Gender Roles and Male Sexism  155
7 Marital Patterns and Interactions  177
8 The Challenges of Parenting  213
9 Kinship and Community Support  245
10 Social Change, Challenges, and Prospects  277

Selected Readings  311
References  313
About the Authors  357
Name Index  359
Subject Index  369