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 965-0739.

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
- Humanities, Fine Arts and Design - HUA
- Social and Behavioral Sciences - SB
- Natural Sciences - SQ

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 a multitext section course?: ☐ No ☑ Yes; Is it governed by a common syllabus?

Stanlie M. James
Chair/Director

Rev. 1/94, 4/95, 7/96, 4/00, 1/02, 10/08
Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>ASU--[C] CRITERIA</th>
<th>CULTURAL DIVERSITY IN THE UNITED STATES</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. A Cultural Diversity course must meet the following general criteria:</td>
<td></td>
<td>Syllabus: course description and course objectives, page 1</td>
</tr>
<tr>
<td>x</td>
<td></td>
<td>The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.</td>
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<td>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</td>
<td></td>
<td>Syllabus: course description and course objectives, page 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
<td></td>
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<tr>
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<td></td>
<td>b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
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<tr>
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<td></td>
<td>c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
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</tbody>
</table>

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<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>Example—See 2b. Compares 2 U.S. cultures</td>
<td>Example—Compares Latino &amp; African American Music</td>
<td>Example—See Syllabus Pg. 5</td>
</tr>
<tr>
<td>1. Contributes to an understanding of cultural diversity in contemporary U.S. society.</td>
<td>1. This course focuses on the cultural continuities and adaptations impacting the structure and functioning of contemporary African American families. Course objective that specifically applies to this criteria is: to identify social policies shaping the future prospects of Black families.</td>
<td>Syllabus: course description and course objectives, page 1</td>
</tr>
<tr>
<td>2a. In-depth study of culturespecific elements, cultural experiences, or cultural contributions of gender, racial, ethnic and/or linguistic minority groups within the U.S.</td>
<td>2a. The course focuses on theoretical models providing focus to studying voluntary and involuntary migration, family labor force involvement, gender roles, marital relationships, parenting, kinship and community networks. Specific Course Objectives addressing these criteria are 1. to understand major theoretical models shaping the academic view of Black families. 2. to describe variations in Black families across socioeconomic class and migration patterns and 3. to understand common adaptations Black families employ for survival and upward mobility?</td>
<td>Syllabus: course description and course objectives, page 1</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


RECOMMENDED TEXT


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>X</td>
<td>8</td>
</tr>
<tr>
<td>1 Integration Paper</td>
<td>200</td>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>7 Attendance/Participation</td>
<td>15</td>
<td>X</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td><strong>505</strong></td>
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</table>

**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>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<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>
</tr>
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</table>
| 1/19 | Introduction: Class Structure, Overview, and Assignments  
Biography (On-line) |

**PART I: HISTORY and THEORY**
(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: Ingenerational 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)

4/17 – 4/19  
**Text** L. B. Johnson & R. Staples  
**Ch. 10** Social Change, Problems, and Prospects

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

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**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 online (See MyAsu FAQs/Tips and Tricks). Please note that homework assignments will be submitted online. For instructions on how to submit please visit:  
[http://cpd.asu.edu/student/](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/](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/

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/

Student Health and Wellness Center – A variety of free services are available to appropriately registered students. http://students.asu.edu/health-wellness
black identities
WEST INDIAN IMMIGRANT DREAMS AND AMERICAN REALITIES
MARY C. WATERS
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BLACK FAMILIES AT THE CROSSROADS

CHALLENGES AND PROSPECTS

Leanor Boulin Johnson    Robert Staples

FOREWORD BY ROBERT B. HILL
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.
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