

AFA 3330: BLACK FAMILIES IN AMERICA

Dr. Shantel Gabrieal Buggs (call me Dr. Buggs or Professor Buggs)

Email: sbuggs@fsu.edu

COURSE DESCRIPTION

Welcome to Black Families in America! This semester, we will explore various social and cultural dynamics of Black family life in the United States and to an extent, in other parts of the Americas (inclusive of Canada, the Caribbean, and Latin America). Readings and other course materials will provide an interdisciplinary approach to understanding how race, class, gender, and sexuality shape the historical and contemporary representation, creation, and reproduction of Black families, as well as providing an introduction to the ways that social structure and public policy have affected Black families. Through course assignments and discussions, students will be encouraged to thoughtfully critique pathologizing narratives and logics about Black families in the U.S. and beyond.

Through this course, students will develop communication skills, critical thinking skills, empirical and analytical skills, and social responsibility as they engage with theories and evidence about social forces and social experience, fulfilling [the social sciences component of the University core curriculum](#).

COURSE PHILOSOPHY

This course will be grounded in the principles of participatory and collaborative learning; this means that you will be encouraged to participate actively in your own learning. To facilitate successful active learning, we will engage in a variety of activities such as group/team discussions, class exercises, art, films, etc. Your active participation in the learning process is essential to enhancing your understanding and retention of the topics and issues that we will explore together this semester.

COURSE REQUIREMENTS

Students are required to attend lectures and complete **all** reading and written assignments by the date they appear on the syllabus. **Assignments will not be accepted late without prior permission; be cognizant of deadlines**. Readings for this course will either be located in the required textbook (see below) or posted on the course Canvas website, so students should plan their reading schedules accordingly. All students are expected to abide by the University Academic Honor Policy (<http://fda.fsu.edu/Academics/Academic-Honor-Policy>) in order to uphold academic integrity and combat academic dishonesty.

There are no required textbooks for this course; all required readings are available on Canvas and/or via the Florida State University Library system.

COURSE ASSIGNMENTS

UNIT QUIZZES (40%): Students will take **six short quizzes** over the course of the semester, corresponding to the six units that organize course readings, films, and other texts (ex: Quiz #2 will focus on materials for the unit on masculinity and fatherhood). **Quizzes are indicated on the course schedule** and students will have the **opportunity to drop their lowest quiz grade**. Study guides for each unit quiz

will be available on Canvas at least one week before the quiz.

FINAL PAPER (40%): Students will submit a **6-8 page final essay** about their own families, exploring some topic(s) related to black families covered during the semester. Papers will be due to me in hard-copy between Friday, November 22nd and Monday, December 9th, with the **final deadline of 12PM** (I will hold office hours on the 9th for submission purposes). Papers submitted before December 1st will receive feedback for revision before the final submission. Formatting and content guidelines will be provided.

DISCUSSION/PARTICIPATION (10%): Students will be expected to participate in in-class discussions of materials, particularly the film, docuseries, and television shows I will screen in class. This class is small, therefore, participation in class conversations and activities is necessary to its function.

ATTENDANCE (10%): Though I will not be keeping daily attendance, **I will take attendance up to six random days during the semester**. Students will be allowed to miss one with no impact on their grade; however, it will be in your best interest to attend class regularly. Lectures will contain information not located in the readings and the quizzes will feature questions based on class discussion and lecture materials, **so do not rely solely on the course readings to prepare**. Come to class having read the readings and be prepared to contribute to class discussions.

GRADING: Final grades will be determined based on the percentages above. **Scores will not be rounded up or down**. Thus, a B- will include all final scores of 80.000 through 82.999.

A (100-94)	B+ (89-87)	C+ (79-77)	D+ (69-67)	F (59 and below)
A- (93-90)	B (86-83)	C (76-73)	D (66-63)	
	B- (82-80)	C- (72-70)	D- (62-60)	

COURSE POLICIES

ACCOMODATIONS: Students who will be requesting accommodations from the Student Disability Resource Center (SDRC) should make arrangements at the earliest possible point in the semester. Please reach out to me as soon as possible if you need to miss class for religious observance or some other reason that is excused by university policy, as well as for any other needs or concerns.

COMMUNICATION: The best way to contact me is via email. I will strive to respond within 24 hours during the week (Monday-Friday), though students should not expect a response earlier than 9am. Should you have questions or issues that cannot be addressed via email, I am also available during office hours or by appointment. If there are any updates, reminders, last minute instructions, or emergencies pertinent to the course, **the class will be contacted, so please, check your FSU email/Canvas**.

Further, I will not respond to emails that lack proper etiquette. Emails – particularly initial ones – should have an address (“Dear Professor”) a clearly stated question or comment, and a sign-off (“Sincerely” or “Thanks”). A polite, clearly structured email is the best way to have your concerns taken seriously and to make answering your questions easier. **I prefer to be addressed as Dr. Buggs or Professor Buggs**.

DISCUSSION RULES: Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly and respectful of all members of the class. Students who are repeatedly disrespectful may be removed from the class and may fail the course. **Scholarly comments are:** respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than only personal beliefs.

LATE WORK: All assignments will be due by the due date. **There will be no late submissions for assignments without prior permission**. Make-up quizzes will **only** be available for those with approved excuses and should be arranged for **in advance** of the quiz date.

iANYTHINGS: Cell phones should not be out during class nor should I hear them ring. Ringers should be on silent – no vibrating, either. Laptops are allowed for note-taking purposes but I recommend taking notes by hand. Studies have actually proven that we retain information better when we write, rather than type, our notes! Should it be discovered that students are on Facebook, Twitter, Instagram, Reddit, or any online shopping site rather than actively contributing to class, laptops will be ruined for everyone.

SPECIAL CIRCUMSTANCES: If you are experiencing any difficulty with this course or in some other area of your life, please get in touch with me. I will do my best to assist you and, if needed, can direct you to resources on campus that could be useful. Please note that Florida State University provides a variety of services to support students in achieving academic success and a healthy work-life balance:

- **Academic Center for Excellence:** Links to all of the academic support services across campus that can help you be a better student and cope with the stress of college, particularly tutoring services. (<https://ace.fsu.edu/tutoring/academic-support>)
- **Student Disability Resource Center:** Coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Any student who feels they may need an accommodation based on the impact of a disability should follow the university's accommodation procedure by contacting SDRC (850-644-9566; located in the Student Services Building). (<http://dos.fsu.edu/sdrc/services/>)
- **Office of Student Counseling Services:** Provides high quality integrated health, counseling, and wellness services to support our diverse student population in achieving their highest potential. (850-645-8256; located in Medical Science Research Building). (<http://med.fsu.edu/index.cfm?page=StudentCounseling.home>)
- **Victim Advocate Program (VAP):** Provides access to emotional support, instructor notification, referrals, and crisis intervention and assistance with student conduct, legal and medical matters in the event of victimization of and/or by FSU students, faculty, and staff. Services are available 24 hours a day, including holidays. To reach a confidential advocate, call 850-644-7161. Office is located in University Center A (<https://dos.fsu.edu/vap>).

MANDATORY REPORTER: I am happy to provide whatever support students need. Please know that if you disclose an incident of sexual harassment or assault to me (even in confidence), under the FSU Sexual Misconduct Policy I am mandated to report the information to the University Title IX office. For confidential support, you may disclose to the Victim Advocate Program or University Counseling Center.

EMERGENCY EVACUATION PLANS: Emergency evacuation routes are marked on each floor of this building. Should an emergency situation arise and we need to evacuate the classroom, please calmly, and in a moderately organized fashion, make your way to the nearest exit, using only marked doors and stairwells. Note that the nearest exit may not be the door by which you entered this building.

COURSE SCHEDULE

Readings marked with an asterisk (*) are located as PDFs (or posted as hyperlinks) on Canvas. Please note that some weeks have recommended texts that **are not** required but can provide additional context.

DATE	TEXTS
UNIT I: Constructions of the Black Family	
Tue, Aug 27	Introduction
Thur, Aug 29	hooks, bell. 1995. "In Our Glory: Photography and Black Life" from <i>Art on My Mind: Visual Politics</i>; 55-64.*
Tue, Sep 3	Wilson, August. 1987. <i>The Piano Lesson</i>.*
Thur, Sep 5	Moynihan, Daniel Patrick. 1965. <i>The Negro Family: The Case for National Action</i>. United States Department of Labor.* <i>Recommended Text(s):</i> Tolnay, Stewart E. 1997. "The Great Migration and Changes in the Northern Black Family, 1940 to 1990." <i>Social Forces</i> , 75(4); 1213-38.*
Tue, Sep 10	Collins, Patricia Hill. 1989. "A Comparison of Two Works on Black Family Life." <i>Signs: Journal of Women in Culture and Society</i>, 14(4); 875-884. Spillers, Hortense J. 1987. "Mama's Baby, Papa's Maybe: An American Grammar Book." <i>Diacritics</i>, 17(2); 65-81.*
Thur, Sep 12	Nicolas, Guerda et al. 2009. "Empathic Family Stress as a Sign of Family Connectedness in Haitian Immigrants." <i>Family Process</i>, 48(1); 135-150. <i>Recommended Text(s):</i> Pierce, Walter J. and Erlange Elisme. 1997. "Understanding and Working with Haitian Immigrant Families." <i>Journal of Family Social Work</i> , 2; 49-65.*
Tue, Sep 17	QUIZ #1 [IN CLASS] Leon, Kenny (dir). 2008. <i>A Raisin in the Sun</i> . [screened in class]
UNIT II: Masculinity/Fatherhood	
Thur, Sep 19	Leon, Kenny (dir). 2008. <i>A Raisin in the Sun</i> . [screened in class]
Tue, Sep 24	Neal, Mark Anthony. 2013. "NIGGA: The 21st-Century Theoretical Superhero." <i>Cultural Anthropology</i>, 28(3); 556-563.* Harris III, Frank et al. 2011. "'Cool Posing' on Campus: A Qualitative Study of Masculinities and Gender Expression among Black Men at a Private Research Institution." <i>Journal of Negro Education</i>, 80; 47-62.* <i>Recommended Text(s):</i> Hunter, Andrea G. and James Earl Davis. 1992. "Constructing Gender: An Exploration of Afro-American Men's Conceptualization of Manhood." <i>Gender &</i>

	<p><i>Society</i>, 6(3); 464-479.*</p> <p>Neal, Mark Anthony. 2012. "Finding Tea Cake: An Imagined Black Feminist Manhood." <i>Palimpsest: A Journal on Women, Gender, and the Black International</i>, 1(2): 256-263.*</p>
Thur, Sep 26	<p>Berger, Maurice. "Revealing the Lives of Black Fathers." <i>The New York Times</i>. August 6, 2018.*</p> <p>Blow, Charles M. "Black Dads Are Doing Best of All." <i>The New York Times</i>. June 8, 2015.*</p> <p>Doyle, Otima et al. 2015. "Unheard voices: African American fathers speak about their parenting practices." <i>Psychology of Men & Masculinity</i>, 16; 274-83.*</p>
Tue, Oct 1	<p>QUIZ #2 [IN CLASS]</p> <p>Jay-Z. selections from <i>4:44 Footnotes</i>: "Adnis", "4:44", "Kill Jay-Z", "MaNyfaCedGod" [screened in class]</p> <p><i>Recommended Text(s):</i> Randolph, Antonia. 2018. "When Men Give Birth to Intimacy: the Case of Jay-Z's '4:44'." <i>Journal of African American Studies</i>, 22(4); 393-406.*</p>
UNIT III: Femininity/Motherhood	
Thur, Oct 3	<p>Moore, Mignon R. 2008. "Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies." <i>American Sociological Review</i>, 73(2); 335-356.*</p> <p><i>Recommended Text(s):</i> Ewing, Eve. 2017. "appletree [on black womanhood, from and to Erykah Badu]"(p. 29-33) in <i>Electric Arches</i>.*</p> <p>Jones, Jacqueline. 1982. "My Mother Was Much of a Woman': Black Women, Work, and the Family under Slavery." <i>Feminist Studies</i>, 8(2); 235-269.*</p>
Tue, Oct 8	<p>Strings, Sabrina. 2015. "Obese Black Women as 'Social Dead Weight': Reinventing the 'Diseased Black Woman'." <i>Signs: Journal of Women in Culture and Society</i>, 41(1); 107-130.*</p> <p>Roberts, Dorothy E. 1998. "Who May Give Birth to Citizens—Reproduction, Eugenics and Immigration." <i>Rutgers Race and the Law Review</i>; 129-135.*</p>
Thur, Oct 10	<p>Hong, Stephanie. 2018. "Say Her Name: The Black Woman and Incarceration." <i>The Georgetown Journal of Gender and the Law</i>, 19(3); 619-642.*</p> <p>Horan-Block, Jessica. 2019. "A Child Bumps Her Head. What Happens Next Depends on Race." <i>The New York Times</i>.*</p> <p><i>Recommended Text(s):</i></p>

	<p>Clifford, Stephanie and Jessica Silver-Greenberg. 2017. "Foster Care as Punishment: The New Reality of 'Jane Crow'." <i>The New York Times</i>.</p> <p>Malone Gonzalez, Shannon. 2019. "Making it Home: An Intersectional Analysis of the Police Talk." <i>Gender & Society</i>, 33(3); 363-386.*</p> <p>Paltrow, Lynn M. 2013. "Roe v Wade and the New Jane Crow: Reproductive Rights in the Age of Mass Incarceration." <i>American Journal of Public Health</i>, 103(1); 17-21.</p>
Tue, Oct 15	<p>QUIZ #3 [IN CLASS]</p> <p>Ansari, Aziz and Lena Waithe. 2017. "Thanksgiving", <i>Master of None</i> [S2, Ep 8]. [screened in class]</p>
UNIT IV: Childhood and Adolescence	
Thur, Oct 17	<p>Ewing, Eve. 2017. "the first time [a re-telling]" (p. 8) in <i>Electric Arches</i>.*</p> <p>Smith, Danez. 2017. "the last summer of innocence" (p. 29-30) in <i>Don't Call Us Dead</i>.*</p> <p>Willis-Abdurraqib, Hanif. 2016. "September, Just East of the Johnson Park Courts" (p. 7) and "1995. After the Streetlights Drink Whatever Darkness is Left" (p. 11) in <i>The Crown Ain't Worth Much</i>.*</p> <p><i>Recommended Text(s):</i> Tatum, Beverly Daniel. 2004. "Family Life and School Experience: Factors in the Racial Identity Development of Black Youth in White Communities." <i>Journal of Social Issues</i>, 60; 117-135.*</p>
Tue, Oct 22	<p>Roy, Kevin et al. 2014. "Growing Up as 'Man of the House': Adulthood and Transition into Adulthood for Young Men in Economically Disadvantaged Families." <i>New Directions for Child and Adolescent Development</i>, 143; 55-72.*</p> <p>Sang, Jina et al. 2014. "Parentification, Substance Use, and Sex among Adolescent Daughters from Ethnic Minority Families: The Moderating Role of Monitoring." <i>Family Process</i>, 53(2); 252-266.*</p> <p><i>Recommended Text(s):</i> Halliday, Aria S. 2017. "Envisioning Black Girl Futures: Nicki Minaj's Anaconda Feminism and New Understandings of Black Girl Sexuality in Popular Culture." <i>Departures in Critical Qualitative Research</i>, 6(3); 65-77.*</p>
Thur, Oct 24	<p>Katsiaficas, Dalal et al. 2015. "'When Do I Feel Like an Adult?': Latino and Afro-Caribbean Immigrant-Origin Community College Students' Conceptualizations and Experiences of (Emerging) Adulthood." <i>Emerging Adulthood</i>, 3(2); 98-112.*</p>
Tue, Oct 29	<p>QUIZ #4 [IN CLASS]</p> <p>Rees, Dee. 2011. <i>Pariah</i>. [screened in class]</p>

UNIT V: Queer(ing) Families	
Thur, Oct 31	Rees, Dee. 2011. <i>Pariah</i> . [screened in class]
Tue, Nov 5	<p>Shange, Savannah. 2019. "Play Aunties and Dyke Bitches: Gender, Generation, and the Ethics of Black Queer Kinship." <i>The Black Scholar: Journal of Black Studies and Research</i>, 49(1); 40-54.*</p> <p><i>Recommended Text(s):</i> Cahill, Sean et al. 2003. "Partnering, parenting, and policy: family issues affecting Black lesbian, gay, bisexual, and transgender (LGBT) people." <i>Race & Society</i>, 6(2); 85-98.*</p> <p>Moore, Mignon R. 2006. "Lipstick or Timberlands? Meanings of Gender Presentation in Black Lesbian Communities." <i>Signs: Journal of Women in Culture and Society</i>, 32(1); 113-139.*</p>
Thur, Nov 7	<p>Bertera, Elizabeth M. and Sandra Edmonds Crewe. 2013. "Parenthood in the Twenty-First Century: African American Grandparents as Surrogate Parents." <i>Journal of Human Behavior in the Social Environment</i>, 23(2); 178-192.*</p> <p>Muraco, Anna. 2006. "Intentional Families: Fictive Kin Ties Between Cross-Gender, Different Sexual Orientation Friends." <i>Journal of Marriage and Family</i>, 68; 1313-25.*</p> <p><i>Recommended Text(s):</i> Smith, Jada Pinkett. 2019. "Should White People Adopt Black Kids?", <i>Red Table Talk</i>.*</p>
Tue, Nov 12	Canals, Steven. 2018. "Mother's Day", <i>Pose</i> [S1, E5]. [screened in class]
Thur, Nov 14	QUIZ #5 [IN CLASS]
UNIT VI: (Black) Love and Relationships	
Tue, Nov 19	<p>Cohen, Philip N. and Joanna R. Pepin. 2018. "Unequal Marriage Markets: Sex Ratios and First Marriage among Black and White Women." <i>Socius</i>, 4; 1-10.*</p> <p>Johnson, Kecia R. and Karyn Loscocco. 2014. "Black Marriage Through the Prism of Gender, Race, and Class." <i>Journal of Black Studies</i>, 46(2); 142-171*</p> <p><i>Recommended Text(s):</i> Burton, Linda M. and M. Belinda Tucker. 2009. "Romantic Unions in an Era of Uncertainty: A Post-Moynihan Perspective on African American Women and Marriage." <i>The Annals of the American Academy of Political and Social Science</i>, 621; 132-148.*</p>
	<p>Brown, Sherronda J. "Romance is not the only type of Black love that matters." <i>Black Youth Project</i>, March 8, 2018.*</p> <p>Cunningham, Reginald. "Black Love Is Revolutionary." <i>The Huffington Post</i>,</p>

Thur, Nov 21	<p>May 31, 2017.*</p> <p>Wanzo, Rebecca. 2011. "Black Love is Not a Fairy Tale: African American Women, Romance, and Rhetoric." <i>Peroi</i>, 7(2); 1-18.*</p> <p><i>Recommended Text(s):</i> Charleston, Kayla. 2014. "Act Like a Lady, Think Like a Patriarch: Black Masculine Identity Formation Within the Context of Romantic Relationships." <i>Journal of Black Studies</i>, 45(7); 660-678.*</p> <p>Nash, Jennifer C. 2013. "Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality." <i>Meridians</i>, 11(2); 1-24.*</p> <p>Smith, Jada Pinkett. 2018. "Let's Talk About SEX!", <i>Red Table Talk</i>.*</p>
Nov 26 - 28	NO CLASSES – "THANKSGIVING" BREAK
Tue, Dec 3	<p>Steinbugler, Amy. 2015. "'I'm black and I'll always be that way': black identities through the lens of interracial intimacy." <i>Ethnic and Racial Studies</i>, 38(10); 1690-1706.*</p> <p><i>Recommended Text(s):</i> Bell, Gina Castle and Sally O. Hastings. 2015. "Exploring Parental Approval and Disapproval for Black and White Interracial Couples." <i>Journal of Social Issues</i>, 71(4); 755-771.*</p> <p>Buggs, Shantel Gabrieal. 2017. "Dating in the Time of #BlackLivesMatter: Exploring Mixed-Race Women's Discourses of Race and Racism." <i>Sociology of Race & Ethnicity</i>, 3(4); 538-551.*</p>
Thur, Dec 5	<p>QUIZ #6 [IN CLASS]</p> <p>Bowen, Leann. 2018. "Chapter V", <i>Dear White People</i> [S2, Ep 5] [screened in class]</p>

FINAL PAPER DUE BY MONDAY, DECEMBER 9TH, 12PM IN BEL 518