

AFA 3330: BLACK FAMILIES IN AMERICA

Fall 2024

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

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.

STUDENT LEARNING OBJECTIVES

Learning goals for this course include the ability to:

- Understand and discuss the historical, social, and political factors that have shaped Black family formation in the United States and some other parts of the Americas.
- Analyze the ways that gender, age, class, embodiment and sexuality inform how Black families are perceived by others and how family members navigate their relationships and roles with each other.
- Discuss how Black families have been represented in U.S. popular culture and how these images are related to research and policymaking.

COURSE DESIGNATIONS

This course has been approved to meet FSU's [Liberal Studies Social Sciences](#) requirements and helps you become a critical analyst of theories and evidence about social forces and social experience.

By the end of this course, students will: 1) discuss the role of social factors in contemporary problems or personal experiences; and 2) analyze claims about social phenomena. **These objectives will be evaluated by course quizzes (45% of the grade) and class discussion (15% of the grade).**

This course has also been approved to meet FSU's [Liberal Studies Diversity](#) requirement, which assists students in developing the skills to understand social differences and become more culturally literate members of society. To meet this requirement students must earn a "C-" or higher in this course.

By the end of this course, students will: 1) analyze some aspect of human experience within a culture, focusing on at least one source of diversity (e.g., age, disability, ethnicity, gender, language, race, religion, sexual orientation, or social class) and 2) explore one's own cultural norms or values in relation to those of a different cultural group. **These objectives will be evaluated by the final paper assignment (40% of the grade).**

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.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining their positions on various issues. No lesson is intended to espouse, promote, advance, inculcate or compel a particular

feeling, perception, viewpoint, or belief.

COURSE REQUIREMENTS

This course is in-person; this means that lecture slides will be available on Canvas as we move through each unit but there will be no lecture video or audio. Students are required to complete **all** reading and written assignments by the dates they appear on the syllabus. **Assignments will not be accepted late without prior permission or university recognized excuses; be cognizant of deadlines so that requests for extensions are not all coming at the end of the semester.** Readings for this course will be 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/academic-sresources/academic-integrity-and-grievances/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

Except for changes that substantially affect implementation of evaluation/grading, this syllabus is a guide for the course and is subject to change with advance notice.

UNIT QUIZZES (45%): Students will take **SIX (6) short answer quizzes** over the course of the semester via Canvas, 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 one (1) week to complete them and they will be timed. Students will have the **option to drop their lowest quiz grade or simply skip one.** Study guides for each unit quiz will be available on Canvas at least one week before the quiz. Quizzes are worth 25 points each and short answer responses are graded based on student effectiveness in answering the prompt and the ability to incorporate details from course reading and lecture materials.

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 via Canvas by Monday, December 9th, 2024 (during finals week) with the **final deadline of 11:59PM** (I will be available via email on the 9th for any last-minute submission questions). **Papers submitted before November 22nd, 2024, will receive feedback for revision before the final submission.** Formatting and content guidelines will be provided on Canvas.

DISCUSSION/PARTICIPATION (15%): Students will be expected to participate 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. **Though participation will primarily be noted by taking regular attendance, I may also track participation with worksheets or other in-class written assignments.**

EXTRA CREDIT: Opportunities for extra credit may be provided at my discretion.

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 (100-93)	B+ (89-87)	C+ (79-77)	D+ (69-67)	F (59 and below)
A- (92-90)	B (86-83)	C (76-73)	D (66-63)	
	B- (82-80)	C- (72-70)	D- (62-60)	

COURSE POLICIES

COVID-19/MPOX/INFLUENZA EXPECTATIONS: Please remember that the COVID-19 pandemic is

not over and new variants of the virus continue to spread in the U.S. The University expects faculty, staff, and students to follow CDC guidelines, which can include practices such as masking, to obtain vaccines and boosters if possible, to stay home/isolate when sick or if you test positive for COVID-19, and to continue practicing the highest level of hygiene (e.g. washing hands). These precautions apply for other viruses currently detected and/or experiencing a surge including monkeypox and various influenza strains. I will be wearing a mask and running the air filter in our classroom to aid in these public health prevention efforts. If you are feeling ill or have been exposed to COVID or some other virus, please email Dr. Buggs if you find that it will interrupt your ability to complete your assignments so that you can be accommodated. As [President McCullough has encouraged](#), please prioritize your health and the health of others as best you can. Finally, keep in mind that university guidance on COVID-19 and any other public health protocols may change at any time.

GENERATIVE “AI”: I strongly discourage you from using generative “AI” bots or programs to complete assignments for this course. Not only does this practice violate FSU Academic Honor Policy, there is ample evidence that continued use of generative “AI” facilitates labor exploitation of Global South workers and risks severe environmental repercussions. Many generative “AI” platforms rely on stolen intellectual labor of artists and some platforms are regularly used to engage in violent sexual harassment and exploitation. Further, in many cases, these generative “AI” bots provide incorrect and unreliable information and citations. In my estimation, the social and intellectual harms outweigh any possible positives; **it is for these reasons that for this class, the use of generative “AI” is prohibited.**

However, I will note that I am also not interested in participating in a surveillance structure that claims to “detect” “AI”-produced material, creating a hostile dynamic between you, the student, and me, the teacher. College is a time for you to take some degree of control over your own education. It is my goal to provide you with an experience that inspires you to be thoughtful and to treat writing as a valuable skill and mode of expression.

ACCOMODATIONS: Students who will be requesting accommodations from the Office of Accessibility Services (OAS) 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 an assignment 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 prioritize 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 will also structure my emails to each of you similarly as an indication of respect.

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. I welcome comments and interventions that are rooted in findings/arguments from reputable sources.

LATE WORK: All assignments will be due by the due date. Quizzes will have a one week window for completion. **There will be no late submissions for assignments without prior permission.** Make-up or extensions will only be available for those with approved excuses and should be arranged for in advance of the due date whenever possible.

iANYTHINGS: Cell phones should not be out during class nor should I hear them ring. Ringers should be on silent. 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!

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 by appointment or on a walk-in basis. (<https://ace.fsu.edu/tutoring>)
- **Office of Accessibility Services (OAS):** FSU values diversity and inclusion and is committed to a climate of mutual respect and full participation. To create learning environments that are usable, equitable, inclusive, and welcoming, reasonable accommodations are provided to all persons with disabilities in a manner that is consistent with academic standards. 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 OAS (850-644-9566; located in the Student Services Building). (<https://dsst.fsu.edu/oas>)
- **University Health Services:** Provides health and wellness services to support FSU's diverse student population (850-644-6230; located in the Health and Wellness Center). (<https://uhs.fsu.edu>)
- **Counseling and Psychological Services:** Provides high quality integrated health, counseling, and wellness services to support FSU's diverse student population in achieving their highest potential (850-644-8255; located in the Askew Student Life Center). (<https://counseling.fsu.edu>)
- **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://dsst.fsu.edu/vap>)

MANDATORY REPORTER: I am happy to provide whatever support students need. Please know that if you disclose an on-campus or off-campus incident of sexual harassment or assault to me (even in confidence), under the FSU Sexual Misconduct Policy and newly updated federal Title IX regulations, 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 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. In the event of a hurricane or other weather that cancels classes, assignments via Canvas will be provided.

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 1: Constructions of the Black Family

Aug 27	Introduction (Read the syllabus and the Canvas site thoroughly)
Aug 29	hooks, bell. 1995. "In Our Glory: Photography and Black Life" from <i>Art on My Mind: Visual Politics</i>; 55-64.*
Sep 3	Wilson, August. 1987. <i>The Piano Lesson</i>.*
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.*
Sep 10	Spillers, Hortense J. 1987. "Mama's Baby, Papa's Maybe: An American Grammar Book." <i>Diacritics</i>, 17(2); 65-81.* <i>Recommended Text(s):</i> 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.
Sep 12	Baffoe, Michael. 2011. "Navigating Two Worlds: New Identity Construction as Determinants for Successful Integration of New Black Immigrant and Refugee Youth in Canadian Society." <i>Journal of Social Sciences</i>, 7(4); 475-484.* 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.* Pierre, Jemima. 2004. "Black Immigrants in the United States and the 'Cultural Narratives' of Ethnicity." <i>Identities</i> , 11(2); 141-170.*
Sep 17	Leon, Kenny (dir). 2008. <i>A Raisin in the Sun</i> . [screened in class]
COMPLETE BY 11:59PM ON FRIDAY, SEPTEMBER 20TH, 2024: QUIZ #1 (REQUIRED)	
UNIT 2: Masculinity/Fatherhood	
Sep 19	Leon, Kenny (dir). 2008. <i>A Raisin in the Sun</i> . [screened in class]
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

	<p>Masculinities and Gender Expression among Black Men at a Private Research Institution.” <i>Journal of Negro Education</i>, 80; 47-62.*</p> <p><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 & Society</i>, 6(3); 464-479.*</p> <p>Laymon, Kiese. 2018. “Terrors” an excerpt from <i>Heavy: An American Memoir</i>. <i>Granta</i>.*</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>
Sep 26	<p>Berger, Maurice. “Revealing the Lives of Black Fathers.” <i>The New York Times</i>. August 6, 2018.*</p> <p>Doyle, Otim et al. 2015. “Unheard voices: African American fathers speak about their parenting practices.” <i>Psychology of Men & Masculinity</i>, 16; 274-83.*</p> <p><i>Recommended Text(s):</i> Blow, Charles M. “Black Dads Are Doing Best of All.” <i>The New York Times</i>. June 8, 2015.*</p> <p>Robinson, Quintin Leon. 2021. “Exploring Parental Identities: How Single Black Males Understand Fatherhood in the Absence of Their Fathers.” <i>Journal of Black Studies</i>; 1-20.*</p>
Oct 1	<p>Hooks, bell. 2004. “Healing the Hurt” pp. 126-137 in <i>We Real Cool: Black Men and Masculinity</i>. Routledge.*</p> <p>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> <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> Jackson, Brandon A. and Adia Harvey Wingfield. 2013. “Getting Angry to Get Ahead: Black College Men, Emotional Performance, and Encouraging Respectable Masculinity.” <i>Symbolic Interaction</i>, 36(3); 275-292.*</p>
COMPLETE BY 11:59PM ON FRIDAY, OCTOBER 4TH, 2024: QUIZ #2 (REQUIRED)	
UNIT 3: Femininity/Motherhood	
Oct 3	<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>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>
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><i>Recommended Text(s):</i> 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>
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> 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>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>
Oct 15	<p>Ansari, Aziz and Lena Waithe. 2017. "Thanksgiving", <i>Master of None</i> [S2, Ep 8]. [screened in class]</p>
COMPLETE BY 11:59PM ON FRIDAY, OCTOBER 18TH, 2024: QUIZ #3 (REQUIRED)	
UNIT 4: Childhood and Adolescence	
Oct 17	<p>Ewing, Eve. 2017. "the first time [a re-telling]"(p. 8) in <i>Electric Arches</i>.*</p> <p>McMillan Cottom, Tressie. 2019. "Black Girlhood, Interrupted" pp.175-194 in <i>Thick and Other Essays</i>. New York: The New Press.*</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>

Oct 22	<p>Roy, Kevin et al. 2014. "Growing Up as 'Man of the House': Adultification 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>
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>
Oct 29	<p>Staub, Ricky. 2020. <i>Concrete Cowboy</i>. [screened in class]</p> <p>Riva Ras, Bonnie. 2023. "Philadelphia Riding Club Helps Youth." GoodNet.</p> <p><i>Recommended Text(s):</i> Epstein, Emily Anne. 2017. "The Equestrians of North Philly." <i>The Atlantic</i>.</p> <p>Rabitsch, Stefan and Tracey Salisbury. 2022. "'Don't Leave out the Cowboys!': Black Urban Cowboydom and Didactic Afrofuturist Countertermemories in <i>Ghetto Cowboy</i> (2011) and <i>Concrete Cowboy</i> (2021)." <i>Western American Literature</i>, 57(2); 111-126.</p>
COMPLETE BY 11:59PM ON FRIDAY, NOVEMBER 1ST, 2024: QUIZ #4 (REQUIRED)	
UNIT 5: Queer(ing) Families	
Oct 31	<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>
Nov 5	<p>Wekker, Gloria. 1999. "What's Identity Got to Do With It? Rethinking Identity in Light of the Mati Work in Suriname," pp. 119-138 in <i>Female Desires: Transgender Practices Across Cultures</i>. Columbia University Press.*</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>

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>
Nov 12	Canals, Steven. 2018. "Mother's Day", <i>Pose</i> [S1, E5]. [screened in class]
COMPLETE BY 11:59PM ON FRIDAY, NOVEMBER 15TH, 2024: QUIZ #5 (REQUIRED)	
UNIT 6: (Black) Love and Relationships	
Nov 14	<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>hooks, bell. 2004. "Doing the Work of Love" pp. 109-125 in <i>We Real Cool: Black Men and Masculinity</i>. Routledge.*</p>
Nov 19	<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>, May 31, 2017.*</p> <p>Wanzo, Rebecca. 2011. "Black Love is Not a Fairy Tale: African American Women, Romance, and Rhetoric." <i>Poroj</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 21	<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>
Nov 26	NO CLASS – READ, REST, WORK ON YOUR PAPER, WHATEVER YOU LIKE!
Nov 27-29	NO CLASS – “THANKSGIVING” BREAK
Dec 3	Bowen, Leann. 2018. “Chapter V”, <i>Dear White People</i> [S2, Ep 5] [screened in class]
Dec 5	WRITING DAY – Work on your final papers!
COMPLETE BY 11:59PM ON FRIDAY, DECEMBER 6TH, 2024: QUIZ #6 (REQUIRED)	

FINAL PAPER DUE BY MONDAY, DECEMBER 9TH, 2024 AT 11:59PM VIA CANVAS