

**SPCM 4830: African American Relational Communication (Spring 2008)**  
*Unraveling the Myth of the Dysfunctional African American*

Professor: Dr. T. M. Harris, Dept. of Speech Communication  
 Office: 120 Terrell Hall  
 Phone: 542-4753  
 Class: T/R 8:00am -9:15am, 214 Terrell Hall  
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 Email: [tmharris@uga.edu](mailto:tmharris@uga.edu) (This is my preferred mode of communication. I cannot guarantee a timely response to emails sent to my WebCT account. Allow a 48-hour window for a response to your email.)

**Required Texts:**

Staples, R. (2001, 6<sup>th</sup> Edition). *The Black Family: Essays and Studies*. Belmont, CA: Thomson-Wadsworth Publishing Co.

Cosby, B. & A. F. Poussaint (2007). *Come On People: On the Path from Victims to Victors*. Nashville, TN: Thomas Nelson. Nashville, TN: Thomas Nelson. (++)

**Supplemental Readings: (available in WebCT and main office in Terrell Hall)**

<b>Source</b>	<b>Date</b>	<b>Location</b>	<b>Author(s) and Title</b>
<b>Book</b>	Jan. 10	++	Cosby, B. & A. Poussaint (2007a). What's going on with the black male? In Cosby and Poussaint's <i>Come On People: On the Path from Victims to Victors</i> (pp. 1-30). Nashville, TN: Thomas Nelson.
	Feb. 12	++	Cosby, B. & A. Poussaint (2007b). It takes a community. In Cosby and Poussaint's <i>Come On People: On the Path from Victims to Victors</i> (pp. 31-54). Nashville, TN: Thomas Nelson.
	Feb. 7		Cosby, B. & A. Poussaint (2007d). The media you deserve. In Cosby and Poussaint's <i>Come On People: On the Path from Victims to Victors</i> (pp. 133-156) Nashville, TN: Thomas Nelson.
	Mar. 25	++	Cosby, B. & A. Poussaint (2007e). The high price of violence. In Cosby and Poussaint's <i>Come On People: On the Path from Victims to Victors</i> (pp. 191-216). Nashville, TN: Thomas Nelson.
	Mar. 27	++	Cosby, B. & A. Poussaint (2007c). Teach your children well. In Cosby and Poussaint's <i>Come On People: On the Path from Victims to Victors</i> (pp. 99-124). Nashville, TN: Thomas Nelson.
<b>Journal Article</b>	Mar. 20	WebCT and Office	Hughes, P. C. & A. N. Heuman (2006). The Communication of Solidarity in Friendships among African American Women. <i>Qualitative Research Reports in Communication</i> , 7(1), 33–41.
<b>Book Chapter</b>	Jan. 2	Office	Jackson, R. (2007a). Origins of black body politics. In Ronald Jackson's <i>Scripting the black masculine body: Identity, discourse, and racial politics in popular media</i> (pp. 9-47). Albany, New York: State University of New York Press.
	Jan. 31	Office	Jackson, R. (2007b). Scripting the black body in popular media: Exploring the process. In Ronald Jackson's <i>Scripting the black masculine body: Identity, discourse, and racial politics in popular media</i> (pp. 9-47). Albany, New York: State University of New York Press.
	April 24	Office	Collins, P. H. (2005a). The past is ever present: Recognizing the new racism. In Collins's <i>Black Sexual Politics: African Americans, Gender and the New Racism</i> (pp. 53-85). New York, New York: Routledge.
	Jan. 31	Office	Smith-Shomade, B. E. (2008). It's your turn: Black to the future. In B. E. Smith-Shomade's <i>Pimpin' Ain't Easy: Selling Black Entertainment Television</i> (pp. 149-179).
	Mar. 4	Office	Collins, P. H. (2005b). Get your freak on: Sex, babies, and images of black femininity. In Collins's <i>Black Sexual Politics: African Americans, Gender and the New Racism</i> (pp. 119-148). New York, New York: Routledge.

## **Course Description**

Communication is an integral part of every facet of human life. As our world becomes increasingly diverse, it becomes even more critical that we as citizens take responsibility for educating ourselves on racial/ethnic groups who rarely receive scholarly attention in research, teaching, and other aspects of life in the academic setting. This course will challenge all members to create a community that is conducive to achieving the goal of education in a supportive, positive, non-threatening environment.

It is the ***goal of this course to challenge you to have a general understanding of the importance of interpersonal relationships that evolve within the African American community.*** Due to the limited amount of published research on the African American relationships within the communication discipline, course readings will come from other disciplines within the Arts & Humanities. SPCM 4830 will challenge you **to think critically about the complexities associated with the communicative process in a race-specific social context.**

Students enrolled in SPCM 4830 will become knowledgeable about scholarship dedicated to understanding African American communication styles and phenomena that define a community that has been in an integral part of what we know as the U. S. During the course of the semester, we will explore the relational dimensions of many interpersonal relationships through lecture, class discussion, current journal articles videos, and activities reflecting various cultural phenomena that bring better understanding of the attitudes, beliefs, and values that define this community that is often times marginalized in academy and society at large. The following criteria are necessary to make this course an enjoyable one for all members of our learning community:

1. We will all demonstrate **mutual respect** for each other as we engage in critical discussions and thoughts about African American relationships. Undoubtedly, differing opinions will emerge; therefore it is imperative that we agree to **peaceably** disagree.
2. Class participation is strongly encouraged in this course. As each theory and concept will have real-life application and correlation, class discussion will hinge upon participation of all class members. While points are not earned for participation, your performance in class will contribute to increased understanding of the course materials and concepts.
3. If you arrive to class, please remain for the entire class period. It is very disrespectful and distracting for students to exit class before it is officially over. If you anticipate a need to leave from class early for valid reasons, please notify me prior to class.
4. **ATTENDANCE:** Attendance for this course is crucial and pivotal to understanding communication theory; therefore, it is strongly encouraged that you attend class on a regular basis. Although attendance points are not earned, attendance is central to your performance in this course.
5. A review session for each exam will take place prior to the exam date during class time. It is **strongly recommended** that all necessary readings be completed before the review and that any questions regarding certain concepts or theories be addressed in advance. During these review sessions, guidance will be given regarding the materials that should be emphasized for the exam; however, **responsibility lies with you** to be familiar with any information that may be not be discussed.

## **Course Goal:**

The goal of this course is to expose students to various interpersonal phenomena that occur within the African American community. Students will gain an increased awareness and knowledge of the following relational and social experiences that are different from yet similar to other racial/ethnic groups in the U. S.:

1. Construction of Racial Identity
2. Social Signification of Family Relationship and Identity
3. Gender Role Socialization
4. Male-Female Relationships
5. African American Female Standards of Beauty
6. Media, Race, and Identity

## 7. Race, Health, and Social Policy

### **Course Objective**

This class is designed to educate students about interpersonal relationships and experiences from a communication perspective that focuses solely on African Americans. Due to the limited amount of communication research conducted on racial and ethnic experiences, this course is designed to encourage dialogue, discussion, and critical thought on a topic critical to our understanding of the unique experiences of marginalized groups in North America.

### **WebCT:**

Lecture Outlines, class announcements, grades, and other important information can be accessed on the WebCT. Information will be posted so students may access specific guidelines for class assignments. This site is also essential for lecture. Outlines will be somewhat brief; therefore, each student is expected to read the assigned readings prior to attending mass lecture. You can access the WebCT through the UGA homepage. You must have an arches account in order to access course information. If you do not have an account, please go to the WebCT homepage to set up an account.

As a student, it is **YOUR responsibility** to complete **all course assignments**. You must take all exams, attend group meetings, contribute to the final group project, and participate in class discussion in order to receive full or partial credit. Please note that **ANY MISSED ASSIGNMENT (e.g., exam, presentation, group project) WILL RESULT IN A GRADE OF "0."**

It is your responsibility to contact Dr. Harris **PRIOR TO CLASS** if an emergency occurs and you miss an assignment. Otherwise, a grade of "0" will automatically be computed into your earned points for this course.

### **Class Attendance**

Class attendance will be taken each class meeting. Although attendance points are not earned, regular attendance will prove beneficial, as lecture outlines might not be posted on WebCT prior to a class meeting. Attendance will ensure that you receive the accurate information necessary for preparing for exams and completing various phases of your group project. If you are ill and miss class or class assignment, you must (1) contact Dr. Harris immediately (have a friend or family member call for you) and (2) provide official documentation from a doctor/physician. **Generic notes from the University Health Center are not acceptable. All missed assignments will result in a grade of zero.**

This course involves two (2) tests and various in-class activities designed to measure a student's ability to (a) understand and (b) apply his knowledge of communication as a complex human phenomenon. For all assignments, each student is expected to demonstrate an understanding of communication concepts and the ability to apply them to professional communication settings. Therefore, you are **strongly encouraged to (1) read chapters prior to class, (2) attend class regularly, (3) begin assignments in a timely fashion, and (4) ask for clarity if you do not understand information obtained in class.**

- **Lectures:** designed to provide basic information about communication concepts and related class assignments.
- **Class Discussions:** designed to generate critical thought and discourse on the social relevancy of research on the topic of African American relationships.

**Grading Scale (Total 700 points)**

		<b>"Amistad" Paper (25 pts)</b>	<b>"Consciousn ess" (25 pts)</b>				
		24-25	24-25				
		23	23				
		22	22				

		22	22				
		20-21	20-21				
		19	19				
		19	19				
		18	18				
		15 – 17	15 – 17				

		0 - 14	0 - 14				

**“A” 561 – 700 points** = Work that is truly outstanding and consistently exceptional OR outstanding in most areas and good in others.

**“A-” 541 – 560 points** = Work that is generally of high quality and good in most areas.

**“B+” 524 – 540 points** = Work that is good in most areas, significantly distinguishable from average work, AND in some areas exceeds basic expectations

**“B” 502 – 523 points** = Work that is good and reflective of average work and meets basic expectations

**“B-” 480 – 501 points** = Work that is good and somewhat qualifies as average work and meets basic expectations

**“C+” 460 – 479** = Work that is somewhat above the basic standards in many areas fulfills expectations of the assignments.

**“C” 441 – 459 points** = Work that generally meets the most basic standards in most areas and expectations of the assignment.

**“C-” 421 – 440 points** = Work that barely meets the most basic standards in some areas and expectations of the assignment.

**“D” 360 – 420 points** = Work that overall only meets the most minimal standards and does not demonstrate an effort to perform at a higher level.

**“F” 0 – 259 points** = Work that does not meet the most minimal assignment standards.

## COURSE ASSIGNMENTS

**Assignments are assessed based on skill acquisition and understanding**, therefore, each student is expected to demonstrate the ability to think critically about theories and concepts (tests), work well in groups (group project), and present information in a professional manner (group project).

Course assignments are designed to measure understanding and knowledge of the 7 topics central to the class discussions and lectures. This course and its assignments will achieve the goal of familiarizing students with a general understanding and knowledge of relationships and communication that occur within the African American community.

### **Class Lecture**

All students are responsible for attending class on a regular basis. Information presented and discussed in class is testable material. Each student is responsible for **(a) turning in assignments on time, (b) attending class regularly, particularly presentation dates, (c) taking exams on the exam day, and (d) fulfilling all course assignments on the assigned day** NOTE: ***Failure to attend and/or turn an assignment in during class or on the day an assignment is due will result in a "0" for that assignment, no exceptions. Missed assignments cannot be made-up after the assigned due date.***

### **Critical Response Papers (50 points total; 2 papers at 25 points each)**

**Paper 1: "Amistad" Reaction Paper: (25 points)** (adapted from [http://www.cuw.edu/Academics/programs/social\\_sciences/geography/reaction\\_guidelines.html](http://www.cuw.edu/Academics/programs/social_sciences/geography/reaction_guidelines.html))

The purpose of these 5-7 page critical response papers is to provide you the opportunity to express your thoughts and feelings about films and popular culture phenomena as they relate to the African American community. Using the following guidelines, each paper should provide a detailed description of your honest reaction to a film (Paper #1) and a phenomenon of your choice (Paper #2), making a specific link between them and the studies and essays assigned for this class. The questions presented below clearly outline the content that should be addressed in the papers at bare minimum. It is your responsibility to submit quality, substantive work that reflects your apply to think and write critically about each topic.

In the case of the film *Amistad*, the goal of the paper is to offer your critique of the film and its role in addressing the intersection between institutional slavery, African American racial identity, and race relations. The questions presented below should function as a guide for organizing your thoughts about the film and its aim to capture the reality of slavery as a part of our U. S. history. Although this is not a documentary, *Amistad* is recognized as a commendable cinematic effort in providing the audiences with a visual representation of the slavery experience in a very graphic, accurate, and realistic manner. Our society often times attempts to activate a selective amnesia approach to this atrocity and advise our community members to "leave slavery in the past." While slavery in its "traditional" form no longer exists, its trappings and consequences have left an indelible mark on the social and psychological growth of everyone, regardless of their race or social status. Thus, the purpose of viewing this film and self-reflecting on your experience with it is to provide an opportunity for you to critically think about the use of film as an educational tool in the college classroom as means for having a larger, more significant impact in society at large. Your reaction paper should provide a detailed description of your honest reaction to the film and the degree to which it may or may not have impacted your perceptions of slavery, race, or certain issues pertaining to race. **Note: Only hard copies of typed papers turned in at the beginning of class on the due date will be accepted. Under no circumstances will handwritten papers or email attachments be accepted, thus resulting in a grade of "0."**

1. Discuss and explain how the movie presents the topic of slavery? How can this be applied to understandings of contemporary issues of race?
2. How has this film impacted your thinking about slavery, race, and/or race relations? How does it relate to your life or other cultural groups in the U. S.?

3. How do you believe your exposure to the film will influence (or not) your opinions and beliefs about slavery? the current state of race relations?
4. How has your exposure to the film influenced (or not) your attitudes towards or opinions about African Americans?
5. How does this film contribute to societal understandings of slavery and its impact on society and the African American community?

**Paper 2: “Raising My Consciousness” Paper: (25 points)** (adapted from [http://www.cuw.edu/Academics/programs/social\\_sciences/geography/reaction\\_guidelines.html](http://www.cuw.edu/Academics/programs/social_sciences/geography/reaction_guidelines.html))

**Using the same guidelines above**, your Consciousness paper should be on a topic of your choosing (e.g., stereotypes in television, music videos, body politics, otherness). In this course, we will discuss a plethora of topics and issues that relate specifically to the African American community. While you may or may not be a member of this racial/ethnic community or may have had limited experiences with its members, we are all impacted by the mental models we have been socialized to adopt regarding various marginalized groups in our society, be they positive or negative. For the purposes of this paper, you are to reflect on your experiences with at least one of the phenomena that evolves via class discussion, readings, or your experiences outside of the class (e.g., informal discussions with classmates, friends, family). For example, after reading an article on body politics, you have become more concerned with the efforts you believe the media are making to exploit African American women in music videos. After isolating your interest, you should provide a detailed description of your honest reaction to the social influences you identify as central to either perpetuating the problem or introducing a viable solution to the problem at hand. Be sure to discuss and describe how this exposure has “raised your consciousness” about the racialized experiences of the African American community. **Only hard paper copies turned in during class on the due date will be accepted.**

1. Discuss and explain how a particular medium (i.e., film, television, newsprint) is used as context for examining the intersection of communication, African American racial identity, and perception (i.e., myths, stereotypes).
2. How has your experience(s) with this medium impacted your thinking about African Americans, film, race, the relationship between media and identity construction, race, and/or race relations? What specific article, theory, or scholar’s viewpoint has informed your (newfound) understanding of racialized experiences?
3. How has your exposure to the medium influenced (or not) your attitudes towards or opinions about race? How do you believe those experiences relate to your experiences in the real world or in your own interpersonal network?
4. How has your use of the medium influenced your initial perceptions of African Americans? What relationship do you see between it and the course content? Be very specific and clear.
5. How does this medium contribute to societal perceptions of the African American community?

### **Exams (300 Points)**

A total of 2 **exams** (150 points each) will be administered in this course. Each exam will cover the chapters addressed in class. The Exam I will be over all material covered up until the midpoint of the semester. Exam II will include information covered from midpoint to the end of the semester.

Exams consist of multiple choice, true-false, and/or matching questions based on lecture material, readings, videotapes, and assignments. The exams may potentially have short answer and/or essay questions, which will be determined by Dr. Harris prior to the exam date. **Failure to complete any assignment will result in a failing grade. Continual failure to successfully perform 50% or more of the course assignments and/or plagiarizing original works of others will result in a failing grade for the course.** Absence on an exam day will result in a grade of “0.” No exceptions.

**Group Project: “A Racialized Consciousness of the African American Experience”** 350 points

(1) This group project calls for your 6-member group to write a paper (100 points) that allows you to (a) identify a specific relationship or communication phenomenon that is unique to African Americans, (b) conduct thorough research on the basic principles of the topic, and (c) present the findings to the class. As has been noted, there is very limited research available on African American relationships; therefore, it is the goal of your group to bring attention to your topic. Your ultimate goal is to write a 20-25 paper that educates your audience about the unique attributes and qualities that are embedded within African American communication processes and, thus, relationships between African Americans.

For example, your group may choose to focus on the African American Greek system. There are fundamental differences between White and African American Greek letter organizations that many people are not aware of. You can explore this unique difference by (1) exploring existing literature on the topic and (2) informally interviewing a few members from several of the African American Greek organizations. From these interviews, you should gain an understanding of why these organizations exist, how they are central to identity construction on predominately White university campuses (for some students), and how they have a communication system that is distinctly different from other groups and personal relationships within and outside of the African American community in general.

(2) Your 60-minute class presentation (**100 points**). The bulk of the presentation will center on a comparison of literature and actual experiences people have with that particular phenomenon. In essence, your goal is to determine how valid, appropriate, and generalizable the findings are of the different studies conducted on your topic. Based on your interviewees' experiences, what information is (in)accurately presented in the studies? Are there some issues, concerns, or observations that are ignored and may lead to misinformation? What are those issues, concerns, and observations? **Each group member MUST participate in the oral presentation of the project.** Your presentation and actual project packet should be a thorough DISCUSSION AND PRESENTATION OF CURRENT RESEARCH FINDINGS WITH ACTUAL EXPERIENCES OF PEOPLE FAMILIAR WITH THE TOPIC. You must present the findings of the previous research, which have grounded your study.

Questions that **MUST** be used to guide your project:

- How are African Americans portrayed in scholarly journal articles on this topic?
- How have (or are) these studies historically presented African American relationships?
- Do the scholars appear to devalue or affirm the unique communication processes of African Americans?
- Are the scholars attempting to debunk or perpetuate myths and stereotypes traditionally associated with African Americans?
- How much, if any, research has been conducted on this aspect of African American relationships?
- How do African Americans believe these scholarly journal articles represent their experiences?
- How accurate or inaccurate do African Americans believe these studies to be?
- Do African Americans believe these studies devalue or affirm their racialized experiences?
- What issues, concerns, or observations do African Americans believe are missing from these studies?
- Do African Americans believe these studies are attempting to debunk or perpetuate myths and stereotypes traditionally?

Each group must a research paper (**100 points**) and bibliography that includes/lists **at least 10 journal articles**. The goal of the paper is to explain the research that has been conducted on the chosen communication or relationship phenomenon (e.g., African American Greek letter organizations as a social network) of focus for your project. There will be no penalties for having more than 10 articles; however, **there is a 10-point deduction for each article fewer than 10, which will affect the final project grade.** You will be responsible for providing overviews of your paper while simultaneously making correlations between the articles, the theory, and the relationship of focus.

(2) Peer Evaluation Form **(100 points)** – each person within each group will be responsible for submitting a Peer Evaluation Form to me on the **first day of the Presentation Series**. Group members should be evaluated on their contributions toward the group project and final presentation. Submit the forms in a **sealed envelope with your name printed on the outside**. **Be sure that you have full, written comments evaluating each group member for her/his contributions to the workshop.**

(3) Meeting Minutes **(50 points)** – Each group will be required to keep typed records of the group meetings (at minimum 5) that occur throughout the semester. The minutes are to be submitted to Dr. Harris as the meetings occur. Meeting minutes submitted collectively at the end of the semester will not be accepted. The minutes for each meeting must document the following: (a) date, (b) time, (c) location, (d) duration of meeting, (e) names of group members in attendance and their respective contributions, (f) a summary of the meeting (What goals were set? What was accomplished? How did each member contribute to the meeting?), and (g) progress made toward the completion of the diversity workshop. It is suggested that a **Secretary be selected for each group** to ensure that meetings will be properly recorded. If a member is unable to attend a meeting, it must be noted in the minutes whether s/he informed the group of her absence and what “homework” s/he must submit to the group. If a member fails to attend a meeting, does not contact in any member to inform them of their absence, and/or does not make any effort to make up their missed workload communicate, this information should be documented. That member must also know that s/he stands the risk of being fired from their group project.

Please be advised that if there is a problem member of your group, the meeting notes must clearly articulate the infractions committed in relation to the completion of the group project. Such recording efforts are an designed to preserve the integrity of the group project and experience.

#### **“The Donald Trump Clause: Firing Teammates”**

When you work on a group project, it is inevitable that some team members will contribute more than others. Over time, this can be a critical problem if one person demonstrates a lack of commitment to the team (i.e., failing to attend meetings, not completing their portion of the group task, or submitting unacceptable work on behalf of the group). In such an instance, the other members have the right to “fire” that member up until midnight (12:00am) March 31<sup>st</sup> (Monday). Firing involves a 4-step process: (1) Documentation (i.e., meeting minutes) of repeated violations by offending student; (2) A formal warning to offending student by other group members (providing documentation for Dr. Harris); (3) Official notification to errant student and Dr. Harris of the impending firing; and (4) Termination of errant student from the group. Group members must make notations in their meeting minutes about the various contributions each member is making to the project throughout its progression. It is imperative that as a protective or defense mechanism, group members keep meticulous notes of when members fail to fulfill their project responsibilities. In all fairness, the errant member must be given the opportunity to discuss the infraction(s) with group members and what s/he must do to redeem themselves. Failure to respond to emails or voice mail messages does not exempt a group member from fulfilling her/his responsibilities to the group or project. If a member is fired, s/he forfeits all points for the entire Diversity Training Workshop. You will *not* have the opportunity to make-up this assignment. A group meeting with Dr. Harris present must take place should a group decide a member is to be fired. Bad teammates usually show their tendencies early, so let a problematic group member know that her/his behavior is not acceptable early on, rather than waiting until the evening of the presentation.

**SPCM 4830: African American Relational Communication  
Daily Class Schedule**

<b>WK</b>	<b>Date</b>	<b>Readings and Topics</b>	
1	TU Jan. 8 TH Jan. 10	Intro. to Course; Ch. 1: The Study of Black Families - Moynihan (p. 7); Staples (p. 18). Cosby & Pouissant (2007a) What's going on with the black male? (pp. 1-30)	
		<b>Groups Assigned</b>	
2	TU Jan. 15  TH Jan. 17	Ch. 2: Historical Background – Genovese (p. 25); Terborg-Penn (p. 32); Jackson (2007a), Origins of black politics (pp. 9- 47). MOVIE: “Amistad” <b>Attendance is strongly encouraged</b>	
3	TU Jan. 22 Jan. 24	MOVIE: “Amistad” <b>Attendance is strongly encouraged</b> MOVIE: “Amistad” <b>Attendance is strongly encouraged</b>	TH
4	TU Jan. 29  TH Jan. 31	Ch. 8: Maternal Role – Collins (p. 157), Scott (p. 167); White & Lawson (p. 179) Ch. 9: The Paternal Role – Lampert (p. 189); Allen (p. 202); Jackson (2007b). Scripting the black body in popular media: Exploring the process, (pp. 9-47).	
5	TU Feb. 5 TH Feb. 7	VIDEO: Hip-Hop, Race, and “Amistad” <b>Paper Due</b> Cosby & Pouissant (2007d). The media you deserve, (pp. 133-156).	
6	TU Feb. 12  TH Feb. 14	Ch. 4: Family Support – Perry (p. 70); Harris (p. 77); Cosby & Pouissant (2007b). It Takes a Community, (pp. 99-124) Ch. 3: Dating & Sexual Patterns – Wyatt et al (p. 45); Mays & Cochran (p. 59);	
7	TU Feb. 19  TH Feb. 21	Ch. 5: Male-Female Rel. – Franklin & Pillow (p. 87); Evans & Evans (p. 94) <b>Consciousness Papers are Due</b> Ch. 6: Marriage & Divorce – Wineberg (p. 103); Lawson (p. 112)	
8	TU Feb. 26 TH Feb. 28	<b>Exam I</b> Ch. 7: Black and White Relationships – Staples (p. 129); Jones (p. 137)	
9	TU Mar. 4 TH Mar. 6	Collins (2005b). Get your freak on..., (pp. 119-148). African American (Female) Standards of Beauty (Video and Discussion) ( <b>Group consults w/Dr. Harris end</b> )	
10	Mar. 10-14	<b>SPRING BREAK</b>	
11	TU Mar. 18 TH Mar. 20	“Ethnic Evaluations of Advertising...” (Green, 1999) Hughes & Heuman (2006) journal article	
12	TU Mar. 25  TH Mar. 27	Ch. 12: Family Violence – Staples (p. 259); Williams (p. 265); Cobsy & Pouissant (2007d), The high price of violence (2007e), 191-216. Ch. 10: The Extended Family – Flaherty et al (p. 23); Scott & Black (p. 232); Cosby & Pouissant (2007d) Teach your children well, (pp. 99-124).	
13	TU Apr. 1 TH Apr. 3	<b>Consciousness Presentation Group 1</b> <b>No Class</b>	
14	TU Apr. 8 TH Apr. 10	<b>Consciousness Presentation Group 2</b> <b>Consciousness Presentation Group 3</b>	
15	TU Apr. 15 TH Apr. 17	<b>Consciousness Presentation Group 4</b> <b>Consciousness Presentation Group 5</b>	
16	TU Apr. 22 TH Apr. 24	<b>Consciousness Presentation Group 6</b> Collins (2005a), The past is ever present..., (pp. 53-85); Final Exam Review Guide	
		<b>**** There is a 10-point penalty for each missed Presentation Day.</b>	

**Final Exam: Tuesday May 8, 2007: 3:30 - 6:30 pm**

**\*The final exam will begin promptly at 3:30pm; therefore, all students must arrive on time. Any student failing to show up by 3:45pm will not be permitted to take the exam.**

## MY GRADES FOR THE SEMESTER

Name \_\_\_\_\_

	<b>Exam 1 Exam 2 (300 = 150 pts. each)</b>	<b>“Amistad” Paper (25 pts)</b>	<b>“Conscious- ness” (25 pts)</b>	<b>Minutes (50 points)</b>	<b>Presentn. (100 points)</b>	<b>Paper (100 points)</b>	<b>Peer Eval (100 pts)</b>
<b>A</b>							
<b>A-</b>							
<b>B</b>							
<b>+</b>							
<b>B</b>							
<b>B-</b>							
<b>C</b>							
<b>+</b>							
<b>C</b>							
<b>C-</b>							
<b>D</b>							
<b>F</b>							

TOTAL: \_\_\_\_\_

	<b>Exam 1 &amp; 2 (300 = 150 pts. each)</b>	<b>“Amistad” Paper (25 pts)</b>	<b>“Conscious- ness” (25 pts)</b>	<b>Mtg. Minutes (50 points)</b>	<b>Presentn. (100 points)</b>	<b>Paper (100 points)</b>	<b>Peer Eval (100 pts)</b>
<b>A</b>	<b>233 – 300</b>	24-25	24-25	<b>47-50</b>	<b>47-50</b>	<b>93 – 100</b>	<b>93 – 100</b>
<b>A-</b>	<b>225 – 232</b>	23	23	<b>45- 46</b>	<b>45- 46</b>	<b>90 -92</b>	<b>90 -92</b>
<b>B</b>	<b>218 – 224</b>	22	22	<b>44</b>	<b>44</b>	<b>87 - 89</b>	<b>87 - 89</b>
<b>+</b>							
<b>B</b>	<b>208 - 217</b>	22	22	<b>42 – 43</b>	<b>42 – 43</b>	<b>83 – 86</b>	<b>83 – 86</b>
<b>B-</b>	<b>200 – 207</b>	20-21	20-21	<b>40 – 41</b>	<b>40 – 41</b>	<b>80 - 82</b>	<b>80 - 82</b>
<b>C</b>	<b>192 – 199</b>	19	19	<b>38 - 39</b>	<b>38 - 39</b>	<b>77 – 79</b>	<b>77 – 79</b>
<b>+</b>							
<b>C</b>	<b>183 – 191</b>	19	19	<b>37</b>	<b>37</b>	<b>73 – 76</b>	<b>73 – 76</b>
<b>C-</b>	<b>175 – 182</b>	18	18	<b>35 – 36</b>	<b>35 – 36</b>	<b>70 – 72</b>	<b>70 – 72</b>
<b>D</b>	<b>150 – 174</b>	15 – 17	15 – 17	<b>30 - 34</b>	<b>30 - 34</b>	<b>60 – 69</b>	<b>60 – 69</b>
<b>F</b>	<b>0 - 149</b>	0 - 14	0 - 14	<b>0 – 29</b>	<b>0 – 29</b>	<b>0 - 59</b>	<b>0 - 59</b>