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Racial Ethnic Families in the U.S.
HDFS 474
Tuesdays and Thursdays, 11:00 am-12:15 pm
235 Materials Sciences

Purpose

The purpose of this course is to introduce students to how **the race system, ethnic identity, and cultural practices and beliefs** matter to contemporary family life in the United States. The focus of this course is on families and individuals from racial and ethnic groups who do not originate from White European countries.

In order to develop a better understanding of the contemporary issues facing families of different **racial ethnic groups**, we will first study how the **histories, cultures, and experiences** of different racial ethnic groups shape their **historical consciousness**.

We will also examine how racial status, ethnicity, and culture create **unique** and/or **amplified issues** for **individual development across the lifespan** and **family processes and family dynamics**. We will examine how these issues emerge because individuals and families who do not have their origins in cultures that have been part of **mainstream society** often live a **bicultural existence** and have to develop **bicultural competency**.

We will study family issues at several levels of analysis, including the **economics of family life**, and **relations between families and U.S. social institutions** (e.g. childcare settings, the legal system, & social service agencies). We will also look at internal **family dynamics and relations across the lifespan**, including racial socialization, interracial dating & marriage, bicultural parenting, and intergenerational relations (e.g. between adult children and elderly family members and teen-parent relations).

This is a course about **racial ethnic families**—which means that we will not focus on **White heritage families** except as how their experiences have contributed to a definition of the **normative mainstream experiences** that create the social context within which racial ethnic families and individuals live. This may seem strange to put the common experience of Whites on the margin, but it will provide an understanding of how racial ethnic families feel having to live in a society where **their experiences are marginalized**. Saying this, it is also important to still recognize that **we are a multicultural society** and a tremendous amount of **cultural appropriation** has become normative, making it hard to see clear boundaries between mainstream race and ethnic groups.

The guiding question for the whole semester is: **How do the race system, ethnic identity, and cultural values and practices matter to family life and human development?**

* This syllabus is adapted from Dr. Lynet Uttal's HDFS 474 Racial Ethnic Families in the U.S. Spring 2007 syllabus.

Course Format

This course is based on **exploratory learning**, not simply learning a set of facts in the form of a lecture, and therefore relies heavily on **discussion and reflective writing as a tool for learning**. Readings, videos, and guest speakers are some of the foundational sources of information. But the primary source of learning is each other. Class time will be used to **discuss ideas** and **develop a better understanding** of the readings, as well as **explore our own responses** to ideas. In order for you to get the most out of the class, you are encouraged to explore your thinking around the reading and class discussions with others within and outside of the classroom.

With this in mind, it is absolutely critical that you engage yourself in the readings, attempt all assignments and come to class regularly with an open mind. Discussions will not be used to generate a definitive position on any one topic, but rather to **practice**, in a safe space and a respectful way, how to **communicate our own thinking** about racial and ethnic experiences of family in the U.S., **identify common ground**, and **evaluate and check** our own thinking and the thoughts of others.

E-mail and **Learn@UW** will be a primary avenue through which I will distribute class announcements and supplemental materials so please learn how to access these resources if you do not already know how to do so.

Required Texts

Benokraitis, Nijole V. (2002). Contemporary Ethnic Families in the United States. New Jersey: Prentice Hall.

Faderman, Lillian (1998). I Begin my Life All Over. Boston, MA: Beacon Press.

Gonzalez-Mena, Janet (2005). Diversity in Early Care and Education Programs. 5th edition. NY: McGraw-Hill Higher Education.

Tatum, Beverly Daniel (1999/2003). Why Are All the Black Kids Sitting Together in the Cafeteria. New York: Basic Books.

Texts for this course will be available at **University Bookstore**, 711 State St. and **Rainbow Bookstore Cooperative**, 426 W. Gilman off State Street. Books can also be purchased through several on-line booksellers. For those of you who choose not to purchase copies of the texts, they are **on reserve** at Steenbock Library.

Electronic copies of the articles assigned in the syllabus are available on Learn@UW.

Accommodations for Students' Needs

The McBurney Disability Resource Center, 262-6393, provides academic support services to students with disabilities. Students seeking accommodation should contact the center and request assistance as early as possible. It is the responsibility of the students to inform faculty, in a timely manner, of their request for accommodation.

Please let me know if you any special needs, religious observances, or disabilities so that we can attempt to make the necessary accommodations.

ASSIGNMENTS & GRADING

Possible
Points Activity/Assignment

28 points Attendance (1 points per class):

You are eligible to earn extra credit ONLY if you do NOT miss more than 4 classes.

If you miss more than 9 classes for any reason, you cannot earn more than a D.

22 points Reading Motivator/Discussion Questions (1 point per motivator)

You can get credit for the reading motivator whether you are in class or not. Late reading motivators must be handed in by the next class period or they will not receive credit. Late reading motivators will receive .5 points off.

You are eligible to earn extra credit only if you do NOT miss more than 3 Reading Motivators.

13 points Assignment #1: Identities Project

7 points Assignment #2: American Fact Finders

25 points Take Home Final Exam

5 points Self-Evaluation

100 Total possible points

Final Grade Scale

A	93-100 points
AB	88-92.9 points
B	84-87.9 points
BC	80-83.9 points
C	74-79.9 points
D	65-73.9 points
F	Below 65 points

If you have special circumstances, please come discuss them with me.

Grades can be viewed on line at [Learn@UW](#).

Please keep a file of your work in case there are any discrepancies about your grade.

Notes about Extra Credit:

Extra credit points cannot move your grade up more than one whole grade.

You are not eligible for Extra Credit if you do not hand in Assignments #1 & #2 and the Take Home Final Exam. Any previously earned extra credits points will be forfeited if these assignments are not turned in.

NOTE: ENTIRE SYLLABUS IS SUBJECT TO MODIFICATION

SOME IMPORTANT GUIDELINES

Attendance is expected and graded, but you do not need to let me know that you will be missing class. Instead, call a classmate and ask them to take good notes for you. **Turn your reading motivator in to still get credit for it.** Otherwise, late motivators will not get credit.

I will not call on anyone who does not volunteer to speak. But do your best to be part of the discussion.

In order to get credit, all assignments must be typed, titled, and page numbered. Grades will be reduced if any assignment is handed in disorganized.

EVERYTHING IS DUE AT THE BEGINNING OF CLASS IN CLASS unless you make alternative arrangements at least 24 hours BEFORE the deadline. LATE WORK without an arranged extension will automatically be reduced by 2 points, no matter what the reason. *Late is 1 minute past the start of class.*

Extensions are Leniently Given IF you contact me BEFORE the 24 hours period before the due date. I will not respond to requests for extensions that come in less than 24 hours before the deadline. Extenuating circumstances will be taken into consideration.

CALENDAR AND READING ASSIGNMENTS

Please bring the day's readings to every class.

Sept 2 T **Introduction, Course Overview**

PART I: BASIC CONCEPTS

Sept 4 Th **Race, Ethnicity and Identity**

Readings

Pp. 1-5 Aguirre, Adalberto and Turner, Jonathan H. (2007). Ethnicity and Ethnic Relations. American Ethnicity: The Dynamics and Consequences of Discrimination. New York; McGraw-Hill

Pp. 47-54 Taylor, Howard F(2006). Defining Race. In Elizabeth Higginbotham and Margaret Anderson. (Eds). Race and Ethnicity in Society. Belmont, CA: Thomson Wadsworth.

Pp. 15-17 A Word About Language TATUM

Pp. 18-23 The Complexity of Identity: Who am I? in TATUM

DISCUSSION QUESTIONS DUE TODAY

Sept 9 T **Cultural Pluralism, Race & Culture**

Readings

Perceiving And Responding To Differences GONZALEZ-MENA

Communicating Across Cultures GONZALEZ-MENA

Working with Diversity Issues GONZALEZ-MENA

READING MOTIVATOR DUE TODAY

Sept 11 Th **The Many Meanings of “family”**

Readings

Pp. 240-255 Karen Pyke. 2000. ‘The Normal American Family’ as an Interpretive Structure of Family Life Among Grown Children of Korean and Vietnamese Immigrants. Journal of Marriage and the Family 62 (February).

Grandmother to Granddaughter: Learning to be a Dakota woman. BENOKRAITIS

Socialization Concerns in African American, American Indian, Asian American, and Latino Families
BENOKRAITIS

DISCUSSION QUESTION DUE TODAY

PART II: A SYSTEM OF RACE

Sept 16 T **The Race System & Race Privilege**

Readings

Defining Racism TATUM

Pp. 19-23 hooks, bell (2005). Representations of whiteness in the black imagination. In Paula Rothenberg White Privilege. New York: Worth Publishers.

Pp. 29-34 Wander, Phillip, Martin, Judith and Nakayma, Thomas (2005). The roots of racial classification. In Paula Rothenberg White Privilege. New York: Worth Publishers.

Pp. 391-425 Eduardo Bonilla-Silva. 2006. We are All Americans: The Latin Americanization of Racial Stratification in the USA In Elizabeth Higginbotham and Margaret Anderson. (Eds). Race and Ethnicity in Society. Belmont, CA: Thomson Wadsworth.

READING MOTIVATOR DUE TODAY

Sept 18 Th **Living in a Race System**

Readings

The Development of White Identity TATUM

Pp. 156-165 Mark A. Chesler, Melissa Peet and Todd Sevig. 2006. Blinded by Whiteness: The Development of White College Students’ Racial Awareness. Elizabeth Higginbotham and Margaret Anderson. (Eds). Race and Ethnicity in Society. Belmont, CA: Thomson Wadsworth.

Embracing a Cross-Racial Dialogue TATUM

Pp 93-109 Tatum, Beverly Daniel (2000). Nowhere to Run. Assimilation Blues. New York, NY: Basic Books.

DISCUSSION QUESTIONS DUE TODAY

Sept 23 T **Development in a Race System**

Readings

Introduction GONZALEZ-MENA

The Early Years TATUM

Identity Development in Adolescence TATUM

Critical Issues in Latino, American Indian, and Asian Pacific American Identity Development TATUM

READING MOTIVATOR DUE TODAY

Sept 25 Th **Parenting and Racial Socialization**

Readings

Socialization, Guidance, and Discipline GONZALEZ-MENA

Pp. 189-209 Cynthia T. Garcia Coll, Elaine C. Meyer, and Lisa Brillon. 1995. Ethnic and Minority Parenting. In M.H. Bornstein (Ed.). Handbook of Parenting Volume 2. NJ: Lawrence Erlbaum.

DISCUSSION QUESTIONS DUE TODAY

Sept 29 T **Multiracial Persons and Multiracial Families**

Readings

Pp 191-210 Teresa Kay Williams. 1996. Race as Process: Reassessing the 'What are You?' Encounters of Biracial Individuals. in M. P. P. Root (Ed.), The Multiracial Experience: Racial Borders As The New Frontier. Thousand Oaks, CA: Sage.

Identity Development in Multiracial Families TATUM

Pp. 323-340 Nancy Brown and Ramona E. Douglas. Making the Invisible Visible: The Growth of Community Network Organizations,” in M. P. P. Root (Ed.), The Multiracial Experience: Racial Borders As The New Frontier. Thousand Oaks, CA: Sage.

READING MOTIVATOR DUE TODAY

PART III: RACE AWARENESS

Oct 2 Th **Racialized Experiences in the United States**

Readings

Pp 135-171 Aguirre, Adalberto and Turner, Jonathan H. (2007). Native Americans. American Ethnicity: The Dynamics and Consequences of Discrimination. New York; McGraw-Hill.

Pp 254-280 Aguirre, Adalberto and Turner, Jonathan H. (2007). Arab Americans. American Ethnicity: The Dynamics and Consequences of Discrimination. New York; McGraw-Hill.

DISCUSSION QUESTIONS DUE TODAY

Oct 7 T **Legacy of Racialized Policies—Contemporary Economic Status of Racial Ethnic Groups**

Readings

From beginning of book through page 22 FADERMAN

Pp. 226-231 Explaining Cuban Americans' Success BENOKRAITIS

Pp. 199-205 Struggling to Succeed: Haitians in South Florida BENOKRAITIS

READING MOTIVATOR DUE TODAY

Oct 9 Th **Sociocentric orientation, Familism & Interdependence**

Readings

Pp 368-377. Elder Care in Pueblo Indian Families BENOKRAITIS

Pp. 212-216. Family and Traditional Values: The Bedrock of Chinese American Business BENOKRAITIS

Pp. 410-430. Christine Yeh and Mary Hwang. 2000. Interdependence in ethnic identity and self: Implications for practice and theory. Journal of Counseling and Development 78(4).

DISCUSSION QUESTIONS DUE

Oct 14 T **Elderly and the Aging**

Readings

Pp. 1-16 Olson, Laura Katz (2001). "Multiculturalism and long-term care: The Aged and their caregivers." In Laura Katz Olson, Age through ethnic lenses. Maryland: Rowman & Littlefield.

Pp. 91-107 Rebecca Johnson, Valerie L. Schweibert, Patricia Alvarado-Rosenmann, Glenda Pecka, & Norman Shirk. 1997. Residential preferences and eldercare views of Hispanic elders. Journal of Cross-Cultural Gerontology 12.

Pp. 14-20 Rebecca A. Johnson, Toni Tripp Reimer and Valerie Schwiebert. 2000. Residential preferences & eldercare: Some African-American elders' views. The Journal of Multicultural Nursing & Health 6.

Pp 299-309 Mistreatment of Vietnamese elderly by their families in the United States BENOKRAITIS

READING MOTIVATOR DUE TODAY

Oct 16 Th **Legacy of Racialized Policies—Racial Profiling, Crime and Violence in the Community**

ASSIGNMENT #1 DUE TODAY/NO READINGS

PART IV: DEMOGRAPHICS CHANGES IN THE U.S.

Oct 21 T **Demographic Profiles**

Readings

Pp. 1-13. The changing ethnic profile of U.S. families in the Twenty-First Century BENOKRAITIS

Pp. 220-225 “Are ethnic and white middle classes booming? BENOKRAITIS

Pp. 354-359 Sixty-five plus in the United States BENOKRAITIS

READING MOTIVATOR DUE TODAY

Oct 23 Th **Research and Racial Ethnic Families/Applying a Race Analysis**

Readings

Statement of the American Sociological Association on the importance of collecting data and doing social scientific research on race.

Pp 16-19 Newman, David (2007) The power of “normality”: All differences are not created equal. Identities and Inequalities. New York, NY: McGraw Hill.

Pp. 359-370. Williams et al. (1996) Being different together in the university classroom. In M. P. P. Root (Ed.), The Multiracial Experience: Racial Borders As The New Frontier. Thousand Oaks, CA: Sage.

DISCUSSION QUESTIONS DUE TODAY

Oct 28 T **American Fact Finder**

Room 105 Steenbock Library

Jean Ruenger-Hanson

No Reading Motivator or Discussion Questions Due Today

Oct 30 TH **American Fact Finder**

Room 105 Steenbock Library

Jean Ruenger-Hanson

No Reading Motivator or Discussion Questions Due Today

Nov 4 T **Becoming Bicultural: Immigration**

Readings

The End of a Way of Life FADERMAN

Being American FADERMAN

Pp. 162-169 Parenting and the Stress of Immigration among Jordanian mothers BENOKRAITIS

READING MOTIVATOR DUE TODAY

Nov 6 TH **Immigrant Children**

Readings

Pp. 63-95. Min Zhou 1997. Growing up American: The challenge confronting immigrant children and children of immigrants. Annual Review of Sociology 23.

Pp. 115-136 Kyunghwa Kwak. 2003. Adolescents and their parents: A review of intergenerational family relations for immigrant and non-immigrant families. Human Development 46:115-36.

Battle Between the Generations FADERMAN

DISCUSSION QUESTIONS DUE TODAY

Nov 11 T **Changing Gender Roles**

Readings

Women and men FADERMAN

Pp. 71-77 Appropriate gender roles in Vietnamese American families BENOKRAITIS

Pp. 83-91 To be an Asian Indian Woman in America BENOKRAITIS

READING MOTIVATORS DUE TODAY

Nov 13 Th **Interracial Dating and Marriages**

Readings

Pp. 110-119 Intermarriage and Ethnic Identity Among Second-Generation Chinese and Korean Americans BENOKRAITIS

Pp. 291-304. Twine, Frances Winddance (1996). Heterosexual alliances. In M. P. P. Root (Ed.), The Multiracial Experience: Racial Borders As The New Frontier. Thousand Oaks, CA: Sage.

Pp. 277-290. Allman, Karen Maeda (1996). (Un)Natural boundaries. In M. P. P. Root (Ed.), The Multiracial Experience: Racial Borders As The New Frontier. Thousand Oaks, CA: Sage.

DISCUSSION QUESTIONS DUE TODAY

Nov 18 T **Growing up Vietnamese American**

Guest Speaker: Linda Nguyen, Director of Civic Engagement
Alliance for Children and Families, Washington, DC

Readings

Skim Pp. 210-245. Aguirre, Adalberto and Turner, Jonathan H. (2007). Asian and Pacific Island Americans. American Ethnicity: The Dynamics and Consequences of Discrimination. New York; McGraw-Hill.

Note this chapter applies a “pan-asian” approach what are the limitations in this?

DISCUSSION QUESTIONS DUE TODAY -Focus on Guest Speaker

Nov 20 Th **Sexuality: GLBTQ Matters**

Readings

Pp 5-18. Ryan, Caitlin & Futterman, Donna (2001). Social and developmental challenges for lesbian, gay, and bisexual youth. SEICUS Report. Apr/May 29(4).

Pp. 32-41. Merighi, Joseph R. & Grimes, Marty D. (2000). Coming out to families in a multicultural context. Families in Society.

Pp. 156-162. Perspectives of Asian American parents with gay and lesbian children. BENOKRAITIS

READING MOTIVATORS DUE TODAY

Nov 25 T **Open Topic: TBD**

AMERICAN FACT FINDER ASSIGNMENT DUE

Nov 27 Th **Thanksgiving Break**

Part V: Working Alongside Racial Ethnic Families

Dec 2 T **Family Group Work**

Guest Speaker: Dr. Peg Whalen, Director of Evaluation and Research Services
Alliance for Children and Families, Milwaukee, WI

Readings

Margot Breton. 1999. "The Relevance of the Structural Approach to Group Work with Immigrant and Refugee Women." Social Work with Groups 22(2/3):11-29.

Pp. 237-265. Gibson, Pricilla & McRoy, Ruth G. (2004). Cultural maintenance: Building on the common heritage of black families. In Edith M. Freeman and Sadye L. Logan's Reconceptualizing the Strengths and Common Heritage of Black Families. Springfield, IL: Charles C. Thomas.

READING MOTIVATOR DUE TODAY

Dec 4 Th **Transforming Culture**

Readings

M. Elena Lopez. 2003. Transforming schools through community organizing: A Research review. Harvard Family Research Project. Boston, MA.

Pp. 139-147. Kivel, Paul. How white people can serve as allies to people of color in the struggle to end racism. In Paula Rothenberg White Privilege. New York: Worth Publishers.

DISCUSSION QUESTIONS DUE TODAY

Dec 9 T **Racial Ethnic Monopoly**

Final Exam Distributed: Due Dec 18 at 2:45 PM

NO READINGS OR ASSIGNMENTS DUE TODAY

Dec 11 Th **Summary & Closure: How does Race, Ethnicity and Culture Matter to Family Life & Making Race Intentional**

Pp. 295-303. Aguirre, Adalberto and Turner, Jonathan H. (2007). The Future of Ethnicity in America. American Ethnicity: The Dynamics and Consequences of Discrimination. New York; McGraw-Hill.

Pp. 207-219. Continuing the Conversation. TATUM

Self-Evaluations Due Today

GUIDELINES FOR READING MOTIVATORS AND DISCUSSION QUESTIONS

As you read, think about the following questions for class discussions as well as include in your reading motivators and essays:

- What are the main ideas in this piece related to the TOPIC OF THE DAY? (*Summarize*)
- Are these ideas true for my experience? If not, how are they different? (*Reflect*)
- Why do I resonate/identify/understand a certain idea better than others? Why do some ideas seem strange to me? Why? (*Explain*)
- How do these ideas compare to previous ideas we've read or discussed? (*Compare & contrast*)
- How could I use this idea (*identify author, page number*) in my final paper? (*Apply*)
- What new questions or ideas would I add to thinking about these ideas? (*Imagine/Extrapolate*)

Reading Motivators

Reading motivators should serve to direct your thinking for class discussion. You don't have to write about every reading, but you should do every reading. You can write about a single reading or an idea that crosses all readings for the day. **CONNECT YOUR READING TO THE TOPIC BEING DISCUSSED.** Don't worry about grammar, spelling, coherency or length—this is a “free write.” Although there is a lot of freedom, do not be vague and be sure to link your thinking to the reading (page numbers will help). This may be an important tool in constructing your paper and final exam.

A good rule of thumb for this assignment is to set a timer for 15 minutes and write in reaction to your reading without hesitation. Your reading motivator should be no less than ½ page of text, but you can type as much as you want.

Several ways to approach this:

- 1) Choose a passage or quote that struck and freewrite what you think about it and your reaction
- 2) Identify a concept and define it
- 3) Paraphrase an interesting idea
- 4) Write about a personal experience and talk about the connections
- 5) Draw a conceptual map/image of an idea
- 6) Ask yourself a question and answer it

PLEASE TYPE YOUR READING MOTIVATOR AND HAND IT IN CLASS.

Discussion Questions

Discussion questions should be around a specific concept or idea brought up in one reading or across readings that will guide discussion in class. In writing up your discussion questions, cite the specific articles or article in which it is mentioned and the page number. Contextualize the question in terms of what your thinking was in raising the issue.

PLEASE TYPE YOUR DISCUSSION QUESTION AND HAND IT IN CLASS. BRING AN EXTRA COPY FOR YOURSELF TO USE DURING DISCUSSION.