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Office Hours: Tues & Thurs
By appointment only

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HDFS 474: Racial Ethnic Families in the U.S.
Tuesdays and Thursdays, 11:00 am-12:15 pm
Van Vleck B223

Course Overview

The purpose of this course is to examine how contemporary society contributes to the family experience of racial ethnic groups in the U.S. that do not originate from predominantly white European countries. In this class, we will focus on the social construction of race in the U.S., the impact of discrimination on family life, individual's views of themselves as racialized and ethnic beings, and internal family dynamics and relationships across the lifespan. This is a survey course organized to provide an overview of the strengths and challenges of the racial ethnic family experience in the U.S. and introduce students to contemporary and historical concepts and frameworks for studying race and family life.

This course is based on collaborative learning and therefore relies heavily on discussion and reflective writing as a tools for stimulating thinking. Readings, course lectures and videos are foundational sources of information, but the primary source of learning from each other's experiences and the experiences of our guest speakers. Class time will be used to discuss ideas and develop a better understanding of the materials, as well as explore our own thinking about race and family life. 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 (so do not expect to learn "facts" about or "how to work with" racial and ethnic groups in the U.S.) but rather to **explore**, 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.

Course Objectives

I believe strongly that the study of families and issues related race and ethnicity is a cooperative project. I have identified the following objectives with respect to this course, but I encourage you to reflect upon your own learning needs and share them with me and your peers to get the most out of this course.

This course is designed to assist students in the following:

- 1) adopting a position of cultural relativism in which one understands their own worldviews while recognizing and respecting the worldviews of others.
- 2) thinking critically about the complexity of racial ethnic family experience in the U.S..
- 3) facilitating comfort and confidence in engaging in racial dialogue and written scholarship.

Assignments and Grading

Weekly Attendance, Citizenship and Participation

42 points

On-going discussion is a critical component of advancing learning. The cooperative learning process that this course is designed on is dependent upon the engagement, rapport and trust established in the class. You are expected to attend class and be prepared to share in discussion materials and their application. Although I respect the position to remain silent on a topic, mere attendance at class does not translate into a point for that day, just as one or two absences does not result in an automatic deduction. Rather, consider your own style of participation and develop strategies by which you will let me and your classmates know that you are engaged and interested in learning (i.e. share an article you have read, refer a film or book, suggest a video clip, good eye contact, frame your discussion connecting readings, give examples from prior discussions and experience).

Citizenship grades worth 14 points each will be awarded at 3 intervals during the course (Sept 3-Oct 6; Oct 8-Nov 12; Nov 17-Dec 15). These are non-negotiable points based on your attendance, participation, and reflective writing assignments. It is roughly equivalent to one point for attendance and one point for any writing due. However, your points will be awarded based on quality, consistency, growth and clarity – not quantity or ‘correctness.’

All of the students in this course vary in their levels of awareness of race, ethnicity and culture. Please be respectful in your dialogues with others (i.e. speak from your own experience, give examples from your experience and the readings, ask others to clarify before jumping to conclusions, challenge your own thinking and the thinking of your peers). If at any point in the semester you have a concern, please bring those issues to my attention immediately. This includes a concern or reaction to my course facilitation. If you are uncomfortable discussing an issue with me, you may also contact Dr. Lynet Uttal at luttal@wisc.edu.

Creating the best learning environment possible for each and every student in the class is a priority. Please let me know if you need any accommodations as soon as possible. For questions regarding the University’s disability policies and services, contact McBurney Disability Resource Center (263-2741).

Reflective Writing

Reflective writing assignments are part of the overall citizenship grades for this course. Reflective writing assignments are due **by 5 p.m. via e-mail** to me according to the attached schedule. Your reflective writing should draw on the **readings** associated with the assigned **topic** (i.e. Race, class and gender is covered for 2 class periods, but only one reading reflection is due – your reading reflection can focus on readings assigned for both days) and be no more than 1 ½ pages single-spaced. A reflective writing has two components: 1) free write on the readings and your experience and course discussions to date (my recommendation is that you spend no more than 20-minutes in the free-write) **AND** 2) include a discussion question about a concept, idea or application of something from one of the readings. Be sure to identify which reading sparked your question. **THIS IS A FREE WRITE** – I will be looking for thoughtful, quality thinking about the readings, not summaries, “right answers” or length. Your reflective writing can be used to help guide your final paper writing. You may receive credit for reflective writings whether you are in class or not, but late reflective writings will not be accepted. **NO EXCEPTIONS!**

Concept Quizzes

28 points

There are two concept quizzes scheduled for this course (due dates: Oct 13 & Nov 24). Each one is worth 14-points based on all course lectures and readings within the following date ranges: Quiz #1: Sept 3rd – Oct 1st and Quiz #2: Oct 6th – Nov 19th. These quizzes are open notes & open book. In fact, you can work with other students in the class on developing your responses, but each individual must hand in their own quiz and construct their own final response. The concept quiz will be handed out in class (Oct 1 & Nov 10) and posted on Learn@UW the following Tuesday. Thus, if you are not in class you will not have as much time as your peers to construct your response. Please do not ask your classmates for a copy of the questions if you miss class. If you have a legitimate conflict with these days that prevents your attendance in class, please see me.

American Fact Finder Assignment

10 points

The American Fact Finder Assignment uses the U.S. Census Database to create a demographic profile of racial ethnic families in Dane County and Milwaukee County on a household variable of interest. We will be trained by a Steenbock librarian on using American Fact Finder and you will have an opportunity to create a table in class. The second part of this assignment involves a concise but thorough analysis of your data (1-2 pages, 12-point font, single-spaced). More instruction will be given on this assignment later in the semester.

Racial Ethnic Family Life Project Plan

5 points

The project plan is the first step in completing your final Family Life paper for this course. The plan is due Oct 20th and will include your approach to the final paper and your timeline and plan for getting it done. We will spend some time in class working on this.

Racial Ethnic Family Life Project

15 points

Your final project for the course will involve a study of racial ethnic family life in contemporary society. This project will be based on interviews and observations from lived experience that you collect over the course of the semester. There is a lot of flexibility in this project and you may be as creative as you wish in putting the project together. However, a written component that incorporates and applies course concepts and readings is required (minimum 5 pages). You may choose to work alone or in a group, but keep in mind everyone in the group will receive the same grade for the assignment. The final paper will be due December 15th. Depending on the project plans, we may use some time on the 15th to present the work. This would be informal and non-graded.

Grade Scale

There are 100 points possible in this course. The final grade scale is posted on-line on the Learn@UW course website.

Important notes:

- If you miss more than 9 classes, you cannot earn higher than a “D” for this course.
- Any assignment not handed in will earn 0 points.
- Late papers will receive a point off for each day they are late. Extensions must be approved at least 24 hours in advance to avoid this penalty.
- Extra credit may be assigned and offered throughout the semester. Students with more than 6 absences are not eligible for extra credit. Any extra credit earned will be forfeited.
- This syllabus is subject to change.

Required Texts

Two texts are required for this course. They are available for purchase through many on-line booksellers and at the University Bookstore. Copies of the books are also on reserve at Steenbock Library if you choose not to purchase the texts.

- Trask, Bahira Sherif & Hamon, Raeann R. (2007). *Cultural diversity and families*. Thousand Oaks, CA: Sage Publications, Inc.
- Tatum, Beverly Daniel (2003). *Why are all the black kids sitting together in the cafeteria? And other conversations about race*. New York, NY: Basic Books.

Other required readings and handouts are posted on Learn@UW.

I have also placed on reserve a few additional texts that I will draw from during lectures that might assist you in preparing your American Fact Finder paper and Racial Ethnic Family Life project. These are NOT required texts.

- Aguirre A. & Turner, J.H. (2007). *American Ethnicity: The dynamics and consequences of discrimination*. New York, NY: McGraw-Hill.
- Taylor, R. (2002). *Minority families in the United States* (3rd Edition). Upper Saddle River, NJ: Prentice Hall.

Course Schedule

		Topic	Assignments Schedule
Sept	3-8	Introduction to Race in the U.S.	
	7		Reflective Writing Due by 5 p.m.
Sept	10-17	Race as Process/Identity Development	
	9		Reflective Writing Due by 5 p.m.
	16		Reflective Writing Due by 5 p.m.
Sept	22-24	Approaches and Methods to Studying Racial Ethnic Families in the U.S.	
	22		Racial Ethnic Family Project
			Experience Assignment Distributed
	23		Reflective Writing Due by 5 p.m.
Sept /Oct	29-1	Race, Class & Gender: Shaping the Family Economy	
Sept	30		Reflective Writing Due by 5 p.m.
Oct	1		Concept Quiz #1 Distributed in Class
Oct	6	Black Family Experience in the U.S.	
			American Fact Finder Distributed
Oct	8-13	Sexuality and Intimate Relationships	
	12		Reflective Writing Due by 5 p.m.
Oct	15	Indo-Asian Family Experience	

Oct	15		Concept Quiz #1 Due
Oct	20-22	American Fact Finder Training Steenbock	
	22		Racial Ethnic Family Project Plan Due
Oct	27	Childbearing & Health	
	26		Reflective Writing Due by 5 p.m.
Oct	29	Multiracial Family & Transnational Adoption	
	28		Reflective Writing Due by 5 p.m.
Nov	3	Asian American Family Experience	
	3		American Fact Finder Table Due
Nov	5	Transnational Family Experience	
	4		Reflective Writing Due by 5 p.m.
Nov	10-12	Parenting	
	10		Concept Quiz #2 Distributed
	11		Reflective Writing Due by 5 p.m.
Nov	17-19	Aging Families & Intergenerational Relationships	
	18		Reflective Writing Due by 5 p.m.
Nov	24	Hispanic Family Life	
			Concept Quiz #2 Due
Nov	26	Thanksgiving Break	
Dec	1	Native American Family Experience	
Dec	3-8	Awareness and Practice	
Dec	3		American Fact Finder Assignment Due
	7		Reflective Writing Due by 5 p.m.
Dec	10-15	Social Change in a Global Context	
Dec	9		Reflective Writing Due by 5 p.m.
Dec	15		Racial Ethnic Family Life Project Due

Reminder: Reflective Writing Assignments are to be submitted via e-mail by 5pm the evening before they are due (ltpinson@wisc.edu). In the subject line of the e-mail you should put your LAST NAME [Reflective Writing Topic].

All other assignments are due at the beginning of class. Please request any extensions at least 24 hours in advance.

Required Readings

Th Sept 3 Introduction & Basic Concepts

Tu Sept 8 Ethnic Relations in the United States

TATUM A Definition of Terms (3-17)

Aguirre, A. & Turner, J.H. (2009). Explaining ethnic relations. In *American Ethnicity: The dynamics and consequences of discrimination* (pp. 32-59). New York, NY: McGraw-Hill.

Bonilla-Silva, E. (2006). E pluribus unum or the same old perfume in a new bottle? On the future of racial stratification in the United States. In *Racism without racists* (pp. 177-205). Lanham, MD: Rowman & Littlefield.

Th Sept 10 White Identity Development in a U.S. Context

TATUM pp. 18-30 and 93-113

Chesler, M.A., Peet, M. & Sevig, T. (2006). Blinded by Whiteness: The Development of White College Students' Racial Awareness. In E. Higginbotham and M. Anderson (Eds) *Race and Ethnicity in Society* (pp. 156-165). Belmont, CA: Thomson Wadsworth.

Yeh, C. & Hwang, M. (2000). Interdependence in ethnic identity and self: Implications for practice and theory. *Journal of Counseling and Development*, 78(4): 410-430.

Tu Sept 15 Black Identity Development in a U.S. Context

TATUM pp 31-90

Winddance Twine, F. (1999). Brown-Skinned white girls: Class, culture, and the construction of white identity in suburban communities. In R. Frankenberg (Ed) *Displacing whiteness: Essays in social and cultural criticism* (214-242).

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

Th Sept 17 Beyond Black and White

TATUM pp131-190

Long, C., Downs, A.C., Gillette, B., Kills in Sight, L. Iron-Cloud Conan E. (2006). Assessing cultural life skills of American Indian Youth. *Child Youth Care Forum*, 35: 289-304.

Tu Sept 22 Approaches to Studying Racial Ethnic Families in the U.S.

TRASK & HAMON pp. 3-43

Pipes McAdoo, H., Martinez, E.A., Hughes, H. (2005). Ecological changes in ethnic families of color. In V.L. Bengston, A.C. Acock, K.R. Allen, P. Dilworth-Anderson & D.M. Klein (Eds.) *Sourcebook of family theory and research* (pp. 191-202; 206-212). Thousand Oaks, CA: Sage Publications, Inc. *Skip Case Study on Interracial Marriage

Th Sept 24 Methods for Studying Racial Ethnic Families in the U.S.

TRASK & HAMON pp. 44-62

Tu Sept 29 Race, Class and Gender: Shaping the Family Economy (I)

TRASK & HAMON pp. 63-79

Espiritu, Y.L. (2003). Home, sweet home: Work and changing family relations. In *Homebound: Filipino American lives across cultures, communities, and countries* (pp. 127-156). Berkeley, CA: University of California Press.

Stepik, A. (2002). Struggling to succeed: Haitians in South Florida. In N. Benokraitis (Ed.) *Contemporary ethnic families in the United States* (pp. 199-205). New Jersey: Prentice Hall.

Suro, R. (2002). Explaining Cuban Americans' success. In N. Benokraitis (Ed.) *Contemporary ethnic families in the United States* (pp. 226-231). New Jersey: Prentice Hall.

**Th Oct 1 Race, Class and Gender: Shaping the Family Economy (II)
Concept Quiz #1 Distributed in Class covering readings through Oct 1st
(Due October 15th)**

TRASK & HAMON pp. 100-117

McLaren, A.T. & Dyck, I. (2004). Mothering, human capital, and the "ideal immigrant" *Women's Studies International Forum*, 27(1): 41-53.

Orellana, M., Dorner, L. & Pulido, L. (2003). Accessing assets: Immigrant youth's work as family translators. *Social Problems*, 50(4): 505-524.

Tu Oct 6 Ethnic Highlight: Black Family Life

Tatum, B.D. (2000). Welcome to Sun Beach. In *Assimilation Blues: Black families in white communities: Who succeeds and why?* (pp. 21-40). New York: Basic Books.

Tatum, B.D. (2000). Nowhere to run-Surviving in Sun Beach. In *Assimilation Blues: Black families in white communities: Who succeeds and why?* (pp. 93-109). New York: Basic Books.

Th Oct 8 Sexuality and Intimate Relationships (I)

TRASK & HAMON pp. 80-99

Das Gupta, M. (2002). To be an Asian Indian woman in America. In N. Benokraitis (Ed.) *Contemporary ethnic families in the United States* (pp. 83-91). New Jersey: Prentice Hall.

Mirande, A. (1997). Macho: Contemporary conceptions. In *Hombres y Machos: Masculinity and Latino culture* (pp. 63-79). Boulder, CO: Westview Press.

Tu Oct 13 Sexuality and Intimate Relationships (I)

Kibria, N. (2002). Intermarriage and ethnic identity among second-generation Chinese and Korean Americans. In N. Benokraitis (Ed.) *Contemporary ethnic families in the United States* (pp. 110-119). New Jersey: Prentice Hall.

Merighi, J.R. & Grimes, M.D. (2000). Coming out to families in a multicultural context. *Families in Society: The Journal of Contemporary Human Services*, 81(1): 32-40.

Lincoln, K.D., Taylor, R.J. & Jackson, J.S. (2008). Romantic relationships among unmarried African Americans and Caribbean blacks: Findings from the National Survey of American Life. *Family Relations*, 57(2): 254-265.

Th Oct 15 Ethnic Highlight: Arab American and Indo-Asian Family Experience

Darraj, S.M. (2007). Hanan. In *The inheritance of exile* (pp. 79-166). Notre Dame, IN: Notre Dame Press.

T Oct 20 American Fact Finder Training @ Steenbock Library Rm 105

Th Oct 22 American Fact Finder Training @ Steenbock Library Rm 105

Tu Oct 27 Childbearing & Health

Cordero, A. & Kurz, B. (2006). Acculturation and mental health of Latina women in the Women, Infant and Children program. *Affilia*, 21(1): 46-58.

Sue, C.A. & Telles, E.E. (2007). Assimilation and gender in naming. *American Journal of Sociology*, 112(5): 1383-1415.

Th Oct 29 Transracial and Transnational Adoption

Samuels, G.M. (2009). "Being raised by white people": Navigating racial difference among adopted multiracial adults. *Journal of Marriage and Family*, 71(1): 80-94

Noonan, E. (2007). Adoption and the Guatemalan journey to American parenthood. *Childhood*, 14(3), 301-319.

Tu Nov 3 Ethnic Highlight: Asian American Family Experience

Cole, R.L. (2006). Asian American Families. In *Race & family: A structural approach* (pp. 207-230). Thousand Oaks, CA: Sage Publications, Inc.

Th Nov 5 Transnational Family Experience

Dreby, J. (2007). Children and power in Mexican transnational families. *Journal of Marriage and Family*, 69(4): 1050-1064.

Johnson, P.J. & Stoll, K. (2008). Remittance patterns of southern Sudanese refugee men: Enacting the global breadwinner role. *Family Relations*, 57(4): 431-443.

Tu Nov 10 Parenting & Socialization (I)
Concept Quiz #2 Distributed in Class covering readings through Nov 19th
(Due Nov 24th)

TRASK & HAMON pp. 118-135

Coll, C.G., Meyer, E. C. & Brillon, L. (1995). Ethnic and minority parenting. In M.H. Bornstein (Ed.), *Handbook of parenting volume 2*. (pp. 189-209). Mahwah, NJ: Lawrence Erlbaum Associates.

Th Nov 12 Parenting & Socialization (II)

Kwak, K. (2003). Adolescents and their parents: A review of intergenerational family relations for immigrant and non-immigrant families. *Human Development*, 46(2), 115-136.

Tummala-Narra, P. (2004). Mothering in a foreign land. *The American Journal of Psychoanalysis*, 64(2): 167-182.

Tu Nov 17 Aging Families

TRASK & HAMON pp. 136-153

Kim, S. & Kim, K.C. (2001). Intimacy at a distance, Korean American style: Invited Korean elderly and their married children. In L. Katz Olson (Ed.), *Age through ethnic lenses* (pp. 45-58). Maryland: Rowman & Littlefield.

Sanchez, C.D. (2007). Puerto Rican Elderly. In L. Katz Olson (Ed.), *Age through ethnic lenses* (pp. 86-94). Maryland: Rowman & Littlefield.

Th Nov 19 Intergenerational Relationships

TRASK & HAMON pp. 154-172

Senyurekli, A.R. & Detzner, D.F. (2008). Intergenerational relationships in a transnational context: The case of Turkish families. *Family Relations*, 57(4): 457-467.

Tu Nov 24 Ethnic Highlight: Hispanic Family Experience

Trujillo, N. (2004). Serving us proudly and giving us everything. In *In search of Nanny's grave: Age, class, gender and ethnicity in an American family* (pp. 94-112). Walnut Creek, CA: Rowman & Littlefield.

Th Nov 26 THANKSGIVING BREAK – NO CLASS

Tu Dec 1 Ethnic Highlight: Native American Family Experience

Alexie, S. (2007). The unauthorized autobiography of me. In E. Gansworth (Ed.) *Sovereign bones: New Native American writing* (Vol 2.: pp. 171-185). New York: National Books.

Stock, M.D. (2007). The meaning of the music I sing. In E. Gansworth (Ed.) *Sovereign bones: New Native American writing* (Vol 2.: pp. 157-161). New York: National Books.

Kaihuatari (2007). The source of the drive for my language work. In E. Gansworth (Ed.) *Sovereign bones: New Native American writing* (Vol 2.: pp. 117-127). New York: National Books.

Th Dec 3 Awareness and Practice (I)

TRASK & HAMON pp. 173-193

TRASK & HAMON pp. 244-278

Tu Dec 8 Awareness and Practice (II)

TRASK & HAMON pp. 194-209

Th Dec 10 Social Change in a Global Context (I)

TRASK & HAMON pp. 228-243

**Tu Dec 15 Social Change in a Global Context (II) & Wrap-Up
*Racial Ethnic Family Life Project Due in Class***