

<p>ETHNIC MINORITY FAMILIES 3290 FAMILY & CONSUMER STUDIES FALL 2015</p>

Instructor: Isidoro Guzman
Office: TBA
Phone: 805-259-9031
Office Hours: By appointment only

Class Meeting Times: **Monday and Wednesday 9:40-11: 45**
Class Location: **Marriot Library—Room #1150**
Email: i.guzman@utah.edu

COURSE DESCRIPTION

In the year 2040, the United States will experience a dramatic shift in its population. Fifty six percent of the people will be member of minority groups, and the rest will be Caucasians or Anglo-Americans. Given this demographic shift, the importance of racial and ethnic minority families has moved to the front of the academic discourse. The myth of the monolithic Anglo-American middle class has been debunked and a diversity of families has emerged in our country. The pluralistic and democratic nature of our society demands a multicultural, and a multiethnic perspective that allows us to understand the diversity of families, their values, and their contributions to North American society.

In this class we will pursue the following Learning Outcomes:

- 1) Students will analyze why minority families are different, or perceived to be different from main stream families.
- 2) Students will acquire the tools of critical thinking to examine assumptions, stereotypes, misconceptions and methodologies that recreates the mechanisms of subordination and segregation.
- 2) By gaining objective and systematic information, students will also scrutinize the different theories proposed by different disciplines to understand the condition of ethnic families. This class uses literature from Sociology, Philosophy, Anthropology, Biology, Ethnic Studies, and Cinema in order to accomplish an Integrative Learning.
- 4) Students will learn about the culture and heritage of families of color and the strategies they use to resist discriminatory practices. Solutions implemented through social policies will be also examined.
- 5) Students will reconsider the history of minority families as an integral part of U.S. history. The building of this nation has always involved the participation of people of color as well as Caucasian people.
- 6) The final objective of this class is to gain a new appreciation of the long struggles that minority families have launched, and to understand that what bring us together are values that transcend the color lines.

This class fulfills: a) the Diversity Requirement, b) the General Education Humanities requirement, c) the Upper Division Requirement, d) the requirement for the Ethnic Studies Major/Minor, e) and the requirement for the major in the Human Development area.

REQUIRED TEXTS

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| 1] Ronald L. Taylor. | Minority Families in the United States: A Multicultural Perspective. |
| 2] Julie Otsuka | Buddha in the Attic. |
| 3] Julie Otsuka | When the Emperor was Divine. |
| 4] Ralph Richard Banks. | Is Marriage for White People? |
| 5] Edwidge Danticat. | Brother I'm Dying |
| 6] A reader package is available at Empire Publishing. Phone: 755-2057 | |

COURSE OUTLINE AND READING ASSIGNMENTS

Week 1. Concepts and Methods to Understand Families, Racism, and Discrimination.

8-24 Introduction.

Readings: (In Class) A) Takacs, David. "How Does Your Positionality Bias Your Epistemology? [Reader=R-1]

8-26 The Social Construction of Race, Gender, and Social Class.

Film: About Race.

Readings: B) Rosenblum & Travis. "Constructing Categories of Difference [R-2]

Week 2. Understanding Diversity in American Families.

8-31 The Social Construction of Race... Continuation.

Film: A Class Divided.

Readings: A) Haney López, Ian F. The Social Construction of Race. [R-3]

B) McIntosh, P. "White Privilege and Male Privilege". [R-4]

C) Yamato, Gloria. Something About the Subject Makes It Hard To Name. [R-5]

9-2 To What Extent Does Institutional Racism Affect Minority Families.

Readings: A) Baca Zinn & E. D. Stanley. Contemporary Structures of Inequalities... [R-6]

Week 3. Cultural and Structural Theories to Explain Ethnic Minority Families.

9 -7 No Classes. Labor Day.

9 -9 The Theory of Intrinsic Differences and the Structural Conditions Affecting Families.

Readings: A) Taylor, Ronald L. Introduction, pp.1-16.

Latino Families

Week 4. MEXICAN-AMERICAN FAMILIES

9-14 ☺ ☺ ☺ First in-class exam ☺ ☺ ☺

9-16 Adaptation and Continuity in Mexican-American Families.

Readings: A) Taylor, Ronald L. Chapter 4. pp. 79-100

Week 5. MEXICAN-AMERICAN FAMILIES AND THE ISSUES OF ACCULTURATION

9-21 Film: 🎬🎬🎬 Mi familia. 🎬🎬🎬 2hrs.

Readings: A) Madsen, William. La Raza. [R-7]

B) Miner, Horace. Body Ritual Among the Nacirema. [R-8]

9-23 SOCIO-ECONOMIC CONDITIONS OF MEXICAN IMMIGRANTS AND FAMILIES.

Readings: A) Silvia Pedraza. "Assimilation or Transnationalism..." [R-9]

B) Donald J. Hernandez, et al. "Family Circumstances ..." [R-10]

Week 6.

9-28 THE IMMIGRANTS OF TODAY AND THE CITIZENS OF TOMORROW.

Documentary: 🎬🎬🎬 Homeland 🎬🎬🎬

Readings: A) Kimberly A. Updegraff. "Work-Family Linkages..." [R-11]

Readings: B) Nancy A. Gonzalez, et al. "Building Bridges..." [R-12]

9-30 PUERTO RICAN FAMILIES.

Tradition and Adaptation in Puerto Rican Families.

☀☀☀ Students' Presentation ☀☀☀

Readings. A) Taylor, Ronald L. Chapter 5. pp. 95-107.

B) Salt Lake Tribune. "Hansen Puerto Rico Remarks".

[R-13]

Week 7. CUBAN FAMILIES: A SUCCESS STORY.

10-5 Cuban Families in the U.S.

Readings. A). Taylor, Ronald L. Chapter 6. pp. 114-130

10-7 Film: Miami - Havana.

Asian-American Families

Week 8.

10: 11-18 **FALL BREAK**

Week 9.

10-19 ☺ ☺ ☺ Second in-class exam ☺ ☺ ☺

10-21 The Chinese American Family.

☀☀☀ Students' Presentation ☀☀☀

Readings: A) Taylor, Ronald L. Chapter 7. pp. 131-163.

Week 10.

10-26 The Japanese American Families

Film: ATopaz@

Readings: A) Taylor, Ronald L. Chapter 8. pp. 165-180

10-28 Japanese American Families. Continuation... Guest speaker: Irene Maya Ota.

Week 11.

11-2 **Buddha in the Attic** and its historical background.

Reading . Julie Otsuka. *Buddha in the Attic*.

11-4 **When the Emperor was Divine.**

Reading. Julie Otsuka. *When the Emperor was Divine*.

Black Families

Week 12.

11-9 🎵🎵🎵 Take-home-essay due 🎵🎵🎵

Is the African-American Family a Pathological, an Adaptive, or a Culturally Different Family?

Film: ATrue Colors.@

Readings. A) Coles, Roberta. AAfrican American Families.@

[R-14]

11-11 Adaptive or Cultural different familyY continuation.

Readings. A)) Taylor, Ronald. L. Chapter 1. pp.19-47

Week 13. AFRICAN-AMERICAN FAMILIES. CONTINUATION.

- 11-16 Industrialization and its impact on African American families
Readings. A) Billingsley, A. "The Impact of Technology.@
 [R-15]
- 11-18 The Moynihan Report 1966-1970.
Readings: A) Moynihan, Daniel. "The Tangle of Pathology."
 [R-16]

Week 14. FAMILY/SOCIAL POLICY –MOYNIHAN REPORT- OBAMA’S POLICIES

- 11-23 Film: Where are our men?
Readings. Wilson, William Julius AThe Woes of the Inner-City African American Father.@ [R-17]
Is Marriage for White People? How the African American Marriage Decline Affects Everyone
Readings. Ralph Richard Banks.
 ☼☼☼ Students’ Presentation ☼☼☼
- 11-25 Family life and policies 1971-2000s.
Readings: L. Briggs. *Somebody’s Children: The Politics of Transracial and Transnational Adoption.*
 ☼☼☼ Students’ Presentation ☼☼☼

Native-American Families

Week 15

- 11-30 🎵🎵🎵 Take-home-essay due 🎵🎵🎵
 American-Indian Families. Introduction.
 Film: A Matter of Choice.
Readings. A) Taylor, Ronald L. Chapter 12. pp.225-249.
 B) Coles, Roberta L. “Native American Families.” [R-18]
- 12-2 Navajo Families on the Reservation.
 ☼☼☼ Students’ Presentation ☼☼☼
Readings. A) Tongue, Nancy E. >I Liver Here and I stay ThereY@ [R-19]

Week 16

- 12-7 Treaties and their impact on families
 Film: A matter of promise
- 12-9 Conclusions and the future of Minority Families.
Readings. Taylor, Ronald L. Chapter 13. pp. 252-299.

COURSE REQUIREMENTS

1. Every student is expected to read thoroughly each assignment. You should come to class prepared for discussion. Although I will be lecturing, my agenda relies heavily on discussion and the issues raised in class.
2. **Three in-class exams.** These multiple choice exams will cover the concepts, material in the readings, and the issues discussed in the classroom. The final in-class exam will take place on Wednesday, December 16th, from 8:00-10:00am.

3. **Two Take-Home-Essays.** These essays encompasses the family issues addressed in the books *Buddha in the Attic*, *When the Emperor was Divine*, *Is Marriage for White People?*, *Brother, I'm Dying*, *Somebody's Children*. The outlines for these essays would be distributed a week in advance.
4. **One Reaction Paper** on the film *Mi Familia*, or *La Raza* or *Body Rituals...* [R-7 or R8]
5. **Two Quizzes.** To make you accountable for the readings and class attendance, two quizzes will be administered during the Semester. Each quiz has a value of 2.5 points and they include questions concerning the readings for that day or the content of the class presentation on previous days. Day and time for quizzes would be unannounced. Quizzes may only be taken at the time and date administered. There will not be make up for quizzes under any circumstances.
6. **One Optional Class Presentation.**
Five small groups of students will do a class presentation on topics assigned for this class. This optional exercise will provide you a maximum of 5 points. Please, check the dates for these presentations.

IMPLICATIONS OF DIVERSITY OF FAMILIES IN THE U.S.

- A) Diversity of families in the U.S. has always existed. What is different today is the demand for social recognition, legitimation, and moral and economic support.
- B) Since families have always been different, no one family form or arrangement can be understood or valued outside its particular socioeconomic context and relations with other families.
- C) Many forms of families and values have worked (or not worked) for various groups at different times.
- D) There is not reason to assume that family forms and practices that differ from those of the dominant ideal are necessarily destructive.
- E) History shows that families have always been fragile, vulnerable to rapid economic change, and needful of economic and emotional support from beyond the nuclear family.
All families experience internal contradictions and conflicts, as well as external pressures and stresses. (Stephanie Coontz, 2000)

Grading System	Datelines
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I	First in-class exam	15 points	September	14
II	Reaction Paper on Mi familia or La Raza or Body Rituals	5 points	September	29
III	Second in-class exam.....	15 point	October	19
IV	Group Presentations.....	5 points [Optional]	October	1
			October	22
			November	24
			November	26
			December	3
V	I Take-home-essay.....	20 points	November	10
VI	II Take-home essay	20 points	December	1
VII	Final in-class exam	15 points	December	16
XII	Class Attendance Roster.....	5 points		
XIII	Two quizzes (2.5 points each)	5 points	Unannounced	

Grade Distribution

Points	Grade
100 - 95	A
94 - 90	A-
89 - 85	B+
84 - 80	B
79 - 75	B-
74 - 70	C+
69 - 67	C
66 - 64	C-
63 - 60	D
59 - --	E

Other Important Information:

1. An instructor has responsibilities to his or her students. These include: treating students with respect, replying to email promptly, providing feedback on assignments, returning tests in a timely manner, cancelling classes only under exceptional circumstances and with as much prior notification as possible, and complying with the University's final exam schedule. For a complete list of faculty rights and responsibilities, see: <http://www.regulations.utah.edu/academics/6-316.html>
2. A student has responsibilities to herself/himself, fellow students, and course instructors. These include:
 - a. Reading the syllabus carefully and completely
 - b. Allocating sufficient time to meet all course requirements
 - c. Meeting all course deadlines.
 - d. Familiarizing oneself with various University and Department policies (see below)
 - e. Contributing to a respectful, intellectually-rigorous, and intellectually-open class environment
3. The last day to Add or drop this course is Friday, September 4. The last day to withdraw from the class is Friday, October 23.
4. A missed quiz or exam means ***no credit***. If you arrive late, or leave earlier --the day when the quiz is administered, you will not be allow to take the quiz at any other time.

Late assignments and make-up exams will be penalized by a deduction of 3 points per calendar day, unless permission has been granted by the professor prior to the stated due date.

5. The prospect of a poor course grade does **not** justify a request to receive an "incomplete." An incomplete is reserved for extraordinary circumstances and only when a student has no more than an exam **or** a paper to complete in a course. The rule of thumb is that a student must have already completed 80% of all course work and be in good standing (i.e., have earned at least a C on all completed work) to be considered for an incomplete. University policy gives students one year to complete the remaining work, after which the grade will automatically become an "E."

7. The University of Utah has several policies to meet the special needs of students. These policies involve student initiative followed by reasonable faculty responsiveness.

a. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

b. The University of Utah has policies to accommodate students who must miss class for religious reasons and/or are concerned that some course material will conflict with their most deeply held personal beliefs. If you anticipate needing either type of accommodation, you should notify the instructor during first two weeks of the class. You can learn more about this policy at:

<http://www.admin.utah.edu/facdev/accommodations-policy-background.pdf>

8. The University of Utah has a code of student conduct. Academic misconduct includes, but is not limited to, representing another's work as your own ("plagiarism"), submitting the same work for more than one course without the permission of both instructors, and cheating on exams. I expect that all students will conduct themselves with total honesty and integrity. Department and University policy state that the penalty for academic misconduct is failing a course and a notification of the appropriate dean and the Vice President for Academic Affairs, who will keep the student's name on record. Students with multiple reports may face expulsion from the University.

For further information about the University of Utah's policies regarding student rights and responsibilities, see: <http://www.regulations.utah.edu/academics/6-400.html>
Section V addresses academic misconduct specifically.

9. The lectures, tests, and other course materials developed by the instructor are copyrighted and may not be shared with others without the instructor's express permission. For the sake of class attendance and participation the class presentations and the professor's notes will not be distributed among the students.

NOTE: This syllabus is not a binding legal contract. It may be modified by the instructor as long as students are given reasonable notice of any changes.