Course Description

This is primarily a course on the family structures and dynamics of the major racial-ethnic minority groups in the U.S. We start off talking about racial concepts and ways of approaching the study of race & family. We briefly look at families in other parts of the world to begin to "open" our minds to the myriad ways of "doing family" around the world. Then we discuss the history of "the American family" and how it has changed over time in response to economic & technological forces. Most of the semester will be focused on the historical and current status of Native American, African American, Hispanic American, and Asian American families and the particular family patterns and dynamics that scholars have been most interested in for each racial-ethnic group. We focus on the structural—as opposed to cultural and individual--factors that contribute to the diversity of family patterns found in the world and in our country. We end the course with a look at multiracial family issues. This course can cover neither all viewpoints nor all racial-ethnic groups; I encourage you to explore more through research on your own.

Generally the format of the course involves interactive lectures, small group discussions, videos and student panels. Your assigned readings include a text and memoirs from the perspective of a member of each of the four main racial-ethnic groups discussed. I look forward to learning with you.

This course is also approved for the University’s Common Core as a Diverse Cultures course, which has as its goals that students be able to identify differences and similarities between one's own culture and other cultures, explain how categories of human diversity (race, gender, class, age, etc.) influence identities and create inequity, and reflect upon one's personal and cultural presuppositions and how these affect one's values and relationships.

Class Rules

Attendance. Course policy follows Marquette policy (http://bulletin.marquette.edu/undergrad/academicregulations/#attendance), which allows the instructor to withdraw a student (WA) after the equivalent of 2 weeks' of absences. Since we meet twice weekly in this class, four absences are the equivalent. Your grade may suffer before that.

Academic Dishonesty. AD includes cheating on exams and all forms of plagiarism (not citing properly or using someone else’s published or unpublished work, for instance). My response to dishonesty follows the guidelines of the College: http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/academicregulations/#academichonesty and University: http://bulletin.marquette.edu/undergrad/academicregulations/#academichonestypolicy.
Late Assignments. Due dates are deadlines. That is, you are free to turn the assignment in any time before that. If for any reason (you were vomiting all night, partying late, the computer crashed, your dog chewed your paper) you are unable to turn in an assignment on or before the due date, you may turn it in one class period late and receive a grade deduction (i.e. from an A to AB). After that, no late assignments will be accepted without a formal excuse. To make up exams or work for an extended period, you must provide proof of excuse.

Class Decorum. If you need to come to class late or leave early, do so discreetly. Tardies could end up counted as absences. From the time the bell rings until the end of class, there should be no personal discussions, and it irks me when people are gathering up their belongings to leave when others are talking.

Required Texts
These are available at Sweeney's, Book Marq, and online.

Chapters of the text Race & Family: A Structural Approach will be posted on D2L. You need to purchase or borrow the following:

Assignments and Grading
1. Discussion: Your discussion grade is divided into two parts. One is a grade (5%) for facilitating a small-group discussion. All students will be assigned to small groups of four. There are four small group discussion sessions, one for each book. For that session, a member of each group will be responsible for leading his or her group in discussion of the book, and another member will be responsible for turning in a book analysis paper (see the next section below). The facilitating member prepares a list of questions that s/he will pose to the small group for discussion purposes. These questions should be designed to help everyone understand the book in light of course material, as well as to discuss your experiences and opinions related to the contents. Bring enough copies of the discussion questions for your group and me. My copy of the questions should be handed in AT THE BEGINNING OF CLASS on that discussion day. The facilitator's grade will be based on the quality of the questions, which should be structured to elicit discussion (they should not be yes/no or either/or questions), to connect the reading to class material (from lecture, videos, text, etc.), and on the scope and variety of the questions.
   Discussion questions should be aimed not so much at "the plot" of the book nor at a critique of the writing, but rather aimed at integrating the class material (theory, concepts, history, demographics, family patterns, videos, etc.) and/or outside material (from other classes, readings, news, etc.) into questions about the current reading. For instance,
   a) What family structure is present? Why?
   b) Which historical period does this take place in and how does that affect the family?
   c) What cross-cultural elements (be specific from the course text) are illustrated here?
   d) Compare and contrast this group to others we have previously discussed

Another 15% of your grade comes from your overall class participation--commenting, answering questions
during lecture, asking questions of speakers, bringing outside related material to class, etc.

2. **Written Assignments** All written assignments are graded on writing style, grammar, organization, quality, **synthesis** of sources, and **connection to or application of** course material. Use a consistent citation style that includes all necessary info—author, year, title, and journal or publisher. If you are only using sources supplied in class, don’t use a “works cited” page. In the paper, refer to an article or book by the last name of its author, not by the title. For instance, “Smith (2001) says…” Use 12 pt. Times New Roman font and standard margins, double spacing between lines & paragraphs. Use page numbers. For hard copies, do not put covers on your papers; just staple them. For printing purposes, use double-sided copying. If necessary, you can use multiple pages (at most 2) to a page.

A. **Book Analysis.** (5%) In your discussion group, each member will be assigned a day to write a 2-page analysis of the assigned memoir in relationship to the concepts we have discussed in class. How does this author’s biography reflect (or not), for instance, the structural factors, cross-cultural concepts, various types of family structures and so on that we have discussed (or will discuss) in class? **Due at the start of class on the day of small-group discussion. You do not need to post in Dropbox.**

B. **Argument Paper** (10%). Write a 3-5 page essay arguing one way or another (or in multiple directions if you have ambivalent views) in regard to one of the following questions. There are some resources online for each of the questions. You are not required to (though you can) do extra research. Think about what values and/or goals for race relations are driving your arguments and/or ambivalence. **This paper can be turned in any time (in Dropbox AND hard copy), but be ready to discuss it in class by 12/2.**

- How should African Americans deal with skewed sex ratio? See the 3 articles on D2L.
- Should we reduce or discontinue transracial adoption? Why? Other alternatives?
- Should we deal with undocumented children? Pass the Dream Act?
- Or…..come up with your own question? (must be okayed by me)

C. **Research Paper** (15%). **Choose at least 5 journal articles** (dated 2005 or later) on a topic related to class (a topic that addresses at least one racial-ethnic group—whites may be included but not whites alone—and one or more aspects of family). For instance, you could do a paper on Middle East or Arab American families or you can choose an issue such as **Gender roles Among Asian Americans** (or a particular Asian group), or grandparents as parents among Native Americans. Write a 5-8 page paper, synthesizing those articles. Rather than reporting on each article separately, a synthesis brings the info in the articles altogether and summarizes the main findings—what were the common patterns or disagreements in the findings—and identifies limitations and makes suggestions for future research (do they need to look at different respondents, ask different questions, use a different methodology?). Copies of the articles themselves must be turned in as well (may be printed with 4 pages to a page in order to avoid high copying costs). Turn paper in as hard copy AND in Dropbox; copies of journal articles can be hard copy OR Dropbox only. These will not be returned.
3. Two exams will be given. These primarily will be a combination of multiple choice and short answer or essay. Generally the multiple choice part of the exams are not comprehensive, though final essay questions could be. In the case of essay questions, the questions are distributed about 1 week before the exam. Usually short answer and essay questions ask you to use course concepts to analyze a specific family pattern or to define concepts by identifying them or analyzing when they most likely occur. You are rarely asked to remember specific dates and statistics, but you will be asked to explain the pattern or trend that those statistics illustrate.

Grades will be weighted as follows:
- Discussion Facilitation: 5%
- Book analysis: 5%
- Participation: 15%
- Argument Paper: 10%
- Article Synthesis: 15%
- Two Exams: 50% (25% for midterm, 25% for final)
- Total: 100%

**Schedule of Lectures, Readings, and Assignments**

*(Subject to change)*

**T, 8/26:** Review of Syllabus. Basic Approach to class. pathologize nor romanticize.
- Basic Concepts: race, ethnicity, minority, majority

**Th, 8/28:** Race Matters and Census Household Data

**Homework:** Watch Dadi’s Family @
 http://media.oregonstate.edu/index.php/show/dadi%5C%26prime%3Bs_family_and_china_from_the_inside?id=0_w9yyrwe (you do not need to watch the second film on China) and Read text Ch4CrossCultural on D2L site

**M, 9/1:** Labor Day -no classes

**T, 9/2:** *Last day to withdraw without W*
- Cross-cultural terms & patterns

**Homework:** Read Ch2 StructuralApproach

**Th, 9/4:** What do we mean by structural approach?

**Homework:** Read Ch3 History
T, 9/9: History and **WHITE FAMILY PANEL**

**Homework:** Read Ch5 Family Structure

Th, 9/11: Family Structure—Extended, Nonmarital births, Single Parent

T, 9/16: Family Structure continued

**Homework:** Read Ch10 NatAmFam

Th, 9/18: Native American History & Current demographics/issues

**Homework:** Watch *Winds of Change*

T, 9/23: Discuss book **Lakota Woman (meet in small groups)**

**NATIVE AMERICAN FAMILY PANEL??**

**Homework:** Read Ch9AfAmFam

Th, 9/25: African American History & Current demographics/issues

**Homework:** Watch *Bourgeois Blues* and *My Family, My Neighborhood*

T, 9/30: Continued

Th, 10/2: Discuss book **Maggie’s American Dream (meet in small groups)**

**AFRICAN AMERICAN FAMILY PANEL**

T, 10/7: Collectivism - Familism

Th, 10/9: **MIDTERM EXAM**

**Homework:** Read Ch7ParentChild

T, 10/14: Intergenerational Relations- Parent & Child

**Homework:** Read Ch8 Elderly

Th, 10/16: **MIDTERM BREAK, No Classes**

T, 10/21: Intergenerational Relations -late life

**Homework:** Read Ch11 LatAmFam
Th, 10/23: Latino History and Current demographics/issues

**Homework:** Read Ch6 Gender and watch video "Middle Sexes":

http://www.youtube.com/watch?v=Gyoq6td1sE (also linked on D2L)

T, 10/28: Gender

Th, 10/30: Discuss book Almost a Woman (meet in small groups)

LATINO FAMILY PANEL

**Homework:** Read Ch12 AsAmFam

T, 11/4: East Asian & Southeast Asian History

**Homework:** Watch Chinese Americans Two Worlds and Sentenced Home

Th, 11/6: Continued

T, 11/11: Religion, Model Minority

Th, 11/13: Discuss Hmong in the Heartland (meet in small groups)

ASIAN AMERICAN FAMILY PANEL

F, 11/14: Last day to withdraw with a W.

T, 11/18: Catch-up

**Homework:** Read Ch13 Multiracial

Th, 11/20: Multiracial issues

T, 11/25: MULTIRACIAL PANEL

Th, 11/27: Thanksgiving—No classes 11/26-11/30

T, 12/2: Argument Papers discussed

Th, 12/4: Argument Papers discussed and catch-up

Final exam: Friday, 12/12, 1-3 p.m.