

## TENTATIVE

### CHILDREN AND FAMILIES IN A MULTIETHNIC SOCIETY HDFS 438/638: Fall 2008

1:00 – 3:45 pm Mondays  
SFB 103

#### PROFESSOR:

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#### COURSE DESCRIPTION:

The course will discuss lifestyles, values, and needs of children and their families from diverse ethnic groups. It fulfills graduate or senior standing and completion of core requirements, exclusive of capstones, for seniors.

#### TEXT AND READINGS:

DeGenova, M. K. (1997). *Families in cultural context: Strengths and challenges in diversity*. Mountain View, CA: Mayfield Publishing Co.

Additional readings listed on-line on Electronic Reserve and are listed on the last page of the syllabi.

#### A WORD ABOUT CAPSTONE COURSES:

HDFS 438/638 meets the University of Nevada, Reno's requirement for a capstone course. All students, as part of the university core curriculum, must take 6 credits designated as capstone courses during their senior year; after all other core curriculum requirements have been completed, *building upon material from previous classes*. HDFS 438/638 deals with ethical and substantive issues, specifically as these promote understanding of children and families of different cultures, traditions, and ethnic groups which make up the fabric of American culture. This course will provide opportunities to hone skills, including analysis in relation to pertinent research and theory; integration of information from this course in relation to learning from prior course work; critical thinking as differing points of view are juxtaposed and examined; and written and oral communication, through specific course requirements, as discussed below.

#### DIVERSITY COURSES:

HDFS 438/638 also meets the University of Nevada, Reno's requirement as a diversity course, a requirement for all undergraduate students. The central focus or theme of a diversity course must be a topic pertaining to non-western cultures or to excluded groups within western culture; HDFS 438/638 addresses the latter theme.

#### WRITING GOALS:

Diversity courses, like capstone courses, are expected to have a rigorous writing requirement. Not only in specific writing courses, but throughout the university core curriculum, students must write and have their writing critiqued and graded for quality. **This will be done in this course.** The purpose is not only to encourage mastery of a set of skills, but also to allow students to think, to see connections among ideas, and to reach meaningful conclusions.

#### COURSE GOALS:

It is expected that students will meet some general goals – defined below by more specific objectives – in relation to children and families in our contemporary multiethnic and multicultural American society through:

1. a greater understanding of the effect of Americas pluralistic nature has on children and families.

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2. a greater depth understanding of and sensitivity to several cultures which lend diversity and richness to American society, particularly in their impact on children and families.
3. a greater understanding of some of the family, social, economic, and community factors which contribute to the diversity found in contemporary American society.
4. a greater understanding of and sensitization to how families' socialization of children, particularly as it is influenced by cultural and ethnic heritage, shapes identity, values, beliefs, and behaviors.

### COURSE OBJECTIVES:

Students will be expected to demonstrate that they have met those goals through the following course objectives:

1. by analyzing and articulating in papers the difficulties encountered by individuals and families when they experience conflict brought about by differing cultural and ethnic values and traditions.
2. by researching and articulating in a paper their own family's history and experiences in relation to cultural, ethnic, and/or national origin, particularly in relation to their own socialization.
3. by comparing the experiences of one ethnic American family, as depicted in films, to the experiences reflected in the discussion and research described in class readings.
4. by gathering comparing, and integrating information about one local family and the research literature about the culturally/ethnically diverse group of origin of that family.
5. by demonstrating an understanding of course material in a midterm and in final exam, both of which will consist of multiple choice, short answer, and open-ended essay questions.

### COURSE REQUIREMENTS

#### WRITTEN ASSIGNMENTS:

##### Film Analyses

Part of the curriculum in this class will include watching films that illustrate the cultural issues covered in this course. On two particular films, you will be asked to provide a written analysis concerning the cultural issues covered in the film. There will be two film analyses required, the first being 3-6 pages (Due 9/22), the second 6-8 pages (Due 11/3). Specifics for these analyses will be provided when they are assigned.

##### Autobiography

You will be required to submit a 5- to 10-page typed, double-spaced paper about your family's ethnic, cultural, and/or national background. The goal of this assignment is to show how your ancestry has shaped who you have become. This assignment will be due October 6<sup>th</sup>.

##### Family Study

For this project, you will spend time interacting with, interviewing, and analyzing the experiences of a family that belongs to one of the seven ethnic groups discussed in class this semester. Your paper will provide information about the family: its background, its experiences, its difficulties and triumphs, its successes and failures, its frustrations, its adherence to the customs and traditions of the specific culture or sub-culture, and its degree of acculturation into American society at-large. This assignment will be due November 3<sup>rd</sup>.

#### EXAMS

##### Midterm

The midterm will be given in class on October 13<sup>th</sup>. It will consist of around 40 multiple choice, short answer, and essay questions.

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### Final

The final exam will be taken in class, from 12:00 – 2:00 pm on Monday, 12/15/08. If needed, student can contact the professor to schedule the Final Exam to be taken earlier. The final will be comprehensive, meaning that material covered prior to the midterm will be potentially asked. There will be 100 questions, consisting of multiple choices, short answers, and essays.

### CLASS PARTICIPATION/DISCUSSION

Another important element of the class is discussion. Ample opportunities, in panel discussions, small group discussions, and during lectures, will be provided for students to contribute to discussion of various topics and issues. Discussion should reflect careful attention to the readings, thoughtful completion of the assignments, and reflective consideration of the issues raised. Attendance is an important prerequisite, since a student who is not in class cannot contribute to discussion. However, the instructor is aware that there are legitimate reasons for missing a class (e.g., research conference, illness). Therefore two absences will be allowed, those after will count against your participation grade.

### GRADUTE FACILITATIONS

**Graduate students** will be required to facilitate class discussions on **two** assigned articles on reserved. It is important to remember that these facilitations are not summaries of the articles. The goal of the facilitator is to stimulate discussion, to encourage group participation, and to have a firm grasp of the information that will enable them to discuss what issues the class draws from the article.

## GRADING GUIDELINES

### WRITING GUIDELINES

In-depth instructions for the four written assignments are provided in a separate document. It should be pointed out that while the main portion of the grade on the various written assignments will be based on depth and breadth of content, students will also be graded on accuracy of format, clarity of writing, grammar, and spelling. Since this is a graduate- and senior-level course, work commensurate with these levels will be expected. *Furthermore, Capstone Courses are required to include a rigorous writing component, and this will be expected in all written assignments in this course.* Careful proofreading and critical rereading of all written work before it is handed in is expected.

Students who are aware that they have difficulties in written work are encouraged to seek help through the UNR Writing Center (Cain Hall 206, 784-6030 for appointment), or through another channel, if they have access to one.

Students who need special disability accommodations should contact Mary Zabel at Resource Disability Center, Thompson Building 101, 784-6000, mzabel@unr.edu

### LATE ASSIGNMENTS

Punctuality is important and all assignments have to be submitted on the date they are due.

**Late assignment will have 10% deducted from its final grade for each day that the paper is late.** Legitimate reasons for lateness should be discussed with the instructor, by email or telephone, **prior** to the due date.

### ACADEMIC HONESTY

It is expected that all written work handed in by students represents their own words and thinking and is not copied from someone else's work and words. **Plagiarism** ("the appropriation...of language, ideas, and thoughts of another author and representation of them as one's original work") or **Cheating on and exam** is a serious academic infraction that will result in academic disciplinary measures being taken.

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## DROP POLICY

Students who are not present in class on the first day will be dropped. As stated above, HDFS 438/638 meets the diversity requirement for all undergraduate students and often has students interested in adding the course. In instances when a course is full, students who are absent on the first day will be dropped and replaced by students seeking to add.

## GRADING:

### **Undergraduate**

Film Analysis #1 .....	50
Autobiography .....	100
Film Analysis #2 .....	75
In-Depth Family Study .....	150
In class Midterm Exam .....	100
In class Final Exam .....	100
<u>Discussion/Attendance/Participation.....</u>	<u>75</u>
TOTAL .....	650

A (93 - 100%)	= 605 - 650 points	C (73 - 76%)	= 475 - 500 points
A- (90 - 92%)	= 585 - 604 points	C- (70 - 72%)	= 455 - 474 points
B+ (87 - 89%)	= 566 - 584 points	D+ (67 - 69%)	= 436 - 454 points
B (83 - 86%)	= 540 - 565 points	D (63 - 66%)	= 410 - 435 points
B- (80 - 82%)	= 520 - 539 points	D- (60 - 62%)	= 390 - 409 points
C+ (77 - 79%)	= 501 - 519 points	F (>59%)	= below 389 points

### **Graduate**

Film Analysis #1 .....	50
Autobiography .....	100
Film Analysis #2 .....	75
In-Depth Family Study .....	150
In class Midterm Exam .....	100
In class Final Exam .....	100
Discussion/Attendance/Participation .....	75
Facilitation #1.....	50
<u>Facilitation #2.....</u>	<u>50</u>
TOTAL .....	750

A (93 - 100%)	= 697 - 750 points	C (73 - 76%)	= 547 - 576 points
A- (90 - 92%)	= 675 - 696 points	C- (70 - 72%)	= 525 - 546 points
B+ (87 - 89%)	= 652 - 674 points	D+ (67 - 69%)	= 502 - 524 points
B (83 - 86%)	= 623 - 651 points	D (63 - 66%)	= 472 - 501 points
B- (80 - 82%)	= 600 - 622 points	D- (60 - 62%)	= 450 - 471 points
C+ (77 - 79%)	= 577 - 599 points	F (>59%)	= below 449 points

## GRADUATE GUIDELINES

Graduate students will be expected to complete all of their assignments. This means graduate papers are expected to be well written, well argued, and show "advanced thought." In addition to completing the two film analyses, autobiography, in-depth family study, exams, and facilitations, graduate students will be expected to complete these assignments to a level commensurate with graduate work.

## COURSE OUTLINE

DATE	TOPIC and CLASS ACTIVITY	DUE
8/25	<b>Lecture:</b> <i>Introduction</i> Factors Influencing Inter-group Relations	
9/1	<b>Film:</b> ) “Mississippi Masala” (98 min) (LABOR DAY – No Class)	
9/8	<b>Lecture:</b> Terms Demographics <b>Film Assignment:</b> “A Class Divided” (30 min)	Read Chapter 1 Reading #1
9/15	<b>Lecture:</b> <i>Becoming American</i> Assimilation/Socialization/Cognition/Family Structure/Parenting	Reading #2, #3 & #4
9/22	<b>Lecture:</b> <i>Immigration Experience</i> Factors Influencing Immigration Cont. Gender/Language <b>Film:</b> “The New Americans” (55 min) <b>Small Group Discussion:</b> Recognizing Concepts in the Film	<b>Assignment #1 due:</b> <b>Film Analysis #1</b> Reading #5 & #6
<p><i>NOTE: Six ethnic groups will be discussed in some depth for the remainder of the semester. These five are by no means representative of all ethnic groups found in the United States. At the same time, they are themselves made up of numerous sub-groups, as we will consider.</i></p>		
9/29	<b>Lecture</b> <i>American Families of African Descent</i> Cultural Background & Demographics Historical Experience <b>Film:</b> “Black Is/Black Ain’t”	Read Chapter 3 Readings #7 and #8
10/6	<b>Guest Panel:</b> African American Experiences <b>Lecture:</b> <i>Contemporary African American Issues/Recent</i> <i>African Immigrants</i> Contemporary Issues Recent African Immigrants	<b>Assignment #2 due:</b> <b>Autobiography</b>
10/13	<b>Midterm Exam</b>	

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10/20	<p><b>Lecture:</b> <i>American Families of Hispanic Descent</i>            Cultural Background &amp; Demographics            Family Style            Cognitive Style</p> <p><b>Film Assignment:</b> “Mi Familia/My Family” (110 min)</p>	Read Chapter 4 Readings #9 and #10
10/27	<p><b>Lecture:</b> <i>Hispanic Lecture Cont.</i>            Experiences in contemporary society            Differences Within Hispanics</p>	Read Chapter 8, 10 Readings #11 and #12
11/3	<p><b>Lecture:</b> <i>American Indian Families:</i>            Cultural Background &amp; Demographics            Family Style            Local Tribes</p>	<b>Assignment #3 due:</b> <b>Film Analysis #2</b> Read Chapter 2 Readings #13 and #14
11/10	<p><b>Guest Panel:</b> Native American Experiences  <b>Lecture:</b> <i>Muslim-American Families</i>            Cultural Background &amp; Demographics            Family Style</p>	Read Chapter 11 Reading #15
11/17	<p><b>Lecture:</b> <i>Jewish-American Families:</i>            Cultural Background &amp; Family Overview            Contemporary issues</p> <p><b>Film:</b> Wounded Spirits in a promised land (30 min)</p> <p><b>Lecture:</b> <i>Methods for Reducing Prejudice</i></p>	Reading #16, #17, & #18
11/24	<p><b>Lecture:</b> <i>Asian-American Families</i>            Cultural Background &amp; Demographics            Confucianism/Family Style/Contemporary Issues            Experiences in contemporary society</p>	Read Chapter 6, 7, 9 Reading #19
12/1	<p><b>Guest Panel:</b> Immigration Experiences  <b>Lecture:</b> <i>Concluding Issues</i>            Influence of SES and poverty?            Multi-Ethnicity            Preview for Final</p>	<b>Assignment #4 due:</b> <b>Family Study</b>
	<b>FINAL EXAM</b>	