It is not possible to know all the cultures that exist in the world today, but the person who is going to work with diverse peoples can prepare oneself to be able to acknowledge diversity of values, beliefs and practices and prepare for the inevitable conflicts that will happen. The purpose of this course is to learn concepts and ideas that will help one to be aware of the lived experiences of racial ethnic groups in the United States. To understand these variations, this course will examine how race, ethnicity, culture, immigrant status, double consciousness and biculturalism are shaped by the social contexts of history, economics, immigration, and socio-political conditions that create different experiences for racial ethnic families.

This course acknowledges the ideal of a humanistic society and the uniqueness of each individual, yet rejects a colorblind approach because it is a new form of racism that does not acknowledge that individuals do not solely control their life destinies and pathways. The responses of racial ethnic families to the race system, ethnic identities, cultural practices and beliefs, and immigration policies in United States produce diversity in family life, as well as offers up differential opportunities to each member in the family and members of racial ethnic groups. What one family may have the privilege to do may not be an option for another family. What one family is forced to cope with may not be something that another family has to address. This course will look at how the race system, ethnic identity, cultural practices and beliefs, and immigration shape common family processes and create diverse experiences for racial ethnic families.

In a very general way, this course will examine how histories and cultures are contexts that shape the structure of racial ethnic families and how they function. The impact of social hierarchies on individual lives, family processes, and communities will be demonstrated so that student learn how racial, ethnic, cultural and immigrant hierarchies transform racial consciousness and ethnic identity. Students will learn about the resiliency of coping and adaptation strategies used in different family systems and ethnic communities to cope with racism. Examples of programs that service racial ethnic families will be examined for how culturally competent and responsive they are.

The focus of this course is on families and individuals from racial and ethnic groups who do not originate from European heritages. In addition, it will develop students’ ability to dialogue about race, racism, ethnicity, culture and immigration matters in a more comfortable way.

The guiding question for the whole semester is: How does the race system in the U.S., ethnic identity & belonging, cultural values and practices, and immigration status matter to family life and human development in the United States?
Learning Objectives - Upon completion of this course students will be able to:

- Define one’s own racial and ethnic identity and immigrant status in the context of U.S. race relations and determine if one is a member of a racial ethnic group.
- Apply terms and concepts about race, ethnicity, cultural practices and values, and immigration in the context of U.S. race relations in class discussions and written work;
- Discuss how your personal experiences and social location may shape your first impressions of different social groups.
- Discuss racism and use racial ethnic generalizations comfortably.
- Appreciate diversity and develop empathy and sympathy for lives that are different from one’s own experiences as well as from other members in one’s group.
- Give examples how the race system, racism, ethnic identity, and cultural values and practices may shape family life and its functions for non-European heritage families in the U.S.
- Appreciate how family processes change and transform ethnicity.
- Reconstruct a family studies or human development topic to demonstrate how race, ethnicity, culture, and immigration matter.
- Evaluate the cultural competency of programs serving racial ethnic families.
- Speak up and express yourself, give constructive criticism and discuss differences in a civil manner in writing and orally.

COURSE FORMAT

Learning is a fluid process, especially when using a co-learning, blended learning, and a flipped curriculum process, as this course will. Both the professor and students will exercise flexibility to enhance learning, while at the same time respecting deadlines and expectations of assignments and personal situations that happen to each of us. The professor may make changes to this syllabus as needed (such as changing due dates, dropping assignments, or changing readings) to strengthen the learning process. Any changes will be announced in class and posted on the course website. We will using the MOODLE platform. And it is the student’s responsibility to come to class, make note of changes to the syllabus, and read any notes about changes on the website.

In this class we are focusing on the edges of what is known and discussing the ideas that do not have clear, easy truths. If is is true and beyond a doubt, it is not that interesting for us to consider further. However, issues like “should we be colorblind or not?” are still undecided Should we treat everyone as equals regardless of their group history (the colorblind approach) or should we acknowledge our different and unequal histories and treat each person in relationship to their contexts (oppression approach)? There are objections and arguments for both of these perspectives.

This course uses a social constructionist pedagogy. Learning from the learner's point of view is emphasized, rather than just a professor assessing that you have learned the information they need to know. The readings, videos, online materials, and guest speakers will often serve as our class lectures. We will use class time to discuss the ideas and develop a better understanding of the materials, as well as think about our own responses to these ideas. Because of this design, it is very important that you review all assigned materials before coming to class and try to participate in class discussions. Learning in this course is based on an exploratory process of thinking, not just learning a set of facts. We will practice mindwandering which will most often not lead to a definitive answer. For all of you to get the most out of this class, explore your thoughts out loud in small groups and the large class, in online discussions groups, or with your friends, family, and housemates. There is not a factual or right answer to everything, so it is important to explain where your ideas come from and to be open to other people’s ideas until you understand them clearly. Much of the learning we will do in this class is learning about how we all think differently about these issues and how much these views influence how race, ethnicity and culture matter to racial ethnic family life and individual development. Don’t
be surprised if you are asked to explain what seems obvious to you or asked to suggest an alternative way of understanding something. That doesn’t mean you are being told that you’re wrong, but that you haven’t been understood yet or that others have a different perspective. You should also ask others to expand on what they are saying if you’re not understanding them. We will try to do this respectfully, but difference means that sometimes there is conflict and discomfort, especially when our own values are being challenged.

We will be using MOODLE as our primary learning platform.

https://courses.moodle.wisc.edu/prod/local/wiscservices/login/index.php

The Ethnic Studies Requirement

Furthermore, this course also serves the UW ethnic studies requirement. The Ethnic Studies Requirement (ESR) Essential Learning in Ethnic Studies includes four learning goals that transcend specific content areas and instead speak to common objectives among ESR courses offered in a wide variety of topics.

1) Awareness of History’s Impact on the Present - Ethnic Studies courses highlight how certain histories have been valued and devalued, and how these differences have promulgated disparities in contemporary American society.

2) Ability to Recognize and Question Assumptions – Ethnic Studies courses promote recognition and application of critical thinking skills, specifically with respect to teaching students to harbor a healthy skepticism towards knowledge claims, whether in the form of media, political, or popular representations, primarily as these relate to race and ethnicity. As part of this process, the ESR should challenge students to question their own assumptions and preconceived notions on these topics.

3) A Consciousness of Self and Other - Awareness of self is inextricably linked with awareness of and empathy towards the perspectives of others. In constructing a space for this kind of discussion in their classrooms, Ethnic Studies courses give students an opportunity to think about identity issues, including their own identity, as well as the connections they might have to people “outside” their focused social circle.

4) Effective Participation in a Multicultural Society – Ethnic Studies courses should be relevant to students’ “lives outside the classroom”, and pursuing the objectives above should not only lead to student behavioral change, but to action in the real world. The ESR should ultimately engender in students the ability to participate in a multicultural society more effectively, respectfully, and meaningfully. This participation may be as mundane as being able to discuss race with a colleague or friend, or to recognize inequities in interpersonal, institutional, or other contexts.
## ASSIGNMENTS & GRADING

<table>
<thead>
<tr>
<th>DUE DATE</th>
<th>points</th>
<th>Activity/Assignment</th>
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| Day of class | 25 | Attendance & Class Participation (see below about participation)  
(1 point per face-to-face (F2F) class)  
You are eligible to earn extra credit ONLY if you do NOT miss more than 2 F2F classes.  
If you miss more than 5 F2F classes for any reason, you cannot earn more than a D in this class. Please contact me if you have extenuating circumstances  
You must have attempted all MOODLE activities or handed in all assignments to be eligible for extra credit. |
| May 6 | 5 | Self-Evaluation  
Your participation will be measured by your self-evaluation at the end of the semester as well as the professor’s subjective assessment of your overall participation all semester, based on class discussions, small group participation, individual meetings and email exchanges with me. Your ability to draw upon the readings to ask questions and express opinions will be an important component of your grade. Your own self-evaluation (5 points)  
- Student self-evaluation questions will be handed out at the end of course. They are due on the last day of class and in-class in order to get credit for them. **No late or emailed ones will be accepted.**  
- Instructor’s subjective evaluation of you (no actual points; just taken into consideration only if grade needs to be boosted up). |
| ONGOING | 25 | MOODLE activities – you will be earning points for graded MOODLE activities do on MOODLE. Activities include: Forums, Quizzes, Short Essay Answers, etc. |
| ONGOING | 10 | MOODLE resources – you will be earing points for doing MOODLE readings and links. |
| Feb 28 | 10 | Assign 1: Essay #1: What is my race, ethnicity, cultural practices and values, and immigrant status? Do I consider myself to be a member of a racial ethnic group? (See handout for more details). |
| Mar 4 | 5 | Assign 2: American FactFinder Assignment |
| Mar 15 | 5 | Assign 3: Domestic Violence Script Culturally Revised  
This is a group activity that you will submit as a group for a single grade. (Instructions will be handed out) You will rewrite a domestic violence script to be culturally accurate. |
| April 19 | 15 | Assign 4: Essay #2: Mainstream Revised: How would [my topic, program, or program, etc.] be transformed if the race system, ethnic identity, cultural practices and values, and/or immigrant status were taken into account? How would [this topic, curriculum, or program] be rethought using the ideas learned in this class? |
**Final Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td><strong>All four major assignments must be attempted and graded to earn at least a B</strong></td>
</tr>
<tr>
<td>AB</td>
<td>88-92.9</td>
<td>Extra credit points cannot move your grade up more than one whole grade.</td>
</tr>
<tr>
<td>B</td>
<td>84-87.9</td>
<td>If you have extenuating circumstances that come up unexpectedly, please come discuss them with me early on!</td>
</tr>
<tr>
<td>BC</td>
<td>80-83.9</td>
<td><strong>If you have extenuating circumstances</strong></td>
</tr>
<tr>
<td>C</td>
<td>74-79.9</td>
<td>Extra credit points cannot move your grade up more than one whole grade.</td>
</tr>
<tr>
<td>D</td>
<td>65-73.9</td>
<td><strong>If you have extenuating circumstances that come up unexpectedly, please come discuss them with me early on!</strong></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td></td>
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</tbody>
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**SOME IMPORTANT GUIDELINES**

Attendance and engagement 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. **THERE ARE NO EXCUSED ABSENCES.** If your absences are impacting your learning and grade, we should meet and talk about what’s going on. Extenuating circumstances are taken into account.

If a student anticipates they cannot make a deadline, a **two-day request for an extension** is required for one to be considered. Any assignments turned in after the deadline without approved extensions will lose points, determined at the discretion of the professor.

**Guidelines for use of electronic devices.** You may utilize your laptop for taking notes and looking up info related to what’s going on in class. I will walk around and be checking that no one is doing facebook or email, or organizing your calendar. I will also ask you to pay attention up front or to discussion if you seem to be too engaged with your electronics.

**Acceptable foods to eat in class** include anything that can be shared and passed around to everyone (e.g., jelly beans, popcorn, potato chips, etc.). Otherwise, please eat your meal before coming to class or wait until after class.

Please let me know if you have any special needs, religious observances, or need any accommodations as soon as possible. For questions regarding the University’s disability policies and services, contact McBurney Disability Resource Center http://www.mcburney.wisc.edu

**Additional Instructions for assignments will be handed out.**
CALENDAR & READING ASSIGNMENTS

Assume F2F (face-to-face) unless stated otherwise – meet in 2235 Nancy Nicholas
Online – you do NOT need to come to the classroom – the class is on-line

Readings are available online in the moodle course
They are not in APA format so do not copy.

Jan 21 Introduction to Syllabus & Technology

Jan 26 What is race & racialization?

Jan 28 RacISM & Racial Ethnic Groups

Feb 2 Mainstream Values

Feb 4 Ethnicity, Ethnic Identity & A Sense of Belonging

Feb 9 Stereotypes, generalizations, prejudices

Feb 11 Cultural Values & Practices

Feb 16 Ideology & Generational Immigrant Status

ONLINE Feb 18 Trauma & Psychological Legacy of History

Feb 23 Intragroup Diversities

Feb 25 Racial Ethnic Monopoly

DUE Feb 28 Assign 1: Essay #1: What is my race, ethnicity, cultural practices and values, and immigrant status? Do I consider myself to be a member of a racial ethnic group?

Mar 2 Life Barriers, Life Opportunities

ONLINE Mar 4 CLASS: American Factfinder

DUE Mar 4 Assign 2: American Factfinder Exercise

ONLINE Mar 9 Evaluating a Scenario for Cultural Accuracy: Domestic Violence Modifications

Mar 11 Interracial Relationships and Marriages

DUE Mar 15 Assign 2: Domestic Violence Skit Culturally Revised
Mar 16 Racial Socialization

Mar 18 White Parents Socializing their Children about Race

Mar 23 Mixed Race/Mixed Ethnicity Children

Mar 25 Transracial and International Adoptions

Mar 28-April 5 NO CLASS SPRING BREAK

ONLINE Apr 6 Evaluating Programs for Cultural Compency: Elderly in Families of Color & Immigrant Families

ONLINE Apr 8 Part I Military Culture & Families of Color in the Military

Apr 13 Evaluating Programs for Cultural Competency: ADAPT Program

Apr 15 Evaluating Organizations for Cultural Competency: Latino Family Child Care Program

DUE April 19 ASSIGNMENT DUE Essay #2 "Mainstream Revised"

Apr 20 Immigrant and Refugee Families and Children

Apr 22 Undocumented Families

Apr 27 Intergenerational Tensions in Immigrant Families

April 29 LGBTQ of Color Family Matters

May 4 Language, Cultural Enrichment Programs to address the Achievement Gap in Madison

May 6 Wrap Up: How does Race, Racism, Ethnicity, Cultural Values and Practices, and Immigrant Status Matter to Family Life?

Due May 6 Due Self-Evaluation IN CLASS AT BEGINNING OF CLASS ONLY
Email and late submissions will not be accepted.
Guidelines for Evaluating Class Participation

5 - Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction or the class. Ideas demonstrate innovation and exploration, as well as synthesis of different points of views or ideas. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion for the whole class would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small group discussions, and other activities.

4 - Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion for the whole class would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small group discussions, and other activities.

3 - Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion for the whole class would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small group discussions, and other activities.

2 - Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion for others would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small group discussions, and other activities.

1 - Inadequate: This person says little in class and only attends class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

0 - Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.