

HDF 409
Spring 2006
Family diversity

Location: Stone 215
Timing: MWF 10 to 10:50 am

Instructor: Dr. Sudha Shreeniwas
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Office Hours: Monday, Wednesday, and Friday: 11:00 am to 12:00 noon. You are welcome to come and see me during my office hours. I will also be glad to see you any other time if you make an appointment first. You can contact me by email or phone any time with questions, or to set up an appointment to see me.

Required text:

Zinn, M.B. & Eitzen, D.S. (2004). *Diversity in Families*. New York: Harper Collins

Articles:

Supplementary articles are on e-reserve. You can access them via your Blackboard account. **Go to the computers in the Periodicals Section in Jackson Library. Print the readings out from here, it automatically uses the Front and Back option. That will save paper and weight that you carry.**

Overall Objective:

Develop an in-depth understanding of how diversity in family forms, and variation within and between families, comes into being; by adopting a historical, social-structural (racial / ethnic, gender, and class perspective), economic and cultural perspective.

Specific Objectives:

1. Acquire knowledge of the historical and socioeconomic roots of diverse family forms and configurations.
2. Grasp basic approaches and theories for understanding family systems and functioning styles and their relationship to socioeconomic, community, and cultural influences.
3. Develop competence in identifying family concerns, priorities, and resources for families from diverse socioeconomic and cultural environments.
4. Demonstrate attitudes that indicate respect for diverse cultural values and family structures.
5. Build approaches that focus and build on the strengths of children and families rather than emphasize weaknesses.

Course Requirements:

Your course grade will be determined by your performance in the following components:

1. Academic Integrity Assignment - counts for 5% of your final grade. Go to the UNCG web site: search for and locate the web site where the Academic Integrity Policy is located. One possible location is: <http://www.uncg.edu/reg/Policy/HonorPolicy.html>. Read the entire site. About 2/3 of the way down, there is Appendix A: Encouraging the Practice of Academic Integrity 1. Student Obligations. . **Print out that part, sign it and turn it in on 20th January 2006. Failure to turn in this assignment on the due date will result in automatic loss of 5 points.**

Students are expected to abide by the provisions of the UNCG Academic Integrity Policy when completing all assignments for this course. Violations of the honor code (including cheating on tests and plagiarism on written assignments) will be assumed to be intentional and be treated according to the provisions of the UNCG Academic Integrity Policy. (5 %, given as a letter grade)

2. Exams—3 exams (60% of grade) will include both multiple choice and short answer questions. Test dates are subject to change if we get ahead or behind on the material that needs to be covered. You are responsible for noting these changes in your syllabus. Total 60 % (20 % each exam, given as a letter grade).

3. Book Analysis (30% of your grade) 1 book analysis requires reading one novel from the list below about families and comparing the fictitious family to the course readings (**30 %: given as a letter grade**). Guidelines for the analysis:

- The paper must be 6 pages in length. In addition to the 6 pages of text, you must include a cover page with your name, last 4 digits of your ID number, and the title of your assignment. At the end, you **MUST** include a reference page (see details below) that is outside the 6 page limit.
- The paper must be typed (12 point, Times New Roman font) and double-spaced with one-inch margins.
- Summarize plot, setting, and main characters (about 1 page). **THIS PAGE AMOUNT IS AN APPROXIMATE SUGGESTION, NOT AN ABSOLUTE REQUIREMENT.**
- Compare / contrast individuals and families in the book with readings (at least 4 pages). **THE PURPOSE HERE IS TO ILLUSTRATE CONCEPTS YOU HAVE LEARNT IN THE CLASS WITH CHARACTERS AND SITUATIONS FROM THE BOOK.**
 - - Note structural influences such as race, class, and gender issues, cultural specifics, issues relevant to a particular historical era (if appropriate) or any other issue relevant to the societal setting.
- Draw conclusions (about 1 page).
 - - Cite at least 6 different readings. Follow the APA citation format. **YOUR TEXTBOOK COUNTS AS ONLY ONE READING. OTHER READINGS COULD BE DRAWN FROM THE SUPPLEMENTARY READINGS ASSIGNED FOR THE CLASS.** Any reading cited in your textbook does not count as a reading unless you have found a copy of that article or book and read it for yourself. **IF YOU CITE LESS THAN 6 SEPARATE READINGS YOUR GRADE WILL BE LOWERED.**
- You **MUST** include a reference page (not included in the 6 page limit) that cites the articles you draw on. Failure to include an appropriately completed reference page will result in an automatic loss of 15 points on the assignment. **ALL REFERENCES THAT APPEAR ON YOUR REFERENCE PAGE MUST BE CITED IN YOUR PAPER. ALL CITATIONS IN YOUR PAPER MUST APPEAR ON YOUR REFERENCE PAGE.**
- Book analyses not turned in at the due date will be subject to a 5 points deduction for every day it is late.
- Pay close attention to spelling, grammar, and organization of your paper. Use spell check and also visually proofread your paper (to catch errors that escape spell check). Before turning your paper in, re-read and edit it to make sure you are communicating what you intend, in a coherent, organized, and accurate fashion. The use of sub-headings and other organizational devices is encouraged. If you need help with your writing skills contact The Writing Center, located in the English Department, for a free, one-on-one guidance session on effective writing. Points will be deducted for papers that contain spelling and grammar errors and/or are disorganized. You are responsible for making sure your paper is free of errors (factual and grammatical).
- **THIS PAPER IS DUE ON 24th April 2006.**

Novels you may choose from include the following. We have one copy of each placed on 3-day reserve in the Library, but you can also get them from the Greensboro Public Library, or request Inter Library Loan. If you have a strong preference for another selection please contact your instructor AS SOON AS POSSIBLE to discuss.

- ❖ Terry McMillan, *A day late and a dollar short*.
- ❖ Geoffrey Eugenides, *Middlesex*.
- ❖ Louisa May Alcott, *Little Women*.
- ❖ Julia Alvarez, *How the Garcia girls lost their accents*.
- ❖ Sandra Cisneros, *The House on Mango Street*
- ❖ Michael Dorris, *A yellow raft in blue water*.
- ❖ Gish Jen, *Mona in the land of promise*.

4. Class Participation (counts for 5% of your final grade):

Class participation is rated based on your attendance record, preparedness, active participation in classroom discussions, and promotion of a positive classroom climate as described below.

Classroom climate

Students in the HDFS Department are expected to maintain a high academic standard at all times, to prepare for future professional life.

Students are expected to come to class fully prepared. This means that students must complete assigned readings ahead of time, and turn in assignments on time. If students experience difficulty with the materials, it is their responsibility to seek clarification from the instructor.

Please come to class regularly, arrive on time, and stay for the entire class. Classes will be conducted using both lecture and group discussion formats. Class participation in the form of comments, questions, and active engagement in classroom activities is strongly encouraged.

Please remain attentive through the class. This means participating actively in classroom discussions, and refraining from any behavior that might disrupt your classmates' learning experience. Please turn off your cell phones.

Please approach the study materials, assignments and discussions with sensitivity and respect. The material may lie outside your current experience and may sometimes challenge your thinking. You are welcome to express doubts and concerns in a manner consistent with classroom discussion guidelines. To make the class a "safe space" to encourage discussion, please be respectful to others in the way you express yourself.

Attendance is required, and will be recorded daily. You are allowed 4 "unexcused" absences to cover unforeseen contingencies such as car trouble or illness. However, please inform the instructor as soon as you can why you were absent (send an email or leave a voice mail). Repeated tardy attendance or more than 4 undocumented absences will result in substantial lowering of your grade (e.g. from B to C).

Any absence from class or delay in turning in an assignment must be arranged in writing with the instructor ahead of time, unless it is due to a documented emergency such as hospitalization.

Students with disabilities: It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Schedule of Readings:

Week 1: Identities: Race / ethnicity, class and gender.

1/9/06 Perspective Consciousness

Class discussion of the Ground Rules.

View of site : www.truemajority.com/register/earth.asp

Introductory discussion questions

1/11/06 Stereotypes, Prejudice, and Misinformation

Heilbroner Don't let stereotypes warp your judgment

Sanchez Sex, class, and race intersections

Leung Asian Americans confront growing backlash

Staples Just walk on by

Yamato Something about the subject makes it hard pp 20-23 only

1/13/06 Ethnic and Racial Identity

Njeri The American melting pot...

Rodriguez Mongrel America

Week 2: Images, Ideals, and Myths, and Preindustrial Families and the Modern Family)

1/16/06 MARTIN LUTHER KING JR. DAY. NO CLASS.

1/18/06 Text: Chapter 1

1/20/06 I HAVE A DOCTOR'S APPOINTMENT, NO CLASS TODAY.

Week 3:

1/23/06 Text Chapter 2

TURN IN THE ACADEMIC INTEGRITY ASSIGNMENT

1/25/06 Text Chapter 2 continued.

1/27/06 Dill Racial ethnic women...

Week 4: The Historical Making of Family Diversity, and economic and demographic influences on the family

1/30/06 Chapter 3

2/01/06 Text Chapter 3 continued

2/03/06 Habenstein A "then and now" overview of the immigrant family in America

Week 5: Documentary and Review for exam 1

2/06/05 Text: Chapter 4

2/08/06 Text: Chapter 4 continued

2/10/06 Screening of the movie "Family Name".

Week 6: Race, class and gender and the family

2/13/06 Discussion of the movie Family Name

Review for Exam 1: Chapters 1-4, plus the additional readings to date and the video

2/15/06 Exam 1

2/17/06 Text Chapter 5

Week 7: Meshing the Worlds of Work and Family

2/17/06 Text Chapter 5 continued

2/22/06 Langston Tired of playing monopoly

2/24/06 Text, Chapter 6

Week 8: The Social Construction of Intimacy

- 2/27/06 Chapter 6 continued
03/01/06 Screening of video “Our House”
03/03/06 Discussion of video Our House
Blumenfeld & Raymond A discussion about differences...
Lorde There is no hierarchy of oppressions

March 6TH – March 10th SPRING BREAK

Week 9: Contemporary Marriages

- 03/13/06 Text: Chapter 7
03/15/06 Text Chapter 7 continued
03/17/06 Chapter 8

Week 10: Parents and Children

- 03/20/06 Text Chapter 8 continued
03/22/06 **Review for Exam 2: Chapters 5-8, plus the additional readings and video.**
03/24/06 **EXAM 2**

Week 11: Violence in Families

- 03/27/06 Chapter 9
03/29/06 Text Chapter 9 continued
03/31/06 Stacey and Biblarz (How) does the sexual orientation of parents matter?

Week 12: Divorce and Remarriage

- 04/03/06 Text Chapter 10
04/05/06 Text: Chapter 10 continued
04/07/06 Text Chapter 11

Week 13: Emergent Families in the Global Era

- 04/10/06 Chapter 11 continued
04/12/06 Text: Chapter 12
04/14/06 Chapter 12 continued

Week 14: Family Policy for the 21st Century

- 04/17/06 Parrenas “Mothering from a distance: emotions, gender and inter generational relations in Filipino transnational families”
04/19/06 Text: Chapter 13
04/21/06 Text Chapter 13 continued

Week 15: Discussion on family diversity in the US

- 04/24/06 **NOVEL PAPER DUE**
Class discussion on your analysis of the novel you read: be prepared to discuss your views, impressions, thoughts, reactions.
04/26/06 **Guest lecturer on relevance of Family Diversity issues in the work place**
04/28/06 **Review for final exam**

Week 16: Wrap up and final exam

- 05/01/06 **LAST DAY OF CLASS, FINAL EXAM IN CLASS.**