

ETHNIC MINORITY FAMILIES 3290
FAMILY & CONSUMER STUDIES

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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, 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 objectives:

- 1) Students will analyze why minority families are different, or perceived to be different from main stream families.
- 2) By gaining objective and systematic information, students will also scrutinize the validity of the stereotypes ascribed to ethnic families and individuals.
- 3) Students will be able to discern how racism and discrimination permeate the structures of minority families.
- 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 minor
- e) the requirement for the Early Childhood Education, and
- f) the requirement for the major in the Human Development area.

REQUIRED TEXTS

- 1] Ronald L. Taylor. **Minority Families in the United States: A Multicultural Perspective.**
- 2] Anastasia M. Shkilnyk. **A Poison Stronger Than Love: The Destruction of an Ojibwa Community.**
- 3] Yoshiko Uchida. **Picture Bride.**
- 4] A reader package is available at Empire Publishing, 211 E. 300 South. Phone 521-7090

OUTLINE OF THE CLASS

- I Concepts and Methods to Understand Diversity of Families in the U.S.
- II Hispanic/Latino Families
- III Native American Families
- IV Black Families
- V Asian-American Families
- VI The future of Minority Families.

COURSE REQUIREMENTS

1. Every student is expected to read thoroughly each assignment. You should come to class prepared for discussion. Although I'll be lecturing, my agenda relies heavily on 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.
3. **Two Take-Home-Essays.** These essays encompass the family issues addressed in the books *A Poison Stronger Than Love, and Picture Bride*. The outlines for these essays would be distributed a week in advance.
4. **Family and Identity Paper.** In this essay you examine how your family background has been shaped by historical forces and structural circumstances explained in the classroom. Besides understanding your family background you will try to answer the questions "Who am I? and "What factors have made me the person I am?" You are to examine your own socialization as a member of your ethnic and/or racial group(s), your gender, your religion, and your socio-economic class. You and your family will be the primary research sources. I will provide a general outline for this essay at the beginning of the class. The first draft should be submitted on September 8, the final version is due December 8. Your Identity paper should be typed, double spaced, and it should not exceed 10 pages.
5. **Four Quizzes.** To make you accountable for the readings, four quizzes will be administered during the Semester. Each quiz has a value of 5 points and they include questions concerning the readings for that day. 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.
5. **One Optional Class Presentation.**
A small group of students will do a class presentation on one of the following families. I) Cuban Families, or II) Haitian Families. This optional exercise will provide you a maximum of 5 points. Please, check the dates for these presentations.

Grading System		Datelines
I	First draft for Family and Identity paper 5 points	September 8
II	First in-class exam 15 points	September 13
III	Group Presentation. Cuban Families. (optional)..... 5 points	October 4
IV	Second in-class exam..... 15 point	October 11
V	Take-home-essay..... 15 points	November 1
VI	Group Presentation Haitian Families (optional)..... 5 points	November 15
VII	Third in-class exam..... 15 points	November 17
VIII	Final draft for Family and Identity paper 5 points	December 8
IX	Final Paper..... 10 points	December 13
X	Four quizzes (5 points each) 20 points	Unannounced