

ETHS A190: THE ETHNIC FAMILY

Item	Value
Curriculum Committee Approval Date	09/07/2022
Top Code	220300 - Ethnic Studies
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S)
Associate Arts Local General Education (GE)	<ul style="list-style-type: none"> Area 4 Social and Behavioral Sciences 4B Social and Economic Institutions (OD2) Area 6 Ethnic Studies (OETH)
Associate Science Local General Education (GE)	<ul style="list-style-type: none"> Area 6 Ethnic Studies (OETH) Area 4 Social and Behavioral Sciences (OSD)
California General Education Transfer Curriculum (Cal-GETC)	<ul style="list-style-type: none"> Cal-GETC 4 Social & Behavioral Sciences (4) Cal-GETC 4C Ethnic Studies (4C) Cal-GETC 4J Sociology (4J)
Intersegmental General Education Transfer Curriculum (IGETC)	<ul style="list-style-type: none"> IGETC 4 Social&Behavioral Sci (4) IGETC 4C Ethnic Studies (4C) IGETC 4J Sociology (4J) IGETC 7 Ethnic Studies (7)
California State University General Education Breadth (CSU GE-Breadth)	<ul style="list-style-type: none"> CSU D3 Ethnic Studies (D3) CSU F Ethnic Studies (F)

Course Description

Explores ethnic and racial minority families in the United States from historical and contemporary perspectives. Emphasis on ethnic and racial minority family interaction, child training patterns, dating and relationships, marriage and family life, and the family's relationship to society and community agencies. Considers race, racism, and inequality experiences of US ethnic and racial minorities. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

1. PERSONAL DEVELOPMENT AND RESPONSIBILITIES
2. GLOBAL AWARENESS
3. CRITICAL THINKING
4. COMMUNICATION
5. CRITICAL THINKING

6. Explain and give at least one example for each of the four groups of the impact of colonialism, slavery, conquest, and/or exploitation on their long-term struggle for upward mobility and self-determination.
7. Differentiate between gender differences in at least one racial-ethnic group family structure and the traditional white family structure in the US.
8. Compare and contrast the experiences of two racial-ethnic ethnic group family structures that changed over time and identify key factors that caused the change. 6. CRITICAL THINKING Students will be able to demonstrate understanding, articulation, and application of 3 of the 5 CSU Ethnic Studies competencies listed below:
9. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
10. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
11. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
12. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
13. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Course Objectives

- 1. Specifically, discuss the diversified patterns of role interaction, expectations and child rearing based on African American, Native American, LatinX American, and Asian American families? unique ethnic backgrounds with a focus language, class, gender, sexuality, religion, and other intersections of identity.
- 2. Specifically, compare the significant contributions made by the different African American, Native American, LatinX American, and Asian American families to the development of the United States with a focus on significant artistic, intellectual, cultural, and/or linguistic contributions.
- 3. Specifically, compare and contrast the various theories used to understand and explain how African American, Native American, LatinX American, and Asian American families? navigate the US family structure dominated by Eurocentric white family standards.
- 4. Discuss the how African American, Native American, LatinX American, and Asian American families conceptualize family life differently and how it has changed throughout the formation of U.S. society within a historical context.

- 5. Distinguish between individual and structural forms of racism, exclusion, and other forms of inequality as they have been historically excluded Native Americans, African Americans, Asian Americans and/or LatinX families from upward mobility, social justice, and equal education.
- 6. Contrast and compare African American, Native American, LatinX American, and Asian American families' perspectives on contemporary issues, such as gender roles, teen pregnancy, and abortion.
- 7. Discuss the current dynamics of parent-child interaction among African American, Native American, LatinX American, and Asian American families in American society.
- 8. Distinguish between sex, gender, and sexuality and explain historical changes in relationships and marriage of African American, Native American, LatinX American, and Asian American families in the U.S compared to the dominant group.
- 9. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- 10. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- 11. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- 12. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- 13. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Lecture Content

The study of Ethnicity and Families Major concepts (family, ethnicity, culture) Major racial and ethnic groups in the United States Problems of defining family Major concepts of racism and oppression (race, ethnicity, inequality, power, exploitation) The sociology of the family Structures and functions of the family Society, family and households in the U.S.: cultural diversity Stereotypes and ethnic families Modes of Ethnic (colonialism, conquest, genocide, slavery, immigration-how the US became the US) African American families in the U.S. Structures and functions of the family Family change in the 19th and early 20th centuries The African American family since WWII: issues and challenges Native American families in the United States Structures and functions:

household members roles Historical patterns Native American families since the 1950s: issues and challenges Euro-American families in the U.S. Structures and functions of the family: work ethics and family organization 19th and 20th centuries: historical patterns The "white ethnics": cultural variations How the Irish, Poles, English, Germans, Italians, and other Europeans all became "White" Racialization and rationalizing Slavery and Conquest Asian American families in U.S. society Structures and functions of the family Historical development: the Asian American family in the 19th century Cultural adaptation, family changes, issues and challenges Latin American families in the U.S. Structures and functions: gender roles Family organization and developmental patterns Cultural adaptation, family changes, issues and challenges Ethnic families and local communities Cultural variations Community expectations Ethnic families perspectives on issues of teen pregnancy, contraceptives, abortion Ethnic families and U.S. society The economic and political systems The educational system The legal system Intersectionality and Stratification Structural Inequality and Pipelines to Poverty Immigration and ethnic families Family immigration policies Immigrant families and "cultural shock" Questions for the future

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Lectures, films and/or documentaries, full class discussion, small group discussions, analysis of cartoons and pictures related to the subject issues being discussed.

Reading Assignments

Students will average 3 hours per week on the following: Annotated bibliography: Assessment of interdisciplinary scholarship and emerging trends in the field Oral History Interview - interview a racial-ethnic family member or community member. Write an analytical paper examining the major themes of this person's life experiences as they relate to course themes, theories, readings, and films Research project: select a topic with the approval of the instructor; write a five page paper including a bibliography of no less than 5 books/journal articles (must include both sources) Paper: compare and contrast the experience different parenting styles in one of the four racial-ethnic family groups.

Writing Assignments

Students will average 3 hours per week on critical summaries on assigned books or current family issues; three pages personal/family life-history reports on 1) role of individual members of a family unit, or 2) personal or relatives /friends account of immigration experiences.

Out-of-class Assignments

Critical summaries on assigned books or current family issues; three pages personal/family life-history reports on 1) role of individual members of a family unit, or 2) personal or relatives /friends account of immigration experiences.

Demonstration of Critical Thinking

The final course grade will be based on the placement of four objective multiple choice plus short written answer tests along the semester

Required Writing, Problem Solving, Skills Demonstration

Critical summaries on assigned books or current family issues; three pages personal/family life-history reports on 1) role of individual

members of a family unit, or 2) personal or relatives /friends account of immigration experiences.

Eligible Disciplines

Ethnic studies: Master's degree in the ethnic studies field OR a master's degree in American studies/ethnicity, Latino studies, La Raza Studies, Central American studies, Latin American studies, cross cultural studies, race and ethnic relations, Asian-American studies, or African-American studies OR the equivalent OR see interdisciplinary studies. Master's degree required.

Textbooks Resources

1. Required Nijole V. Benokraitis. Contemporary Ethnic Families in the United States, latest ed. - 0 Rationale: - 2. Required Charles Mindel and Robert Habenstein. Ethnic Families in America, latest ed. - 0 Rationale: - 3. Required Karen G. Arms, J. Kenneth Davidson, Sr., and Nelwyn B. Moore. Cultural Diversity and Families, latest ed. Brown Benchmark, 0 Rationale: - 4. Required Zinn, Maxine Baca. Diversity in Families, 10th ed. LA: Pearson Education, 2017 5. Required Clark, Leticia. Mommy is the Mayor, 1st ed. Mexico: Halo International, 2021

Other Resources

1. Instructor selected films; instructor selected handouts; newspaper/magazine articles, cartoons and pictures for concept illustration.