

# Ethnicity and Family Studies

## *Course Syllabus* **Ethnicity and Family Studies**

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*Prerequisite: Counseling F666 – Family and Network Therapy*

**Course Description and Goals:** Ethnicity and Family Studies is designed to focus on the contribution of ethnic background to family makeup and functioning. [This course fits within a larger curriculum to further prepare students for working with couples and families in a counseling setting.](#) Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, gender, sexual orientation, religious & spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

**Self-Exploration:** The course requires participating in a number of self-exploration exercises. In order to become proficient as a family therapist, it is essential to explore one's family of origin, ethnic background, and cultural and contextual influences. Students are encouraged to explore these issues honestly and with openness. The exercises might initially seem intimidating and intrusive, but they are often the most educational and useful aspects of the course. Students are free to refrain from discussing issues that will cause feelings of being exposed and vulnerable. This is a graduate course and not intended to be a therapy experience.

**Student Learning Outcomes:** upon completion of this course, students will be able to identify, utilize, and explain the following objectives of Ethnicity and Family Studies based on an understanding of:

- Multicultural trends, including characteristics and concerns within and among diverse groups in the U.S. and international society.
- Personal cultural background, attitudes, beliefs, understandings, and acculturative experiences with those of persons from other cultural groups.
- Theories of multicultural counseling and social justice.
- Ethical issues in diverse families.

- Individual, couple, family, group, and community strategies for working with and advocating for diverse populations.
- Essential basic multicultural counseling competencies.
- The counselor's role in developing cultural self-awareness; promoting cultural social justice, advocacy and conflict resolution; and other culturally supported behaviors that promote optimal wellness and holistic growth.
- Various counselor roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination into a professional practice framework.
- How diverse sexual orientation lifestyle perspectives and identity development processes affect a client's life.
- How age, mental, and physical characteristics affect client experience and influence treatment.
- How culture and worldview assumptions influence clinical assessment, research strategies, and interpretation of data.

**Ground Rules:** (Adapted from those by Margaret Andersen, University of Delaware).

The following rules are intended to promote an atmosphere that will facilitate the learning process as well as respect the experiences of different groups in the classroom and the larger society. By the end of the first class all students need to determine if committing to the final set of rules is problematic. These principles will guide our class discussions and interactions.

1. Acknowledge that racial and ethnic oppression exists in our society.
2. Acknowledge that one of the key elements of oppression is that we are all systematically taught misinformation about race and ethnicity. This is true for both majority and minority group members.
3. While we cannot be blamed for the misinformation that we have learned, we can and should be held responsible for repeating misinformation after we have learned otherwise.
4. We will actively pursue information about racial and ethnic groups. However, the basis for this information will not be on societal learned myths or stereotypes about these groups.
5. We will share information and ideas with members of the class and we will never demean, devalue, or "put down" people for their experiences.
6. We each have an obligation to combat actively the myths and stereotypes about race and ethnicity so we can break down the barriers that impede group cooperation.
7. We will assume that all of us, regardless of our racial identity, nationality, sex, class, or cultural background, have been influenced by the racism of our society and that individuals can actively change.
8. We will create a safe atmosphere for open discussion. At times, members of the class may wish to make comments that they do not want repeated outside of the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.
9. We will try to see the world through the experiences of people who have different perspectives than our own. This will mean not assuming that one's own perspective is the only or the best way to see and think.

**Instructional Methods:** The class will meet once a week for 3 hours. Course material will be presented in a variety of ways in order to meet the needs of different learning styles. Classes will consist of lectures, video presentations, individual activities, small group discussions, and presentations by class participants. Classes are interactive and will require full participation from all participants to help create a vital learning community.

**Course Policies:**

**Attendance, tardiness, class participation, and late assignments.** Students are expected to come to class prepared with assignments turned in before arrival. Be ready to begin promptly at 4:10 PM. If missing class is unavoidable, I must be notified before the class session. **Students lose 5 participation points for every class that is missed without prior notification and two participation points for every late arrival without prior notification.** Absence does not relieve the responsibility for completing all assignments before the due date or for comprehending the material presented during the class session. For any missed class, students are expected to post a 250-word response to the discussion question assigned for the week. This assignment is due before the start of the next class session. Late assignments will not be accepted without prior approval from the instructor. Excessive absences may result in the student receiving a grade of “Incomplete” for the course.

**Plagiarism.** Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As work is prepared and submitted to meet course requirements, whether a draft or a final version of a paper or project, take care to distinguish personal ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. Students are required to use the plagiarism programs available on Blackboard for each assignment.

**Required Texts:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.  
McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York, NY: Guilford Press.

**Required Readings:**

Ariel, J., & McPherson, D. W. (2000). Therapy with lesbian and gay parents and their children. *Journal Of Marital & Family Therapy*, 26(4), 421-432.  
Arnold, C. M., Shephard, J., & Van Sell, S. (2011). The coming of the blessing: A successful cross-cultural collaborative effort for American Indian/Alaska Native families. *Family Community Health*, 34(3), 196-201. doi:JO.1097/FCHOb013e3182196279  
Arredondo, P., Aviles, R., Zalaquett, C. P., Grazioso, M., Bordes, V., Hita, L., & Lopez, B. J. (2006). The psychohistorical approach in family counseling with Mestizo/Latino immigrants: A continuum and synergy of worldviews. *Family Journal: Counseling And Therapy For Couples & Families*, 14(1), 13-27.  
Bepko, C., & Johnson, T. (2000). Gay and lesbian couples in therapy: Perspectives for the contemporary family therapist. *Journal Of Marital & Family Therapy*, 26(4), 409-419.  
Bernstein, A. C. (2000). Straight therapists working with lesbians and gays in family therapy. *Journal Of Marital & Family Therapy*, 26(4), 443-454.

- Blaisure, K.R., Saathoff-Well, T., Pereira, A., Wadworth, S.M., & Dombro, A.L. (2012). *Serving military families in the 21<sup>st</sup> century*. New York, NY: Routledge [First Three Chapters]
- Brubaker, M. D., Puig, A., Reese, R. F., & Young, J. (2010). Integrating social justice into counseling theories pedagogy: A case example. *Counselor Education And Supervision*, 50(2), 88-102.
- Cole, E. (2008). Navigating the dialectic: Following ethical rules versus culturally appropriate practices. *The American Journal of Family Therapy*, 36, 425-436.
- David, E. R. (2010). Cultural mistrust and mental health help-seeking attitudes among Filipino Americans. *Asian American Journal Of Psychology*, 1(1), 57-66. doi:10.1037/a0018814
- Denham, A. R. (2008). Rethinking historical trauma: Narratives of resilience. *Transcultural Psychiatry*, 45(3), 391-414. doi:10.1177/1363461508094673
- Foreman, S. (2012). *First generation Filipino Americans*. Unpublished manuscript, Counseling Department of the School of Education, University of Alaska Fairbanks, Fairbanks, Alaska.
- Evans-Campbell, T. (2008). Historical trauma in American Indian/Native Alaska communities: A multilevel framework for exploring impacts on individuals, families, and communities. *Journal Of Interpersonal Violence*, 23(3), 316-338.
- Goldenberg, I., & Goldenberg, H. (2008). *Family therapy: An overview* (7th ed.). Belmont, CA: Brooks Cole/Thomason Learning. [Chapter 6]
- Hays, P. (2006). Cognitive behavior therapy with Alaska Native people. In P. Hays, & G. Iwamasa, *Culturally responsive cognitive-behavioral therapy: Assessment, practice, and supervision* (pp. 47-71).
- Ivey, D. C., Wieling, E., & Harris, S. M. (2000). Save the young--the elderly have lived their lives: Ageism in marriage and family therapy. *Family Process*, 39(2), 163-175.
- Marbley, A., Wimberly, C., Berg, R., Rouson, L., & Wilkins, E. (2011). Case studies of African American families: Self-reports of ethnically diverse practitioners. *Family Journal: Counseling And Therapy For Couples And Families*, 19(2), 174-181.
- Penaloza, A. (2011). *Cultural family assessment of two Tibetan refugees entering family therapy*. Unpublished manuscript, Counseling Department of the School of Education, University of Alaska Fairbanks, Fairbanks, Alaska.
- Sanchez, A. R. (2001). Multicultural family counseling: Toward cultural sensibility. In J.G. Ponterotto, J. M. Casas, L.A. Suzuki, & C.M. Alexander. (Eds), *Handbook of multicultural counseling* (2nd ed.), (pp. 672-700). Thousand Oaks, CA, US: Sage Publications.
- Sellin, J. (2012). *Improving professional counselor preparation to meet the mental health needs of Alaska Native clients*. (Unpublished master's thesis). University of Alaska Fairbanks, Fairbanks, Alaska.
- Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Education Review*, 79(3), 409-427.
- Warde, B. (2012): The cultural genogram: Enhancing the cultural competency of social work students, social work education: *The International Journal*, 31(5), 570-586.  
doi:[10.1080/02615479.2011.593623](https://doi.org/10.1080/02615479.2011.593623)

(All required readings are in the dated File Folders under Session Resources on Blackboard, or available on the web.)

**Recommended Movies:**

- Akil, S. (2011). *Jump the broom*. United States: TriStar Pictures. [Two African American families from different socio-economic backgrounds come together for a wedding with family secrets, family shame, and family histories revealed.]
- Eyre, C. (Director). (1998). *Smoke signals*. United States: Miramax Films. [The story centers around two young men on the Coeur D'Alene Indian Reservation near Plummer, Idaho.]
- Lawrence, R. (Director). (2006). *Jindabyne*. United States: Roadshow Pictures. [Four Australian fishermen find an Aboriginal girl's body. Too late in the day to hike back and report their find, they spend the next day fishing. They become subject to much consternation by their families and the community upon their return.]
- Redford, R. (Director). (1980). *Ordinary people*. United States: Paramount Pictures. [The accidental death of the older son of an affluent family deeply strains the relationships among the bitter mother, the good-natured father, and the guilt-ridden younger son.]

**Course Evaluation:** Students will be evaluated based on four criteria: (a) class attendance and class participation, (b) Paper on Cultural Family Background (c) Assignments for the Cultural Immersion Project, and (d) the Cultural Family Assessment, including the outline and presentation.

**Class attendance and class participation:** Attending class, reading all required assignments, and participating in class discussions is expected. One of the primary goals of the course is for you to be comfortable and confident in your ability to discuss the course topics. Therefore, you are expected to actively participate in class discussions each week. The quality of your involvement in class is worth a maximum of 50 points toward your final grade. Please speak out and share your perspectives; it enriches the class experience for all of us.

**Written papers and presentations:** Students are expected to complete three big assignments during the semester: (a) a paper addressing cultural family background, (b) cultural immersion project questions and Blackboard responses, and (c) a cultural family assessment. All papers are to be typed, double-spaced, well written, and grammatically correct. Writing should conform to [APA style, 6<sup>th</sup> edition](#) (written in third person), and include citations and references.

**Cultural Family Background:** Students will complete a cultural background paper describing the background of parents or primary caregivers in regards to family culture and how this background affects the student both personally and professionally. If there is a multiracial background, pick the two most predominant cultures in their background. The students will research the people from their background using the following: (a) at least 7 scholarly sources (the McGoldrick is acceptable as one source); (b) interviews with their parents/caregivers and other significant family members; and (c) a basic genogram outlining 3 generations of family history. There are websites that might be useful in this endeavor. This paper must be 10–12 pages in length (not including the title page or references) and must be written in [APA style, 6<sup>th</sup> edition](#). This paper can be written in first person.

**Cultural Immersion Project:** Students will select a cultural group with whom they have little or no experience. This group may differ from the student in ethnicity, religion, or culture or have other significantly different cultural features (e.g., the elderly in nursing homes, disabled children, disabled adults, the homeless, etc.). Students may not use previous cultural experiences for this assignment. This project involves 3 parts. Below is a brief description of each part of the project.

Part 1: Distant Encounter: Students must read at least three scholarly resources on a cultural population of interest (the scholarly resource must be dated 2008 or later). Three significant media resources related to the culture (using the Internet or resources located in their community) must also be reviewed. For example, culturally prominent websites, online newspapers, radio/internet broadcasts, or culturally specific magazine articles may be reviewed online or purchased. Students will then answer a set of questions. **This is not a paper.** There is no need for a title page, abstract, citations, or a reference page in their submission. First person may be used in the answers. Based on these experiences, students will post their most interesting findings in the Cultural Immersion Project Part 1 Forum on Blackboard, and comment on the posts of at least two other students.

Part 2, Group Encounter: Students will attend and actively participate in two events related to their selected group. These can be events such as church services or meetings, community organization meetings, volunteer work at homeless shelters or food kitchens, attendance at support group meetings, fund-raising events, a school-related meeting or activity, etc. These activities must be sponsored by or provided for the particular group. Students will then complete a set of questions. **This is not a paper.** There is no need for a title page, abstract, citations, or a reference page in their submission. First person may be used in the answers. Based on these experiences, students will then post their most interesting findings in the Cultural Immersion Project Part 2 Forum on Blackboard, and comment on the posts of at least two other students.

Part 3, Individual Encounter and Synthesis: Students will conduct an in-depth 1-hour interview with an individual or married couple from their group to develop an understanding of the cultural factors that helped to shape that individual's (or couple's) cultural identity. A variety of issues may be explored in the interview. Once the interview is done, students will answer a set of questions. **This is not a paper.** There is no need for a title page, abstract, citations, or a reference page in their submission. First person may be used in the answers. Students will consider the interview and synthesize their distant, group, and individual experiences with this cultural group. Students will then share key discoveries in the Cultural Immersion Project Part 3 Forum on Blackboard, and comment on the posts of at least two other students.

Cultural Family Assessment: Students will have the opportunity to practice assessing a family by completing a cultural family assessment on a fictional family created for the purpose of this assignment. The student is to assess the fictional family using the cultural assessment on page 757 of the McGoldrick text. Information must be included under four main headings: Basic Demographic Information; Patterns of Individual, Family, and Social Functioning; Potential Problems for the Therapist, and Suggested Models of Family Therapy. Basic Demographic Information might include: (a) family members, (b) identified problem, (c) time of referral (i.e. why now?), (d) history of the problem, (e) life-cycle stages, (f) health history, (g) socioeconomic information, (h) cultural heritage, (i) belief systems, and (j) language and acculturation. Patterns of Individual, Family, and Social Functioning include: (a) family relationship history, (b) family biological factors, (c) individual factors, (d) immediate family, (e) extended family, (f) work and school, (g) sociocultural factors, (h) connection to the community, (i) migration history, (j) stressors and life cycle issues, (k) family resources and vulnerabilities, and (l) hypotheses about the case. Potential Problems for the Therapist should include any difficulty you might have engaging or working with the family members or other institutions associated with the family.



Suggested Models of Family Therapy should include the model(s) of family therapy that would work best with this family and why the model(s) are likely to be effective. The paper is to be 15-20 pages in length (not including the reference pages), and include at least 10 references formatted according to [APA style, 6<sup>th</sup> edition](#). The final paper is worth 150 points toward your final grade.

**Cultural Family Assessment Outline:** An outline for the paper, including references is part of the final paper assignment and needs to include enough information to show you have gathered information for each section.

**Cultural Family Assessment Presentation:** Prepare a ten minute presentation on your final paper that includes the following elements: (a) a description of your family, (b) why you selected this family, and (c) four highlights from your paper that are particularly interesting to you. You are expected to practice your talk ahead of time. I want you have you to have fun with this assignment and let your creative minds take over!

**Grading:** Your course grade will be determined on a point system as follows:

Attendance and Participation	50 points	<b><u>Grading Scale</u></b>	
Cultural Family Background Paper	100 points	465 points and up (93%)	A
Cultural Immersion Project Part 1	60 points	400 points to 464 (80%)	B
Cultural Immersion Project Part 2	70 points	350 points to 399 (70%)	C
Cultural Immersion Project Part 3	70 points	300 points to 349 (60%)	D
Final Paper (25/outline/25 presentation)	<u>150 points</u>	Less than 300 points	F
Total	500 points		

**Disability Services:** *Students with a physical or learning disability, who may need academic accommodations, should contact Mary Matthews in the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail ([uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu)). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.*

**Support Services:** *Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.*

**Class Schedule, Required Readings, Assignment Due Dates**  
*Additional work may be assigned to meet course requirements.*

<u>Class Date</u>	<u>Assignments Due</u>	<u>Course Topics Addressed</u>	<u>Assignments to prepare for Class</u>
Jan. 21		Course Overview Discussion of useful, meaningful, and relevant education Discussion of Adult Learning in Community <a href="http://www.youtube.com/watch?v=tBf62ZkiuuU">http://www.youtube.com/watch?v=tBf62ZkiuuU</a>	<u>McGoldrick et al.</u> : Ch. 1
Jan. 28		Theories of Multicultural Counseling Social justice in family therapy Ethical Rules versus Culturally Appropriate Practice	Burbaker et al. (2010). Integrating social justice... Cole. (2008). Navigating the dialectic Penazola (2011). Cultural family assessment.... Sanchez. (2001). Multicultural family counseling
Feb. 4		The Role of Historical Trauma	<u>McGoldrick et al.</u> : Ch. 3 Denham. (2008) Rethinking historical trauma... Evans-Campbell (2008). Historical trauma..... Tuck. (2009). Suspending damage...
Feb. 11		American Indian/Alaska Native Families	<u>McGoldrick et al.</u> : Ch. 2 Arnold et al. (2011). The coming of the blessing...
Feb. 18	<b>Cultural Family Background Paper</b>	Alaska Native Families	Sellin. (2012). Improving counselor... Hays. (2006). Cognitive behavioral..
Feb. 25		African American Families	<u>McGoldrick et al.</u> : Ch. 5,6 Marbley et al (2011). Case studies of African American families.....
March 4	<b>Cultural Immersion Part 1</b>	Latino Families	<u>McGoldrick et al.</u> : Ch. 11, 17 Arredondo et al. (2006). The psychohistorical approach...
March 11		Filipino Families	<u>McGoldrick et al.</u> : Ch. 23 David. (2010). Cultural mistrust.... Foreman. (2012). First generation....
March 18		Spring Break	
March 25	<b>Cultural Immersion Part 2</b>	Military Families	Blaisure et al. (2012). Chapters 1, 2, 3
April 1	<b>Final Paper Outline</b>	Older Couples	Ivey et al. (2000). Save the young.....
April 8		European American Families	<u>McGoldrick et al.</u> : Ch. 36
April 15	<b>Cultural Immersion Part 3</b>	Lesbian/Gay Families  <a href="http://front.moveon.org/two-lesbians-raised-a-baby-and-this-is-what-they-got/">http://front.moveon.org/two-lesbians-raised-a-baby-and-this-is-what-they-got/</a>	Aerial & McPhearson. (2000). Therapy with gay and lesbian parents... Bepko & Johnson. (2000). Gay and lesbian couples... Bernstein. (2000). Straight therapists...
April 22		Professional Issues and Ethical Practices	Goldenberg & Golenberg. (2008). Professional issues...
April 29		Final Paper Presentations by Students (10 minutes)	
May 6	<b>Final Paper Due</b>		