

**University of Pennsylvania
School of Social Work**

**SW 728 — Ethnicity in Contemporary America
Spring 2005**

I. Course Purpose

SW 728 — Ethnicity in Contemporary America, is designed to provide students with a familiarity with the literature of ethnicity, cultural encounter, and cultural change in American families (for example, immigration, religious change, interracial/interfaith/interethnic families). The course will be based on interactive learning where students integrate research and theory while drawing on data collection and their own experience. Emphasis is placed on: (a) the strategies families use to cope with ethnicity, cultural change and diversity within the family and (b) the importance of cultural understanding and culturally-sensitive intervention for social workers who work with families with diverse cultural backgrounds. The purpose of this course is to strengthen students' theoretical and practical understandings of the needs of individuals and families from diverse cultural backgrounds.

II. Educational and Learning Objectives

By the end of SW 728 students are expected to:

1. Demonstrate knowledge and understanding of the meaning and impact of ethnicity, cultural encounter, and cultural change in families.
2. Evidence understanding of the interaction between one's own culture and the cultures of clients as it applies to client interaction and intervention as well as to oneself as a developing social work professional.
3. Demonstrate knowledge and understanding of the coping strategies used by individuals and families whose lives are shaped by cultural change and ethnic diversity.
4. Demonstrate knowledge of key concepts and analytical frameworks of major approaches and theories regarding ethnicity, cultural encounter, and cultural change.
5. Demonstrate the ability to critically analyze and apply these concepts and theories to implement culturally competent practice.
6. Demonstrate an understanding of how ethnicity, cultural encounter, and cultural change in families shape their life course and impact their coping ability.

III. Course Requirements

A. What is Expected of You

1. Come to class prepared, having read and thought about the assigned readings prior to each class.
2. Participate actively and relevantly in class discussions, presentations and experiential exercises.
3. Submit written assignments on time.

B. Attendance Policy

This class meets once a week. Classroom learning is a fundamental component of your professional education. In the event that you are unable to attend class for any reason, please notify one of the instructors in advance. You can not miss more than 2 classes.

C. The Bases for Evaluating Your Work

1. Quality of written assignments: papers are to be of graduate level quality, well documented, using APA format, and submitted on time.
2. Class participation: Attendance and quality of oral participation and presentations, participation in experiential exercises and peer discussion assignments.
3. Demonstration of having done the assigned readings and having understood course concepts. This is evident in class participation and in the incorporation of concepts and references from the readings in written assignments.

D. Grading Policy

Students will be assigned letter grades for the quality of their class work and written assignments. The grading policy is described in the 2004-2005 MSW Handbook. The reflection paper will account for 20 points, the class presentation 20 points, participation 10 points, and the final paper 50 points.

E. Assigned Readings:

Assigned readings are from textbooks, professional journals, and other relevant sources. Selected chapters and articles are available on Black Board. Go to www.upenn.edu and click on “current students/PennPortal” on the bottom left of the screen. On the next screen, click on “Log in to PennPortal”. Then enter your PennKey and password. Under “My courses” on the left, you will find SW 728-- here, you will have access to the readings.

F. Specific Requirements

Reflection paper: (Graded on a pass/fail basis)

This paper will provide the reader with

- a) A description of your family ethnic/cultural background. (past 3 generations)
- b) How do you define your cultural or ethnic identity?
- c) How do you define cultural change in your family?
- d) How might the above (a, b and c) impact your practice on a micro and/or macro level.

The reflection paper should be 4-6 pages in length and may include an appendix with photos or documents etc. if you wish.

Class presentation:

For this assignment you can work individually or in a small group (2-3), you will each interview members of a family who are facing an issue related to cultural encounter, cultural change, or ethnicity. You should interview three members of the family or two members of the family and one person outside the family for their perspectives on this issue. The purpose of the class presentation is for you to present your conceptualization of your interview project.

You will be asked to provide the class members with a handout that will help you with your final assignment. The handout should include the following components:

- a) Describe the family you are going to interview and the issue on which you are focusing regarding that family. If using a client or family members, please disguise identifying information. Examples include cultural transition challenges, intergeneration conflict, immigration, religious change, inter-religious families, interracial families, and so forth.
- b) Describe how ethnic, religious or cultural issues are affecting the family and how it may impact family interaction.
- c) Describe the coping strategies of the family from different family members' points of view.
- d) How does the professional literature describe the cultural aspects of this issue?
- e) Select one fictional/autobiographical work that focuses on the issue and discuss its utility in understanding the issue.
- f) Select one to two theories that help to explain the issue.
- g) Summarize these theories and critically discuss their utility in understanding the issue.
- h) Suggest how the theories would guide your intervention on an individual, family, group or community level with your focus issue.

You should draw from, integrate, and cite literature from syllabus and out-of-class readings. Use visual aids such as PowerPoint in your presentations and prepare 3 questions for class discussion.

Final Assignment: April 30, 2005

The purpose of this assignment is to critically examine how ethnicity, cultural encounter, cultural change impact a family's functioning and coping ability. This assignment is an

in-depth continuation of your interview project based on your class presentation. You should address the following components:

- a) Describe what you think are the challenges for this family as they face the focus issue (potential sources of conflict, risks, issues that hinder functioning and well-being). [7.5 points]
- b) Describe what you think are the strengths and benefits for this family as they face the focus issue. [7.5 points]
- c) How has this family's coping been impacted by cultural, religious, ethnic, and/or socioeconomic factors? [10 points]
- d) Compare the coping strategies of the family you studied to two other families studied by other class members. Base your arguments on the literature. [5 points for each comparison = 10 points]
- e) What would be your recommendations for working with families in similar circumstances? [5 points] Compare your views to two theories that address cultural sensitivity in intervention (cite the relevant literature). [5 points for each theory = 10 points] [15 points total]

Use class readings handouts and the literature to help frame and support your points.

This paper should be 10-12 pages long, draw from, integrate, and cite literature from syllabus and out of class readings. The bibliography should consist of at least 10 references. Of these, up to 4 may be information obtained from the Web, and 6 or more must be books, book chapters, or articles in professional journals. To protect the participants' confidentiality, names and any other personally identifiable information should be disguised.

Schedule of Class Topics and Readings

Session 1 (January 14, 2005)

Ethnicity, cultural change, and cultural encounter and their relationship to social work practice

- Introduction
- Overview of the course
- The role of ethnicity, cultural encounter, and cultural change in families

Session 2 (January 21, 2005)

Reflection paper due

- Students' definitions of culture, ethnicity and change
- Different approaches to culture, change and cultural competence.

Readings:

Devore, W., & Schlesinger, E. G. (1999). We, the people of the United States, (5th ed., pp 3-21). Boston: Allyn & Bacon.

Devore, W., & Schlesinger, E. G. (1999). The ethnic reality. In *Ethnic-sensitive social work practice*, (5th ed., pp. 21-63). Boston: Allyn & Bacon.

Session 3 (January 28, 2005) Proposed student teams and presentation topics due

- Theories of and Approaches to social work in a cultural context

Readings:

Devore, W., & Schlesinger, E. G. (1999). The layers of understanding. In *Ethnic-sensitive social work practice*, (5th ed., pp. 92-110). Boston: Allyn & Bacon.

Devore, W., & Schlesinger, E. G. (1999). Approaches to social work practice and the ethnic reality. In *Ethnic-sensitive social work practice*, (5th ed., pp. 111-138). Boston: Allyn & Bacon.

Kagitcibasi, C. (1996). Preface, Chapter 1- Introduction, chapter 2- development in context. In *Family and human development across cultures: A view from the other side*, (pp.1-35). Mahwah, NJ: Lawrence Erlbaum Associates.

Session 4 (February 4, 2005)

- Cultural sensitivity – the definitions of minority: the study of indigenous and refugee and immigrant families
- Research presentations on refugee and immigrant families

Readings:

Refugee and immigrant families:

Devore, W., & Schlesinger, E. G. (1999). Ethnic sensitive practice with refugees and new immigrants (5th ed., pp.227-242), Boston: Allyn & Bacon.

Choose 3 readings from the list below.

Pipher, M. (2002). Children of hope, children of tears. In *The middle of everywhere: The world's refugees come to our town* (pp. 113-160). New York: Harcourt.

Pipher, M. (2002). Teenagers-Mohammed meets Madonna. In *The middle of everywhere: The world's refugees come to our town* (pp. 161-195). New York: Harcourt.

Pipher, M. (2002). Young adults—"Is there a marriage broker in Lincoln?" In *The middle of everywhere: The world's refugees come to our town* (pp. 196-215). New York: Harcourt.

Pipher, M. (2002). Family—"A bundle of sticks cannot be broken." In *The middle of everywhere: The world's refugees come to our town* (pp. 216-243). New York: Harcourt.

Potocky-Tripodi, M. (2002). Family dynamics. In *Best practices for social work with refugees and immigrants* (pp. 310-355). New York: Columbia University.

Session 5 (February 11, 2005)

Exploring ethnic-sensitive social work practice

- Cultural competence and social workers code of ethics
- Basic concepts
- Knowledge about culture
- 3 approaches for culturally sensitive interventions

Readings:

Devore, W., & Schlesinger, E. G. (1999). Adapting strategies and procedures for ethnic-sensitive practice: Direct practice. In *Ethnic-sensitive social work practice*, (5th ed., pp. 174-213). Boston: Allyn & Bacon.

Devore, W., & Schlesinger, E. G. (1999). Ethnic-sensitive practice macro practice. In *Ethnic-sensitive social work practice*, (5th ed., pp. 215-226). Boston: Allyn & Bacon.

Potocky-Tripodi, M. (2002). Culturally competent practice. In *Best practices for social work with refugees and immigrants* (pp. 123-182). New York: Columbia University.

Session 6 (February 18, 2005)

Student presentations

Session 7 (February 25, 2005)

Student presentations

Session 8 (March 4, 2005)

Student presentations

March 11: No class – Spring break

Session 9 (March 18, 2005)

Student presentations

Session 10 (March 25, 2005)

Student presentations

Session 11 (April 1, 2005)

Student presentations

Session 12 (April 8, 2005)

1. Cultural sensitivity – working with families with diverse religious backgrounds

- Jewish families
- Muslim families
- Asian Indian families (Hindu, Christian, and Muslim families)

Readings:

Almeida, R. (1996). Hindu, Christian, and Muslim families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 395-423). New York: Guilford.

Rosen, E. J., & Weltman, S. F. (1996). Jewish families: An overview. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 611-630). New York: Guilford.

Sahlein, J. (2002). When religion enters the dialogue: A guide for practitioners. *Clinical Social Work Journal*, 30 (4), 381-401.

Session 13 (April 15, 2005) Provide class with your section on coping strategies via e-mail or handouts.

Diversity variations-a different view on families:

- Family structure
- Single-parent families, stepfamilies, lesbian, gay and bisexual families, older adults and their families
- Class diversity
- Economic diversity

Readings:

Amato, P. R. (2000). Diversity within single-parent families. In D. H. Demo, K. R. Allen, & M. A. Fine, (Eds.), *Handbook of family diversity* (pp. 149-172). Oxford: Oxford University.

Hetherington, E. M., & Stanley-Hagen, M. (2000). Diversity among stepfamilies. In D. H. Demo, K. R. Allen, & M. A. Fine, (Eds.), *Handbook of family diversity* (pp. 173-196). Oxford: Oxford University.

Rank, M. R. (2000). Poverty and economic hardship in families. In D. H. Demo, K. R. Allen, & M. A. Fine, (Eds.), *Handbook of family diversity* (pp. 293-315). Oxford: Oxford University.

Rubin, L. B. (1995). Past present/Present reality. In *Families on the fault line: America's working class speaks about the family, the economy, race, and ethnicity* (pp. 143-171). New York: Harper Perennial.

Savin-Williams, R., & Esterberg, K. G. (2000). Lesbian, gay, and bisexual families. In D. H. Demo, K. R. Allen, & M. A. Fine, (Eds.), *Handbook of family diversity* (pp. 197-215). Oxford: Oxford University.

Session 14 (April 22, 2005) Final paper due

Coping with cultural change: universalistic and relativistic approaches

- From cultural differences to differences in cultural frame of reference
- Re-visiting theories of diversity and the family

Readings:

Greenfield, P. M., & Cocking, R. R. (Eds.). (1994). Preface. In *Cross-cultural roots of minority child development*, (pp. ix-xix). Hillsdale, NJ: Erlbaum Associates.

Kim, U., & Soo-Hyang, C. (1994). Individualism, collectivism and child development: A Korean perspective. In P. M. Greenfield & R. R. Cocking, (Eds.), *Cross-cultural roots of minority child development* (pp. 1-38). Hillsdale, NJ: Erlbaum Associates.

Ogbu, J. U. (1994). From cultural differences to differences in cultural frame of reference. In P. M. Greenfield & R. R. Cocking, (Eds.), *Cross-cultural roots of minority child development* (pp. 365-391). Hillsdale, NJ: Erlbaum Associates.

Session 15 (April 29, 2005)

Integration and course evaluation

- Culturally sensitive practice: Beyond the “tourist bus” visit of different ethnic groups

Below is a listing of references for various ethnic and religious families:

African American families:

Black, L. (1996). Families of African origin: An overview. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 57-65). New York: Guilford.

Bowman, P. J. (1993). The impact of economic marginality among African American husbands and fathers. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 120-137). Newbury Park, CA: Sage.

Dhooper, S. S., & Moore, S. E. (2001). Understanding and working with African Americans. In *Social work practice with culturally diverse people* (pp. 98-134). Thousand Oaks, CA: Sage.

Hatchett, S. J., & Jackson, J. S. (1993). African American extended kin systems: An assessment. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 90-108). Newbury Park, CA: Sage.

Hines, P. M. (1999). The family life cycle of African American families living in poverty. In B. Carter, & M. McGoldrick, (Eds.), *The expanded life cycle: Individual, family, and social perspectives* (3rd ed., pp. 327-343). Boston: Allyn & Bacon.

Hines, P. M., & Boyd-Franklin, N. (1996). African American families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 66-84). New York: Guilford.

McAdoo, J. S. (1993). Decision making and marital satisfaction in African American families. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 109-119). Newbury Park, CA: Sage.

Sudarkasa, N. (1993). Female-headed African American households: Some neglected dimensions. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 81-89). Newbury Park, CA: Sage.

Taylor, R. L. (2000). Diversity within African American families. In D. H. Demo, K. R. Allen, & M. A. Fine, (Eds.), *Handbook of family diversity* (pp. 232-251). Oxford: Oxford University.

African American Muslim families:

Mahmoud, V. (1996). African American Muslim families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 112-128). New York: Guilford.

McCloud, A.B. (1995). *African American Islam*. New York: Routledge.

Turner, R.B. (1997). *Islam in the African American Experience*. Bloomington: Indiana University Press.

American families with English ancestors from the Colonial Era: Anglo Americans:

McGill, D. W., & Pearce, J. K. (1996). American families with English ancestors from the Colonial Era: Anglo Americans. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 451-466). New York: Guilford.

Amish families:

Emery, E. (1996). Amish families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 442-450). New York: Guilford.

Arab families:

Abudabbeh, N. (1996). Arab families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 333-346). New York: Guilford.

Armenian families:

Dagirmanjian, S. (1996). Armenian families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 376-391). New York: Guilford.

Asian American families:

Dhooper, S. S., & Moore, S. E. (2001). Understanding and working with Asian Americans. In *Social work practice with culturally diverse people* (pp. 135-173). Thousands Oaks, CA: Sage.

Ishii-Kuntz, M. (2000). Diversity within Asian American families. In D. H. Demo, K. R. Allen, & M. A. Fine, (Eds.), *Handbook of family diversity* (pp. 274-292). Oxford: Oxford University.

Lee, E. (1996). Asian American families: An overview. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 227-248). New York: Guilford.

Brazilian families:

Korin, E. C. (1996). Brazilian families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 200-213). New York: Guilford.

Cambodian families:

McKenzie-Pollock, L. (1996). Cambodian families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 307-315). New York: Guilford.

Central American families:

Hernandez, M. (1996). Central American families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 214-224). New York: Guilford.

Chinese families:

Lee, E. (1996). Chinese families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 249-267). New York: Guilford..

Lin, C., & Liu, W. T. (1993). Intergenerational relationships among Chinese immigrant families from Taiwan. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 271-286). Newbury Park, CA: Sage.

Ou, Y.-S., & McAdoo, H. P. (1993). Socialization of Chinese American children. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 245-270). Newbury Park, CA: Sage.

Cuban families:

Bernal, G., & Shapiro, E. (1996). Cuban families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 155-168). New York: Guilford.

Suárez, Z. E. (1993). Cuban Americans: From golden exiles to social undesirables. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 164-176). Newbury Park, CA: Sage.

Czech families:

Krestan, J. (1996). Czech families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 688-695). New York: Guilford.

Dutch families:

De Master, C., & Dros-Giordano, M. A. (1996). Dutch families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 467-476). New York: Guilford.

European families:

Giordano, J., & McGoldrick, M. (1996). European families: An overview. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 427-441). New York: Guilford.

French Canadian families:

Langelier, R. (1996). French Canadian families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 477-495). New York: Guilford.

German families:

Winawer, H., & Wetzel, N. A. (1996). German families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 496-516). New York: Guilford.

Greek families:

Tsemberis, S. J., & Orfanos, S. D. (1996). Greek families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 517-529). New York: Guilford.

Haitian families:

Bibb, A., & Casimir, G. J. (1996). Haitian families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 97-111). New York: Guilford.

Hindu families:

Hodge, D. R. (2004). Working with Hindu clients in a spiritually sensitive manner. *Social Work*, 49 (1).

Hmong families:

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus, & Giroux.

Hungarian families:

Smith, D. (1996). Hungarian families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 530-543). New York: Guilford.

Immigrant families:

Ahmed, S., & Lemkau, J. (2000). Cultural issues in the primary care of South Asians. *Journal of Immigrant Health*, 2(2), 89-96.

Ayyub, R. (2000) Domestic violence in the South Asian Muslim immigrant population in the United States. *Journal of Social Distress and the Homeless*, 9(3), 237-248.

Paulino, A., & Burgos, Servedio, J. (1997). Working with immigrant families in transition. In E. P. Congress (Ed.), *Multicultural perspectives in working with families* (pp. 125-141). New York: Springer.

Indonesian families:

Piercy, F., Soekandar, A., & Limansubroto, C. D. M. (1996). Indonesian families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 316-323). New York: Guilford.

Interracial/interreligious families:

Dhooper, S. S., & Moore, S. E. (2001). Understanding and working with biracial/mixed-race Americans (Chapter 7). *Social work practice with culturally diverse people*. Thousands Oaks, CA: Sage.

Walker, R. (2001). *Black, White, and Jewish: Autobiography of a shifting self*. New York: Riverhead.

Iranian families:

Jalali, B. (1996). Iranian families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 347-363). New York: Guilford.

Irish families:

McGoldrick, M. (1996). Irish families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 544-566). New York: Guilford.

Israeli families:

Fogelman, E. (1996). Israeli families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 638-645). New York: Guilford.

Italian families:

Giordano, J., & McGoldrick, M. (1996). Italian families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 567-582). New York: Guilford.

Jamaican families:

Brice-Baker, J. (1996). Jamaican families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 85-96). New York: Guilford.

Japanese families:

Matsui, W. T. (1996). Japanese families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 268-280). New York: Guilford.

Korean families:

Kim, B.-L. C. (1996). Korean families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 281-294). New York: Guilford.

Min, P. G. (1993). Korean immigrants' marital patterns and marital adjustments. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 287-299). Newbury Park, CA: Sage.

Latino families:

Chilman, C. S. (1993). Hispanic families in the United States: Research perspectives. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 141-163). Newbury Park, CA: Sage.

Dhooper, S. S., & Moore, S. E. (2001). Understanding and working with Latino Americans. In *Social work practice with culturally diverse people* (pp. 58-97). Thousands Oaks, CA: Sage.

Falicov, C. J. (1999). The Latino family life cycle. In B. Carter, & M. McGoldrick, (Eds.), *The expanded life cycle: Individual, family, and social perspectives* (3rd ed., pp. 141-151). Boston: Allyn & Bacon.

Garcia-Preto, N. (1996). Latino families: An overview. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 141-154). New York: Guilford.

Mayo, Y. (1997). Machismo, manhood, and men in Latino families. (1997). In E. P. Congress (Ed.), *Multicultural perspectives in working with families* (181-197). New York: Springer.

Paz, J. J. (1993). Support of Hispanic elderly. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 177-183). Newbury Park, CA: Sage.

Zinn, M. B., & Wells, B. (2000). Diversity within Latino families: New lessons for family social science. In D. H. Demo, K. R. Allen, & M. A. Fine, (Eds.), *Handbook of family diversity* (pp. 252-273). Oxford: Oxford University.

Lebanese families:

Simon, J. P. (1996). Lebanese families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 364-375). New York: Guilford.

Lesbian and gay families:

McFadden, S. (1997). Redefining the family: The concept of Family for Lesbians and Gay men. In E. P. Congress (Ed.), *Multicultural perspectives in working with families* (167-180). New York: Springer.

Mexican families:

Martinez, E. A. (1993). Parenting young children in Mexican American/Chicano families. In H. P. McAdoo (Ed.), *Family ethnicity: Strength in diversity* (pp. 184-195). Newbury Park, CA: Sage.

Falicov, C. J. (1996). Mexican families. In M. McGoldrick, J. Giordano, & J. K. Pearce (Eds.), *Ethnicity and family therapy* (2nd ed., pp. 169-182). New York: Guilford.

Muslim families:

Ali, A., & Toner, B.B. (2001). Self-esteem as a predictor of attitudes toward wife abuse among Muslim women and men in Canada. *Journal of Social Psychology, 141*, 23-30.

Al Faruqi, L.I. (1978). An extended family model from Islamic culture. *Journal of Comparative Family Studies, 9*, 243-256.

Carolan, M.T., Bagherinia, G., Juhari, R., Himelright, J., & Mouton-Sanders, M. (2000). Contemporary Muslim families: Research and practice. *Contemporary Family Therapy: An International Journal, 22*, 67-79.

Daneshpour, M. (1998). Muslim families and family therapy. *Journal of Marital & Family Therapy, 24*, 355-368.

Erickson, C. and Al-Timimi, N. (2001). Providing mental health services to Arab Americans: Recommendations and considerations. *Cultural Diversity and Ethnic Minority Psychology, 7*(24), 308-327.

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