

FRHD*4070
CULTURE AND FAMILIES

Susan S. Chuang, Ph.D.

Office: MINS 133D

Office hours: Make an appointment

Phone: 519-824-4120, ext. 58389

Email: schuang@uoguelph.ca

DESCRIPTION

When you hear the word, culture, what comes to mind? We all live in a cultural context but the cultural context varies by location like country or neighbourhood, by ethnicity, gender, age, religion, and numerous other factors. We also live in multiple cultures such as in families, schools, network of friends, and work, to name a few. While no one class can cover the depths and intricacies of “culture,” this class will focus on ethnic culture to illustrate how culture has influenced every facet of our lives.

This course will provide students with the various theoretical and methodological perspectives to explore culture and how it impacts family dynamics and relationships. Specifically, the primary goal of the course is for students have a greater acknowledgment and appreciation of the importance of culture. Students will be introduced to research from various disciplines that have provided greater insights into culture research.

A particular focus will be on family dynamics and relationships as students explore their social world using “cultural glasses.” Students will actively engage in discussing the complexities of families in various cultures, examining the similarities as well as the differences within and across groups. To accomplish these goals, students will be given many opportunities to “think outside of the box” and to challenge traditional modes of thought, use various methods of problem-solving, to be creative, and have fun!

LEARNING OBJECTIVES

There are various learning objectives for the course, which are the following:

- Build students’ global understanding of various theoretical perspectives on culture;
- Strengthen students’ knowledge on various theoretical perspectives on family dynamics and relationships;
- Examine a wide range of family and development issues;
- Explore the trends and family issues that affect parents, children, and extended family systems in varying multicultural and diverse societies;
- Critically examine how various factors (individual, family, societal) may impact culture which will strengthen their inter- and intracultural competence;
- Critically reflect on current world events that involve cultural issues;
- Using creativity, develop different forms of dissemination of knowledge strategies to inform various audiences (peers, academia, and community);

- Develop effective communication skills;
- With the use of class readings, build skills to critically think, analyze and problem solve issues surrounding culture and families; and
- Learn to work effectively with peers, taking turns in leading the group to a final project.

COURSE READINGS

Students are required to purchase the FRHD*4070 Workbook at the Bookstore BEFORE class. This is needed for each class.

Course readings are listed in this syllabus by class dates.

Recommended ~

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

COURSE REQUIREMENTS

Student Participation (20%)

The purpose of this course is to have small classes that will be conducive for in-depth discussions. Thus, it is important for students to be prepared for all classes and actively participate in class discussions. Each class, students will be posting responses (via cell phones, computers) to online platforms and engaging in other forms of in-class activities. Extra credit will be offered throughout the course.

In-Class Quizzes (14%)

It is important that students are well-prepared for each class. In-class quizzes in various formats (online platforms, paper-pencil) will be based on the required readings throughout lectures (8 lectures, 2% each with maximum of 14%).

Minor Reaction Paper (3%)

Congratulations! You will be immigrating to the Nacirema society in six months. After reading the article, write a reaction paper. Here are some suggested questions that you can answer or not!

What immediate thoughts come to mind? How would you feel about this move? Are you excited, anxious, scared, or all the above? Will you adopt their cultural practices and beliefs? If so, what parts and why? Do you think that you can adjust easily into this new culture?

The reaction paper must be up to 2 pages, typed, double-spaced, 12 font (no title page – save paper!). **Due: September 26, BEGINNING of class.**

Grading criteria ~

- Thoughtfulness: 2%
- Writing, organization: 1%
- Must be stapled (-1% if not)
- Staple GRADING SHEET at the back (-1% if not)
- Late: 1% out of 3% per day (i.e., third day = 0)

Hand-Drawn Family Picture and Attachment Article Review (5%)

Using at least two of the attachment articles, discuss your family picture. How do the articles link to your drawing? What insights have you gained from reading the article and your views about your family relationships? Make sure that you explicitly reference the article using APA. Do not use quotes.

***USE PAPERCLIP to attach picture to article review!!!**

The attachment paper must be up to 3 pages, typed, double-spaced, 12 font (no title page – save paper!). **Due: October 17 BEGINNING of class..**

Grading criteria ~

- Picture: 1%
- Thoughtfulness and integration of articles: 2%
- Writing, grammar, organization: 2%
- Must be stapled (-1% if not)
- Late: 1% out of 5% per day (i.e., fifth day = 0)
- Staple GRADING SHEET at the back (-1% if not)

Knowledge Is Power: Research to Practice Project (58%)

Culture is intertwined in all aspects of the children's lives, and families play an important role in their development. In groups of FOUR, students will choose their own topic of interest that focuses on cultural and families. It is important to build your knowledge capacity on a particular issue, based on research. It is of equal importance to then understand this new knowledge and be able to then "translate it" into reality. Thus, this project is three-fold:

Part 1: Research (30%)

Once a topic has been chosen, students will use at least EIGHT academic, peer-reviewed research studies (not literature reviews) to address a particular question. The paper is a research paper so make sure that studies are integrated with each other (versus summaries). As you are choosing your topic, think to your personal and/or professional future. What topic would be helpful for you to know?

The research paper will be a group effort. The paper must follow APA, be at least 12 pages, double-spaced, 12 font (not including references).

Grading criteria ~

- Introduction: Is the topic/research question clear? Does it address culture and families? Are the relevant concepts well-defined? (2%)
- Do the articles address the issue at hand? (10%)
- Are the articles well-integrated? (4%)
- of the current studies? Discuss three limitations ACROSS articles (3%)
- Future directions? Provide some explicit future directions (3%)
- Demonstration of critical analyses of studies (3%)
- Organization, writing, grammar (do not quote articles) (3%)
- APA (2%)
- Staple GRADING SHEET at the back (-1% if not)

DUE: November 21 BEGINNING of class.

Part 2: Practice Product (15%)

In attempts to make this project as meaningful as possible, and acknowledging the diversity of interests and future goals of each student, Part 2 can be split among the group (two members, two groups). This cannot be done individually.

Let's now get creative! With the knowledge that students have from the research paper, how can the knowledge be shared with others? How can the knowledge then empower and educate individuals to advance their lives in a positive fashion? It's all up to the students to figure this out!

Choosing the "audience", students will create a forum of how to disseminate the information. This can be in the form a game for children, programs, series of flyers, workshops, teaching lessons.....Students must make sure that the information from the research is appropriately used AND cited.

Grading criteria ~

- Is the audience clearly identified? (1%)
- Description/explanation of the "product" (2%)
- The effectiveness of knowledge dissemination, how the research has been integrated in the product (5%)
- Meaningfulness of the targeted audience's learning (3%)
- Presentation (2%)
- Organization, writing, grammar (2%)
- Creativity? Use of materials, software.... (extra credit, up to 1%)
- Staple GRADING SHEET at the back (-1% if not)

DUE: November 30 by 4 PM in MINS 133D

Part 3: Show & Tell! (13%)

It is best to share your knowledge and creativity in reality! Students will display their Practice project to the community on **NOVEMBER 28!** All students must be present and dressed business casual. All information needs to be written as time constraints prevent oral presentations.

Grading criteria ~

- Is the audience clearly identified? (1%)
- Description of the product (2%)
- Use of the findings throughout product. Showcase five (5%)
- Two take-home messages (2%)
- Presentation (2%)
- Creativity (1%)
- Provide grading sheet (-1% of not)

DUE: November 28

Student Effort Evaluation (SEE) is a peer evaluation which will assess each individual's efforts to the project, with a maximum of 100%. All of the scores will be averaged and then multiplied by the grade. For example, if your overall effort is 60% and the report receives an 8.5/10, your grade is $60\% \times 8.5 = 5.1/10$. Student Effort Evaluations will be handed in **SEPARATELY**. * If you believe that all team members deserve 100% of the grade, then do *not* hand in a SEE. Hand in a SEE sheet if you believe that one or more members did not put in 100% effort.

SUMMARY OF GRADING

Student Participation	20
In-Class Quizzes	14
Miner Paper	3
Family, Attachment Paper	5
Power Project	58
Research Paper	30
Practice Project	15
Show & Tell!	13
<hr/>	
TOTAL	100

**** NOTE.** Assignments are due at the BEGINNING of class. During or after class is considered late. Late deductions are written under Grading Criteria for each assignment. To avoid penalties, students **MUST** make arrangements with the instructor along with proper documentation **BEFORE** the day that it is due.

If you are a student with a disability, there are academic accommodations that can be considered. Please contact: Centre for Students with Disabilities, ext. 56208 or csd@uoguelph.ca or www.uoguelph.ca/csd. See Graduate Calendar (p. 8) at <http://www.uoguelph.ca/registrar/calendars/graduate/current/pdf/files/calendar.pdf>

There will be no tolerance for academic misconduct. See Graduate Calendar (p. 8) at <http://www.uoguelph.ca/registrar/calendars/graduate/current/pdf/files/calendar.pdf>

SCHEDULE & READINGS

1 September 12 **Introductions & Where Were You?**

Wilson, A. C., Lengua, L. J., Meltzoff, A. N., & Smith, K. A. (2010). Parenting and temperament prior to September 11, 2001, and parenting specific to 9/11 as predictors of children's posttraumatic stress symptoms following 9/11. *Journal of Clinical Child & Adolescent Psychology, 39*, 445-459. doi: 10.1080/15374416.2010.486317

* *Class Activity: Defining your terms (p. 20)*

2 September 19 **First Impressions Workshop & What's In A Name?**

Due: Complete First Impressions Exercise (p. 21) BEFORE class

- : Bring your resume!
- : Hand-Drawn Family Picture (p. 22/attach with paperclip)
- : Find out how you got your name and what does it mean?
- : Solidify your Power of 4 group by end of class!

* *Class Activities: Labeling/Stereotyping game*
: *One Thing About Me cue cards*

3 September 26 **Defining Culture & Oh Canada!** **Due: Miner Reaction Paper**

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*, 513-531.

Chuang, S. S., & Green, D. S., & Moreno, R. P. (in press). Culture. In M. Bornstein (Ed.), *The SAGE Encyclopedia of human development* (11 pp). Thousand Oaks, CA: Sage.

Government of Canada. (2013). *Canadian Multiculturalism Act*. Retrieved from <http://laws-lois.justice.gc.ca/eng/acts/C-18.7/FullText.html>.

Miner, H. (1956). Body ritual among the Nacirema. *The American Anthropologist, 58*, 503-507.

Southern Poverty Law Center. (2016). *After election day: The Trump Effect: The impact of the 2016 Presidential election on our nation's school*. Montgomery, AL: Author.

* *Class activity: Welcome To China!*

Optional Readings

Arnett, J. L. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist, 63*, 602-614. doi: 10.1037/0006-066X.63.602

Galarneau, D., Morissette, R., & Usalcas, J. (2013). *What has changed for young people in Canada?* Ottawa, ON: Statistics Canada. Retrieved from <http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=75-006-X201300111847&lang=eng>

History of Canada's National Anthem:
<http://www.pch.gc.ca/eng/1359402373291/1359402467746#a1>

Lepage, J.-F., & Corbeil, J.-P. (2013). *The evolution of English-French bilingualism in Canada from 1961 to 2011*. Catalogue no. 75-006-X. Ottawa, ON: Statistics Canada. Retrieved from <http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=75-006-X201300111795&lang=eng>

Statistics Canada. (2013). *2011 National Household Survey: Immigration, place of birth, citizenship, ethnic origin, visible minorities, language and religion*. Retrieved from <http://www.statcan.gc.ca/daily-quotidien/130508/dq130508b-eng.htm>

Statistics Canada: <http://www.statcan.gc.ca/start-debut-eng.html>

4 October 3 History of Defining National Culture & Cultural Communication

Haviland, J. B. (2006). *Gesture as cultural and linguistic practice*. Retrieved from <http://www.anthro.ucsd.edu/~jhaviland/Publications/GESTURE%20AS%20CULTURAL%20AND%20LINGUISTIC%20PRACTICE.pdf>

Hofstede, G. (2011). *Seven deadly sins*. Retrieved from <http://www.geerthofstede.nl/>

- Also see Hofstede himself on Youtube.com at https://www.youtube.com/watch?v=inzsm_Zr_Ss

Hofstede, G. (n.d.). *Dimensions of national cultures*. Retrieved from <http://www.geerthofstede.nl/dimensions-of-national-cultures>

*** See <http://geert-hofstede.com/countries.html> and see the scores for various countries!

5 October 10 FALL BREAK: Be safe!

6 October 17 Attachment, Parents, and Families Due: Hand-Drawn Family Picture and Attachment Article Review

Edwards, M. E. (2002). Attachment, mastery, and interdependence: A model of parenting processes. *Family Process*, 41, 389-404. doi: 10.1111/j.1545-5300.2002.41308.x

Hardy, C., & Bellamy, S. (2013). *Caregiver-infant attachment for aboriginal families*. Prince George, BC: National Collaborating Centre for Aboriginal Health. Retrieved from http://www.nccah-ccnsa.ca/Publications/Lists/Publications/Attachments/75/Infant%20Attachment%20Fact%20Sheet_English.pdf

Stein, M. T. (1997). Challenging case: Family relationships and issues. The use of family drawing by children in pediatric practice. *Pediatrics*, *107*, 855-860.

7 October 24 Individualism and Collectivism

Tamis-LeMonda, C. S., Way, N., Hughes, D., Yoshikawa, H., Kahana Kalman, R., & Niwa, E. Y. (2008). Parents' goals for children: The dynamic coexistence of individualism and collectivism in cultures and individuals. *Social Development*, *17*(1), 183-209. doi: 10.1111/j.1467-9507.2007.00419.x

Triandis, H. C., Bontempo, R., Villareal, M. J., Asai, M., & Lucca, N. (1988). Individualism and collectivism: Cross-cultural perspectives on self-ingroup relationships. *Journal of Personality and Social Psychology*, *54*, 323-338. DOI: 10.1037/0022-3514.54.2.323

* *Class activities: My Opinions and Behaviors* (p. 23)
: *Child Characteristics* (p. 25)

Optional Reading

Rothbaum, F., Rosen, K., Ujiie, T., & Uchida, N. (2002). Family Systems Theory, Attachment Theory, and culture. *Family Process*, *41*, 328-350.

8 October 31 Racial and Ethnic Socialization

Dunbar, A. S., Leerkes, E. M., Coard, S. I., Supple, A. J., Calkins, S. (2016). An integrative conceptual model of parental racial/ethnic and emotional socialization and links to children's social-emotional development among African American families. *Child Development Perspectives*, 1-7. doi: 10.1111/cdep.12218

Edwards, A. L., & Few-Demo, A. L. (2016). African American maternal power and the racial socialization of preschool children. *Sex Roles*, *75*, 56-70. doi: 10.1007/s1199-016-0633-y

DUE: Bring your one item that represents you, one from your family
: Who am I (p. 27)
: Importance of values (p. 28)

Optional Reading

Harkness, S., Super, C. M., & van Tijen, N. (2000). Individualism and the "western mind" reconsidered: American and Dutch parents' ethnotheories of the child. *New Directions for Child and Adolescent Development*, *87*, 23-39. doi: 10.1002/cd.23220008704/pdf

9 November 7 Immigration & Youth

Chuang, S. S., & Canadian Immigrant Settlement Sector Alliance/Alliance Canadienne du Sector de l'Établissement des Immigrants. (2010). *New start for youth study: An examination of the settlement pathways of newcomer youth*. Ottawa, ON.

Fantino, A. M., & Colak, A. (2001). Refugee children in Canada: Searching for identity. *Child Welfare, 80*(5), 587-596. Retrieved from <http://www.ilzeearner.com/fall2012/ir791/s6/African%20refugees%20in%20Canada.pdf>

10 November 14 GROUP TIME**11 November 21 An Asian Spin ☺
DUE: Research Paper (Part 1)**

Kim, M.- S., Hunter, J. E., Miyahara, A., Horvath, A.- M., Bresnahan, M., & Yoon, H.- J. (1996). Individual vs. culture-level dimensions of individualism and collectivism: Effects on preferred conversational styles. *Communication Monographs, 63*, 29-49.

Sung, K.- T. (1998). An exploration of actions of filial piety. *Journal of Aging Studies, 12*, 3690386. doi: 10.1016/S0890-4065(98)90025-1.

* *Class activity: How Asian Are You? (p. 29)*
: *With or Without Grandparents?*

Optional Readings

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*(2), 224-253. doi: 10.1037/0033-295X.98.2.224

Matsumoto, D. (1999). Culture and self: An empirical assessment of Markus and Kitayama's theory of independent and interdependent self-construals. *Asian Journal of Social Psychology, 2*, 289-310. doi: 10.1111/1467-839X.00042/pdf

12 November 28 Show & Tell!**13 November 30 DUE: Practice Product (Part 2) 4 PM**