

*University of Guelph***FRAN*6200: Culture and Families**

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DESCRIPTION

This course provides students with the various theoretical and methodological perspectives to explore family dynamics and relationships in the context of “culture” and “cross-culture.” Although no one course can encapsulate the complexities of culture and how it influences the various aspects of our lives, one 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. 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.

OBJECTIVES

1. Build students’ understanding of various theoretical perspectives on culture and family dynamics and relationships;
2. Examine a wide range of family and development issues;
3. Critically examine how various factors (individual, family, societal) may impact culture; and
4. Develop different forms of dissemination of knowledge strategies to inform various stakeholders (peers, academia, and community).

COURSE READINGS

Course readings are listed in this syllabus by week. Course readings will also be determined by the students.

Recommended ~

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

COURSE REQUIREMENTS**Student Participation (20%)**

There are two components to student participation.

Part 1 (10%). Students are expected to actively participate in all of the classes. Note that on **November 12**, students are required to find an article (e.g., The Daily) on Statistics Canada on a topic of her/his choice to present in class. Be prepared to discuss the article for about 5 – 10 minutes. Oh Canada!

Part 2 (10%). Having a project/paper reviewed by peers is a very useful process which has two benefits: (1) students build their critical skills by reviewing their peers' work and providing relevant and positive feedback; and (2) when reviewing peers' work, students' own writing style should improve by self-reflection and learning from their peers. In groups of two, students will partner with a classmate and be the reviewer for each other. Students are encouraged to place comments on the project/paper itself. An Evaluation Form will be completed with formal comments to the submitter. The Evaluation Form and comments will be submitted with the final project/paper.

Students must bring the project/paper to the beginning of class on: **NOVEMBER 12**. The exchange of projects and papers will occur in class so that I can make sure that it is given on time. Projects/papers must be in its full draft. Students will be asked to deduct grades (up to 2%) if the project is not complete (in consultation with the Professor).

Students must review the work by **NOVEMBER 26** which will be given to their classmates at the beginning of class. Make sure that the Evaluation Form is also submitted.

The evaluation form and comments must be attached to the hard copy final project/paper for my review. **DUE: December 13 at 12 PM, MINS 133D.**

Student Presentation (40%)

Presentation (30%). Students will choose a topic on the first day of class and be responsible for presenting the readings and other materials (peer-reviewed articles, websites, other sources of information) in class in consultation with the Professor. Next, students will place their topic in a particular culture.

The presentation will take three forms:

Part 1. Students will present a critical review of ONE of the class readings, focusing on particular aspects of the reading that the students may find interesting, challenging, or needing more attention (weaknesses). Students will pose some questions to engage peers in discussions.

Part 2. It is important for students to be able to disseminate their knowledge to others. This is the part of the presentation where students should be creative, innovative, and fun! Using the class readings, along with at **least three** peer-reviewed academic journals, as well as websites, and other sources of information, students should develop ways to disseminate the knowledge. For example, students can “develop” a 30 minute workshop, class activities, skits, or....? The “audience” can be for academics (students, faculty) or parents, youth, service providers.

Part 3. There should be 30 minutes reserved for questions from classmates and myself, and public feedback. This presentation should help students in formulating their ideas for the final project/paper. Class readings will be further discussed.

It is strongly encouraged that students provide a one page “Fact sheet” on the information presented in class so that it will serve as a resource for students in the future.

Student Evaluation (10%). It is always a great opportunity to get feedback from your peers. After each class, students will anonymously complete an evaluation form which will be handed in to the Professor for calculation. Then the student will meet with the Professor to discuss the feedback.

Interview: Get to Know Your Culture! (10%)

On areas of interest, students will interview at least one family member about his/her cultural background. The interview questions can be developed individually or with classmates. The interview should be about 30 to 45 minutes (up to 15 questions). Students can meet with the Professor for feedback on the questions.

The interview questions should be based on class readings and be a critical reflection on theory and real life. Note taking from the interview should be included in the interview report. Be reflective of the response such as: What supported the readings? What was learned? What did you learn about your culture that you did not know? The report should be about 4 – 6 pages. Papers are due: **NOVEMBER 26, beginning of class.**

General criteria:

- All papers must be stapled, double-spaced, 12 font
- Follow APA, 6th edition (deductions for not following APA)
- References are required
- Papers will be graded based on both content and writing style

Project/Paper (30%)

There are two options for the project/paper.

Option 1: Traditional paper. In consultation with the Professor, the student will individually write a paper on a topic of their choice that focuses on culture and families. Students will demonstrate his/her ability to critically examine how culture may impact families. The paper should be at least 15 pages (no longer than 25), not including title page, references.

General criteria:

- All papers must be stapled, double-spaced, 12 font
- Follow APA, 6th edition (deductions for not following APA)
- References are required
- Papers will be graded based on both content and writing style

Option 2: Project. Along similar lines of the Presentations, Part 2, students will “create” a website with information that is based on empirical research, or a workshop. The website is not to be active on the internet. For the places of “hyperlinks”, students will provide the texts. This will be explained in class. Students should be as creative as possible. Students should include a summary of the purpose of the “website,” the intended audience, and references of all sourced

materials. Students are strongly encouraged to consult with the Professor, especially if they have another innovative way of presenting the information.

General criteria:

- Reader accessibility of the information
- Organization, clarity, content, writing style as intended for the targeted population
- APA does not necessarily have to be followed on the “website” but references of the sources must be in APA
- The “amount of information” and effort should be similar to that of writing a paper
- If the project is on Powerpoint, provide a flash drive which will be returned after the semester

Due date: **DECEMBER 13, 12:00 PM, MINS 133D.**

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>

SUMMARY OF GRADING

Student participation	20
In-class	10
Reviewer	10
 Presentation	 40
In-class	30
Peers	10
 Interview report	 10
 Paper/project	 30
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TOTAL	100

SCHEDULE & READINGS**Week 1: September 10***What is Culture?*

Susan Chuang

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

Triandis, H. C. (1996). The psychological measurement of cultural syndromes. *American Psychologist*, 51(4), 407-415. doi: 10.1037/0003-066X.51.4.407

Week 2: September 17*Cultural and Developmental Psychology*

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Chakkarath, P. (2005). What can western psychology learn from indigenous psychologies? – Lessons from Hindu psychology. In W. Friedlmeier, P. Chakkarath, & B. Schwarz (Eds.), *Culture and human development* (pp. 30-48). New York, NY: Taylor & Francis Group.

- <http://www.tandfebooks.com/isbn/9780203015056>

Cultural Communication

About.com (n.d.). *Video: 8 types of nonverbal communication*. Retrieved on August 6, 2013 from <http://video.about.com/psychology/8-Types-of-Nonverbal-Communication.htm>

Haviland, J. B. (2006). *Gesture as cultural and linguistic practice*. Retrieved on August 7, 2013 from <http://www.anthro.ucsd.edu/~jhaviland/Publications/GESTURE%20AS%20CULTURAL%20AND%20LINGUISTIC%20PRACTICE.pdf>

NBC. (n.d.). *For politicians, the gesture's the thing*. Retrieved on August 7, 2013 from <http://www.nbcnews.com/id/15609023#.UgJgqZLyKN4>

Wikipedia. (n.d.). *List of gestures*. Retrieved on August 7, 2013 from http://en.wikipedia.org/wiki/List_of_gestures

Week 3: September 24*Individualism & Collectivism*

Hofstede, G. (2011). *Seven deadly sins*. Retrieved on August 6, 2013 from

- <http://www.geerthofstede.nl/>

Hofstede, G. (n.d.). *Dimensions of national cultures*.

- <http://www.geerthofstede.nl/dimensions-of-national-cultures>

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

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.

- <http://psycnet.apa.org/journals/psp/54/2/323.html>

Week 4: October 1*Culture & Self*

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.

- <http://onlinelibrary.wiley.com/doi/10.1111/1467-839X.00042/pdf>

Week 5: October 8*Project Time***Week 6: October 15***Autonomy & Relatedness*

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.

- <http://onlinelibrary.wiley.com/doi/10.1002/cd.23220008704/pdf>

Kagitcibasi, C. (2005). Autonomy and relatedness in cultural context: Implications for self and family. *Journal of Cross-Cultural Psychology*, *36*(4), 403-422. doi: 10.1177/0022022105275959

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

Week 7: October 22*Attachment*

Edwards, M. E. (2002). Attachment, mastery, and interdependence: A model of parenting processes. *Family Processes*, *41*, 389-404.

- <http://onlinelibrary.wiley.com/doi/10.1111/j.1545-5300.2002.41308.x/pdf>

Grossman, K. E., Grossmann, K., & Keppler, A. (2005). Universal and culture-specific aspects of human behavior: The case of attachment. In W. Friedlmeier, P. Chakkarath, & B. Schwarz (Eds.), *Culture and human development* (pp. 30-48). New York, NY: Taylor & Francis Group.

- <http://www.tandfebooks.com/isbn/9780203015056>

Hardy, C., & Bellamy, S. (2013). *Caregiver-infant attachment for aboriginal families*. Prince George, BC: National Collaborating Centre for Aboriginal Health.

- http://www.nccah-ccnsa.ca/Publications/Lists/Publications/Attachments/75/Infant%20Attachment%20Fact%20Sheet_English.pdf

Week 8: October 29

Parenting and Child Socialization

Grusec, J. E., & Davidov, M. (2006). Socialization in the family: The role of parents. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 284-308). New York, NY: Guilford Press.

- <http://site.ebrary.com/lib/oculguelp/oculguelp/docDetail.action?docID=10176579>

Ogbu, J. U. (1981). Origins of human competence: A cultural-ecological perspective. *Child development*, 52, 413-429.

Patterson, C. J., & Hastings, P. D. (2006). Socialization in the context of family diversity. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 328-531). New York, NY: Guilford Press.

- <http://site.ebrary.com/lib/oculguelp/oculguelp/docDetail.action?docID=10176579>

The Canadian Encyclopedia. (n.d.). *Residential schools*. Retrieved on August 6, 2013 from <http://www.thecanadianencyclopedia.com/articles/residential-schools>.

Week 9: November 5

Immigration & Acculturation

Bornstein, M. H., & Cote, L. R. (2010). Immigration and acculturation. In M. H. Bornstein & L. R. Cote (Eds.), *Handbook of cultural developmental science* (pp. 531-552). New York, NY: Psychology Press.

Costigan, C. L., & Koryzma, M. (2011). Acculturation and adjustment among immigrant Chinese parents: Mediating role of parenting efficacy. *Journal of Counseling Psychology*, 58, 183-196. doi: 10.1037/a0021696.

Chuang, S. S., & Moreno, R. P. (2012). Theoretical perspectives on immigrant families. In M. A. Fine & F. D. Finchman (Eds.), *Handbook of family theories: A content-based approach* (pp. 316-337). New York, NY: Taylor and Francis/Routledge.

Week 10: November 12

Canada

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Government of Canada. (2013). *Canadian Multiculturalism Act*. Retrieved on August 7, 2013 from <http://laws-lois.justice.gc.ca/eng/acts/C-18.7/FullText.html>.

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.

- <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 on July 19, 2013 from <http://www.statcan.gc.ca/daily-quotidien/130508/dq130508b-eng.htm>.

Statistics Canada. (2012). *Canada's population estimates: Age and sex, July 1, 2012*. Retrieved on August 6, 2013 from www.statcan.gc.ca/daily-quotidien/130508/dq130508b-eng.htm.

* Students will find an article from Statistics Canada and present in class.

Week 11: November 19

Fathers

Tamis-LeMonda, C. S., Kalman, R. K., & Yoshikawa, H. (2009). Father involvement in immigrant family and ethnically diverse families from the prenatal period to the second year: Prediction and mediating mechanisms. *Sex Roles*, 60, 496-509. doi: 10.1007/s11199-009-9593-9.

African American and African Caribbean/Latino/Asian American fathers – In N. Cabrera & C. S. Tamis-LeMonda (Eds.), *Handbook of father involvement*. New York, NY: Routledge.

Week 12: November 26

Youth

Fantino, A. M., & Colak, A. (2001). Refugee children in Canada: Searching for identity. *Child Welfare*, 80(5), 587-596.

- <http://www.ilzeearner.com/fall2012/ir791/s6/African%20refugees%20in%20Canada.pdf>

Galarneau, D., Morissette, R., & Usalcas, J. (2013). *What has changed for young people in Canada?* Ottawa, ON: Statistics Canada.

- <http://www5.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=75-006-X201300111847&lang=eng>

Ungar, M. (2008). Resilience across cultures. *British Journal of Social Work*, 38, 218-235. doi: 10.1093/bjsw/bcl343.

~ Project/Paper Due: December 10 at 12 PM, MINS 139 ~

Happy Holidays!