Boise State University

Department of Psychological Science

College of Arts and Sciences

Psychology 419 (PSYC 419)

Children and Families: Multicultural Perspectives

Fall 2018

Tuesday and Thursday 3:00-4:15pm

Interactive Learning Center Room 302

**Instructor**: Dr. April Masarik

**Office**: Education Building 622

**Office Hours**: Tuesdays and Thursdays 1-2pm (and by appointment)

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| **Teaching Assistant** | **Email** | **Office Hour** |
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**COURSE DESCRIPTION**

Throughout the course we will examine universal developmental milestones, such as birth, early childhood, adolescence, mating, and parenting, mixed with topics concerning the family within varying cultural, social, and economic contexts.

For each topic, we will examine cross-cultural differences and similarities. For example, how is the process of birth approached in varying cultures? What is childhood like in different cultures? What does it mean to be a family and what is its function? What is “healthy development”? What is “good parenting”? How do local and global issues influence children and functioning in the family?

To tackle these questions, we will:

* **Learn and apply theoretical models** of cross-cultural human development.
* **Read empirical research** about children and families around the world. We will take a multidisciplinary approach, drawing upon research in anthropology, sociology and psychology.
* **Partner with local agencies to engage** with children, adolescents, and adults from diverse backgrounds.

**LEARNING OBJECTIVES**

(By the end of this course, you should...)

1. Demonstrate knowledge of the major theories and empirical findings relevant to cross-cultural research in human development and family function.
2. Gain a better understanding of cultural variations in human development and family function through direct engagement with our community.
3. Increase confidence and skill in written and oral communication.
4. Be more aware and reflective of your own cultural perspectives.
5. Gain appreciation for human diversity (i.e., differences) AND similarities among humans.
6. Be informed about issues that influence children and families so you can act as a local and global citizen.
7. Understand how culture (broadly speaking) impacts adult interactions with children (e.g., as parents, teachers, etc.) that will assist you in future work with diverse individuals and groups.

**PRE-REQUISITES**

PSYC 101 and upper-division standing

**REQUIRED TEXTBOOKS**

Ingoldsby, B. B. & Smith, S. D. (Eds.) (2006). *Families in global and multicultural perspective.* Thousand Oaks, CA: Sage.

\*\*Additional chapters and articles assigned and posted on Bb or distributed in class.\*\*

**SERVICE-LEARNING**

This class provides a service-learning (SL) opportunity in which students will serve 20 hours with a local organization that serves individuals and families from diverse backgrounds. SL gives students hands-on experience applying what they learn in the classroom to a need in the community, while gaining valuable workplace skills and expanding their perspectives.

SL is a part of this class because it is an active form of “cultural learning” and connects us to our community. According to educator and theorist, William Tierney (1993), the SL experience should...

1. Get you to step out of your “sphere of influence” and **into the spheres of others**.
2. Further develop your desire and ability to **listen**.
3. Increase understanding for others’ needs, wants, and desires so that we begin to **incorporate their views into our own outlook.**

Getting started with SL:

1. Sign up for a SL project on OrgSync by **Friday, September 1st.**

Watch for an email with instructions from the Service-Learning Program. It will direct you to an OrgSync link specific for this class. There you will review the list of community partners, sign up for a project, and log your hours. Directions are also available at <https://servicelearning.boisestate.edu/students/orgsync-guide-tutorial/>

2. Attend orientation at the agency by **Friday, September 15th.** Set up a regular (weekly) schedule.

3. Log your hours on the class portal in OrgSync.

4. Reflect on connections to course concepts through class discussion and writing activities.

**HOW YOU WILL BE ASSESSED IN THIS COURSE**

*Weekly Discussion Notes & Questions (20%).* Almost every week you need to produce one or more paragraphs (**maximum of 250 words total**) and **one question on each of the readings for that week**. The paragraphs need to present what you think is an important issue about which the author(s) wrote, and why you think it is important. Obviously, in any single paper or chapter there may be many important and interesting ideas; you are not required to write about them all, and you should not try to summarize the paper as a whole. Simply (1) choose one issue that you think is central; (2) describe it very briefly, and; (3) explain why you think that it’s important. Your notes will guide us when it comes time for in-class discussion. Submit your notes on Blackboard by the due date each week.

You also need to formulate a question for discussion about each of the readings. The question may be about something that isn’t clear to you, something that might connect to your service-learning experiences, or something that conflicts with other papers (or issues) that we’ve dealt with in this course. The question should be about something that will encourage us to look more carefully at the readings in question, and should therefore be one that will allow others in the class to try to answer, based on the reading(s) themselves. Submit your question on Blackboard in the same document as your summary on the important issue you addressed.

The question is a powerful tool to begin meaningful conversations. Questions can lead to understanding and learning. Here are a few tips to jump-start your art of questioning:

* Ask questions in a clear and straight-forward manner
* Questions should be relevant, challenging, and honest
* Ask “open” questions that invite people to explore their thoughts, feelings, and perspectives on a subject
* Don’t ask leading questions or ones that accuse or threaten

*Service Learning Reflection Papers (20%).* Twice in the semester, you will write about your service-learning experiences. You will be provided with question prompts that ask you to discuss your learning in three major areas: personal, civic, and academic.

*In-Class Attendance & Participation (30%).* Showing up and engaging in class activities (e.g., discussion; group work) is a crucial component of the course. In class, you will practice newly learned concepts and explore their implications. Some days, you will be put into “teams” to accomplish certain tasks as a group. Oftentimes, I will collect the work that you do in class. Discussion and group work will challenge you to think critically about your SL experiences and draw connections to course material.

The TAs and I will record attendance and participation each time we meet. You will also evaluate your own participation. You cannot make up classes that you miss, but each student will be given 2 “freebies” throughout the semester where they will not be deducted points for missing.

*Final Project (15%).* Toward the end of the semester, you will prepare a professional presentation to showcase your service-learning experience. You will work with your peers to create and deliver the presentation in front of the class and community partners. When it comes time to present, the audience (all of your fellow students) will evaluate your efforts and you will evaluate theirs (i.e., peer evaluations). Detailed instructions will be provided to you later in the semester.

*Completion of 20 Service Learning Hours (15%).* The completion of a minimum of 20 service-learning hours is a required component of this course.

*Extra Credit Opportunity (worth 20 extra points)*. You can earn 10 extra credit points in the course if you submit a poster or video presentation to the Civic Engagement Exhibition, which is to be held on December 7th in the Hatch Ballroom in the Student Union Building (SUB) from 4-6pm. The submission deadline is November 24th.

The Service-Learning Student Exhibition is a unique opportunity for students who participate in service-learning to showcase their experience through a research or reflective poster about the application of their course work to current community issues. You can also add this experience to your resume and/or CV! The exhibition is an open forum for students to interact with faculty, community partners, and with university and state dignitaries. Held every spring and fall semester, the diversity of disciplines and projects in the exhibition illustrates the broad reach of Boise State University’s commitment to civic engagement.

For more information and directions for submission, visit <https://servicelearning.boisestate.edu/students/sl-student-exhibition/>

Grades for this class will be based upon the number of points earned for the various assignments and an evaluation of your attendance and participation in class activities.

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| **Assignment** | **Points Possible** | **Points You Earned** |
| Weekly Discussion Notes & Questions | 10 x 20 points each = **200 points***\*\*There are actually 11 discussion notes due, but I will only consider your top 10 scores in the final grade.* |  |
| Service Learning Reflection Papers  | 2 x 100 points each = **200 points** |  |
| \*In-Class Attendance & Participation  | 30 days x 10 points each = **300 points** |  |
| Final Project (SL presentation) | **150 points** |  |
| \*\*Service Learning  | **150 points** |  |
| **Total** | **1,000 Points** |  |

*\*The general rule is that you can earn 5 points for attending (simply showing up) and 5 points for actively engaging in class activity (e.g., pairing up with other students; group work; class discussion, etc.), if activity was offered on that day. Thus, if you are physically and mentally present, you will earn 10 points each day of class. If you are late OR leave early, you will only earn half credit.*

*\*\*Note: The completion of at least 20 service-learning hours is a required component of this course.*

Grades will be determined using the traditional scale: 90-100% A; 80-89% B; 70-79% C; 60-69% D; Less than 60% F. Grades that end in 0, 1, 2 will receive a (-). Grades that end in 7, 8, 9 will receive a (+).

**OTHER THINGS YOU SHOULD KNOW**

Accommodations. Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented.  To learn more about the accommodation process, visit the EAC’s website at <https://eac.boisestate.edu/new-eac-students/>.

Class Cancellations. If class is canceled for any reason, I will post a notice on Blackboard and an email notification will be sent to all enrolled students. In lieu of an on-campus lecture, an additional reading or writing assignment may be assigned.

Academic Integrity. Cheating is not tolerated in this course. Academic dishonesty includes, but is not limited to, cheating on exams, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). Academic dishonesty may result in a failing grade for assignments or exams, the entire course, or suspension or expulsion from the university. Please refer to the following for additional information: <http://osrr.boisestate.edu/scp-codeofconduct-article2/#18>.

Attendance Policy. Missed classes cannot be “made up”; however, each student is given 2 freebies throughout the course of the semester. That is, you can miss up to 2 classes and still earn full attendance/participation points. Missing 3 or more classes and/or not being mentally engaged in class (even though you are physically present) will start to impact your attendance/participation points.

Late Work Policy. Late work is not accepted unless arrangements have been made with me prior to the day it is due. This will be considered on a case-by-case basis.

**COURSE SCHEDULE AT A GLANCE**

**\*\****Note that I reserve the right to change the syllabus and schedule at any time. I will communicate any changes in advance.*

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| **Week #** | **Class Goals (What We** **Aim to Do)** | **Service Learning** | **Day of Class** | **Topic** | **Read/Review Before Class** | **Assignment Due** |
| 1 | introduce each otherunderstand course expectationslearn about service-learning |  | T, 8/22 | Introductions & Class Expectations | Syllabus | Syllabus Scavenger Hunt (in class) |
| Mike Stefancic comes to class to discuss SL | TH, 8/24 | Service Learning | What is Service Learning (Cress, 2005) – posted on Bb |  |
| 2 | become more aware of personal biases, cultural differences & similaritiesthink locally & globally | SL Check-In | T, 8/29 | Multi-Cultural Perspectives | Working on Common Cross-Cultural Communication Challenges (DuPraw & Axner, 1997) – posted on BbA Wider Perspective (Hale & Hodges, 2017) – posted on Bb | Class Rules EstablishedDiscussion Notes #1 by Monday, 8/28 11:59pm (Bb) |
| Sign up with a SL partner by 9/1! | TH, 8/31 |
| 3 | understand & verbalize major theories & methods | make plans to attend your SL partner’s orientation | T, 9/5 | Theory & Methods | Theories and Methodology (Gardiner & Kosmitzki, 2011) – posted on BbReading on Intersectionality  | Discussion Notes #2 by Monday, 9/4 11:59pm (Bb) |
| TH,9/7 |
| **Week #** | **Class Goals (What We** **Aim to Do)** | **Service Learning** | **Day of Class** | **Topic** | **Read/Review Before Class** | **Assignment Due** |
| 4 | gain some historical perspective challenge definitions of “family” and the function of “family” | must attend your SL partner’s orientation by 9/15!SL Check-In | T, 9/12 | The Family | Ch. 3: The History of the Euro-Western Family (Ingoldsby, 2006) – textbookCh. 4: Family Origin and Universality (Ingoldsby, 2006) – textbook  | Discussion Notes #3 by Monday, 9/11 11:59pm (Bb) |
| TH, 9/14 |
| *Note: At the end of Week 4, you should have attended your SL partner’s orientation.**Service can begin ONLY after orientation.* |
| 5 | teach each other about family variation around the worldcollaborate with peers to create presentation | log SL hours | T, 9/19 | International Family Variation | Selected chapter from textbook to be assigned to groups (details TBA) | Group activity in lieu of Discussion Notes |
| TH, 9/21 |
| 6 | learn about pregnancy and birth practices in various culturesanalyze “The Business of Being Born” documentary | log SL hoursSL Check-In | T, 9/26 | Pregnancy & Birth | Expecting: Pregnancy and Birth (Levine & Levine, 2016) | Discussion Notes #4 by Monday, 9/25 11:59pm (Bb) |
| TH, 9/28 |
| **Week #** | **Class Goals (What We** **Aim to Do)** | **Service Learning** | **Day of Class** | **Topic** | **Read/Review Before Class** | **Assignment Due** |
| 7 | understand how biology and culture inform infant care (feeding, sleeping, affection) | log SL hours | T, 10/3 | Infant Care | Infant Care: A World of Questions…and Some Answers (Levine & Levine, 2016) – posted on BbMother and Infant: Face-to-Face or Skin-to-Skin (Levine & Levine, 2016) – posted on Bb | Discussion Notes #5 by Monday, 10/2 11:59pm (Bb) |
| TH, 10/5 |
| 8 | learn about children’s responsibilities (school, work, play) in various culturesdeep reflection & synthesis of SL experience to date | log SL hours (should have 7-10 hours by end of this week)SL Check-In | T, 10/10 (No Class)  | Childhood Experiences | Childhood: School, Responsibility, and Control (Levine & Levine, 2016) – posted on BbA Matter of Trust (Mullen, 2017) – posted on Bb | Discussion Notes #6 by Monday, 10/9 11:59pm (Bb)SL Reflection Paper #1 by Sunday 10/15 11:59pm (Bb) |
| TH, 10/12 |
| 9 | understand how culture & context shapes autonomy / identitylearn about diverse coming of age rituals | log SL hours  | T, 10/17 | Adolescence & Coming of Age | McElhaney & Allen, (2012) -- posted on Bb Becoming an Adult in the Face of Racism (APA) – posted on BB<https://www.globalcitizen.org/en/content/13-amazing-coming-of-age-traditions-from-around-th/>  | Discussion Notes #7 by Monday, 10/16 11:59pm (Bb) |
| TH, 10/19 |
| **Week #** | **Class Goals (What We** **Aim to Do)** | **Service Learning** | **Day of Class** | **Topic** | **Read/Review Before Class** | **Assignment Due** |
| 10 | contemplate universal goals as well as differences in parenting worldwide | log SL hours SL Check-In | T, 10/24 | Parenting | Ch. 9: Parenting Practices Worldwide (Myers-Walls, Bowman, & Posada, 2006) – textbookAdd reading on fathering  | Discussion Notes #8 by Monday, 10/23 11:59pm (Bb) |
| TH, 10/26 |
| 11 | understand how gender & sex roles influence children & adults around the globeexamine masculinity in American via “The Mask You Live In” documentary  | log SL hours  | T, 10/31 (No Class) | Gender & Sex Roles | Ch. 18: Women in the Two-Thirds World (Russo & Smith, 2006) – textbookMental Health of Transgender Youth: The Role of Family, School, and Community in Promoting Resilience (McGuire, Mahan, Lacey, & Hoelscher, 2017) – posted on Bb | Discussion Notes #9 by Tues, 10/30 11:59pm (Bb) |
| TH, 11/2 |
| 12 | consider various forms of marital arrangements and cultural influences on partnership | log SL hours SL Check-In | T, 11/7 | Marriage & Partnership | Ch. 6: Marital Structure (Ingoldsby, 2006) – textbook TED Talk on technology and love/partnership <https://www.ted.com/talks/helen_fisher_technology_hasn_t_changed_love_here_s_why> | Discussion Notes #10 by Monday, 11/6 11:59pm (Bb) |
| TH, 11/9 |
| **Week #** | **Class Goals (What We** **Aim to Do)** | **Service Learning** | **Day of Class** | **Topic** | **Read/Review Before Class** | **Assignment Due** |
| 13 | understand trends in global agingdiscuss challenges, needs & supports with aging population | log 20 SL hours! | T, 11/14 | Aging Families | Ch. 11: Diversity in International Aging Families (Miller & Meredith, 2006) – textbook Elderly Immigrants in the United States (Population Reference Bureau, 2013) – posted on Bb | Discussion Notes #11 by Monday, 11/13 11:59pm (Bb) |
| TH, 11/16 |
| 14 | relax with loved ones ☺ |  | T, 11/21 | Thanksgiving Break   | No Class This Week | ***Note:******SL Poster Submission due 11/24! Extra Credit!*** |
| TH, 11/23 |
| 15 | deep reflection & synthesis of SL experiencegroup collaboration  | work on final SL project with groups | T, 11/28 | Putting it all Together and Preparing for SL Presentation | Wrap up; meet in class to work on group presentations | Group Contract (in class)SL Reflection Paper #2 by Sunday 12/3 11:59pm (Bb) |
| TH, 11/30 |
| 16 | “ ” |  | T, 12/5 | “ ” | Wrap up: meet in class to work on group presentations |  |
| TH, 12/7 |

\*\*\*Final Project Presentations will take place on **TUESDAY, DECEMBER 12th from 3-5pm** in our classroom (see Bb for more details).