

SYLLABUS

HD CD 6330 – Families and Culture

Summer 2016

Thursdays 6:00-9:45, GR 4.208

Professor Ana-Maria Mata-Otero, PhD.

Phone 972-883-3523

Office Location JO 3.314

Email Address amba@utdallas.edu

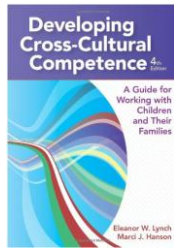
Office Hours By appointment

GENERAL COURSE INFORMATION

Course Description	The purpose of this seminar is to investigate interactions between family, culture and child development. Topics will include intercultural competence, cultural identity and biases, intercultural communication, and cultural variations in family values and practices. The impact of the students' own culture, attitudes, and beliefs in working with families from diverse backgrounds will be emphasized.
Learning Outcomes	<ul style="list-style-type: none">• Recognize cultural differences in parenting and caregiving practices.• Compare and contrast beliefs and practices of parents and other caregivers from different cultures.• Assess how diverse economic, social, political, and environmental experiences impact caregiving beliefs and practices.• Assess personal backgrounds and how experiences impact interactions with families.• Recognize the potential for conflicts and misunderstandings due to cultural differences.• Explore ways professionals can work with parents and/or other caregivers to enhance the development, lives, and environments of children.• Demonstrate communication and problem-solving techniques that can be used to develop partnerships with families by interacting with them in ways that are sensitive to their needs and backgrounds• Display openness to, and understanding of, diversity in lifestyles, culture, gender, socioeconomic status, religious beliefs, and language.

Required Texts

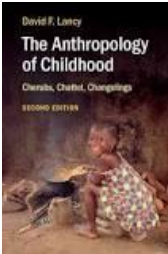
1.



(DCCC)

Lynch, E., & Hanson, M. (2011). *Developing cross-cultural competence: A guide for working with children and their families* (4th Ed.). Paul H. Brookes Publishing.

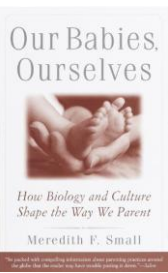
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(AOC)

Lancy, D. F. (2014). *The anthropology of childhood: Cherubs, chattel, changelings*. Cambridge University Press.

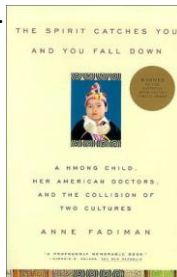
3.



(OBO)

Small, M. F. (1998). *Our babies, ourselves: How biology and culture shape the way we parent*. Anchor.

4.



Fadiman, A. (2002). *The spirit catches you and you fall down*. United States: Farrar Straus and Giroux.

TOPICS AND ASSIGNMENTS

May 26 **Course Overview and Cultural Exploration**

June 2 **Intercultural Competence and Globalization**

Where to invade next (Video)

- Readings:
- DCCC: Chapter 1 – Diversity in service settings
 - DCCC: Chapter 2 – Conceptual framework: From culture shock to cultural learning
 - DCCC: Chapter 3 – Developing cross-cultural competence
 - Discussion Leader: AMMO

June 9 **Anthropology of Childhood**

Babies (Video)

- Readings:
- OBO: Chapter 1 – The evolution of babies
 - AOC: Chapter 1 – Where do children come from?
 - AOC: Chapter 2 – Valuing children
 - Discussion Leaders: Team 1

- Assignments:
- Post to blog: Teams 2 & 4

June 16 **Families and Caregiving**

Taboo: Child raising (Video)

- Readings:
- AOC: Chapter 3 – To make a child
 - AOC: Chapter 4 – It takes a village
 - Article: Bornstein, M. H. (2015). Culture, parenting and zero-to-threes. *Zero to Three Journal*, 35, 2-9.
 - Discussion Leaders: Team 2

- Assignments:
- Post to blog: Teams 1 & 3

June 23 **Native American Families**

Don't get sick after June: American Indian health care (Video)

- Readings:
- OBO: Chapter 4 – A reasonable sleep
 - DCCC: Chapter 5 – Families with American Indian roots
 - AOC: Chapter 5 – Making sense
 - Discussion Leaders: Team 3

- Assignments:
- Post to blog: Teams 2 & 4
 - Team presentation on peer-reviewed articles of interest: Team 1

June 30 **Midterm: Ethnographic Interview**

July 7	<p>African and African-American Families</p> <p>Big mama (Video)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ DCCC: Chapter 6 – Families with African American roots ▪ AOC: Chapter 6 – Of marbles and morals ▪ Article: Keyes, A. W., Smyke, A. T., Middleton, M., & Black, C. L. (2015). Parenting African American children in the context of racism. <i>Zero to Three Journal</i>, 35, 27-34. ▪ Discussion Leaders: Team 4 <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Post to blog: Teams 1 & 3 ▪ Team presentation on peer-reviewed articles of interest: Team 2
July 14	<p>Latino Families</p> <p>Bilingualism</p> <p>The other side of immigration (Video)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ DCCC: Chapter 7 – Families with Latino roots ▪ AOC Chapter 7 – The chore curriculum ▪ Article: Bialystok, E., Craik, F. I., Green, D. W., & Gollan, T. H. (2009). Bilingual minds. <i>Psychological Science in the Public Interest</i>, 10(3), 89-129. ▪ Discussion Leaders: Team 1 <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Post to blog: Teams 2 & 4 ▪ Team presentation on peer-reviewed article of interest: Team 3
July 21	<p>Asian Families</p> <p>It's a girl (Video)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ DCCC: Chapter 8 – Families with Asian roots ▪ AOC: Chapter 9 – Taming the autonomous learner ▪ Article: Olson (2011) Inhibitory Control and Harsh Discipline as Predictors of Externalizing Problems in Young Children: A Comparative study of U.S., Chinese, and Japanese Preschoolers. <i>Journal of Abnormal Child Psychology</i>, 39, 1163-1175. ▪ Discussion Leaders: Team 2 <p><u>Assignments:</u></p> <ul style="list-style-type: none"> ▪ Post to blog Teams 1 & 3 ▪ Team presentation on peer-reviewed articles of interest: Team 4
July 28	<p>Middle Eastern and South Asian Families</p> <p>The mask you live in (Video)</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> ▪ DCCC: Chapter 11 – Families with Middle Eastern roots ▪ DCCC: Chapter 12 – Families with South Asian Roots ▪ AOC: Chapter 10 – Too little childhood? Too much? ▪ Article: Zarnegar, Z. (2015). Parenting practices in Cultural Context: An ecological Perspective. <i>Zero to Three Journal</i>, 35, 44-52. ▪ Discussion Leaders: Teams 3 & 4
Aug 4	<p>Final Report</p>

COURSE POLICIES

Grading Criteria

Participation in class and regular attendance are **required** in order to receive an “A” in this course.

A 93-100 B- 80-82

A- 90-92 C+ 77-79

B+ 87-89 C 70-76

B 83-86

Requirements

1) *Leading Discussion (20 points)*

The discussion leaders (DLs) have a special role in coordinating and monitoring the discussion for that day. Generally, the discussion begins with the DLs delineating the key points in one of the readings, then posing a question to the other students. The DLs are responsible for keeping the discussion going, summarizing others' points, making connections between other students' comments and questions, posing follow-up questions to ideas/questions raised by others, and redirecting the discussion when a particular topic seems to have run out. The professor will also pose questions as needed if the DLs fail to keep up with the discussion (but the DLs' failure to keep the discussion going will be reflected in her/his grade). DLs must bring handouts for the class. In return for these responsibilities, the DLs are exempted from blogging on those days.

1) *Blog Posts (10 points)*

Each student will share information about cultural factors that impact the lives of children and families. Students will contribute information from reliable external sources to be shared with the class via weekly blog entries to enhance the class's collective understanding of families around the world. Blog entries should include a written review which (a) identifies the key elements of the information being shared, (b) how it relates to topics covered in class, and (c) how the entry contributes to a deeper understanding of worldviews.

2) *In-Class Presentation of Literature Review (15 points)*

Each team will use 15 to 20 minutes to present their literature review of scholarly sources on a single topic of cultural importance. Topics can include feeding, sleeping, toilet-training, discipline, health traditions, or any other topic of interest that has been pre-approved by the professor. References must include at least 3 peer reviewed scientific sources.

3) *Participation (25 points)*

This is an interactive course that requires active participation of students. Assigned readings play a critical part in preparing for class discussions. While individual variations in levels of comfort with public speaking will be respected, it is important that all students participate in these discussions as students will be graded on their ability to demonstrate their understanding of the material presented in the readings, not just on having done the reading. Substantive contributions are more than saying one agrees or disagrees with an author or another person. Also, while it is often appropriate to share an opinion, comments should primarily serve to enhance the discussion and help move the conversation forward. Students should be mindful to treat each other with courtesy during discussions and exhibit an appreciation for diversity. Finally, students are required to turn in, in writing, questions or comments about each of the assigned readings at the beginning of the class.

4) *Midterm (15 points):*

Students will write a 5-6 page report based on an ethnographic interview of a parent from a culture other than their own. This is more than a retelling of the interview, it also aims to cite and sort the values, attitudes, and assumptions of the interviewee. Instructions will be given in class.

5) *Final (15 points)*

Students will be asked to complete a 5-6 page final paper that includes an analytical exercise of *The spirit catches you and you fall down*, as well as demonstration of mastery of course material. Instructions will be given in class.

Late Work

Assignments are due on the designated date. No late assignments will be accepted unless prior approval is **given in writing**.

Written Assignments Criteria	<p>All written material submitted should be typed and formatted according to the specifications given in class. Special attention must be given to:</p> <ol style="list-style-type: none"> 1. grammar, punctuation, spelling 2. sentence and paragraph structure 3. organization and neatness 4. content knowledge. <p>☞ You should keep extra copies of all assignments for your records before they are turned in to the instructor.</p>
Class Attendance	<p>Regular class attendance is required and absences should be cleared in advance via e-mail with the instructor. Absences will be excused only for a serious illness or family emergency.</p> <p>It is the student's responsibility to access all information presented during the missed class session from other students in the class and arrange for assignments to be turned in on time. The instructor is not responsible for ensuring the student has the missed materials.</p>
Professional Dispositions	<p>Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward children, families, peers, and communities. Dispositions are related to values such as caring, fairness, honesty, responsibility, and social justice. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:</p> <ol style="list-style-type: none"> 1. Arriving to class on time. 2. Preparing for class by reading the assigned materials. 3. Participating in class discussions in a constructive manner. 4. Interacting in a professional manner (verbally and nonverbally) with other students, instructors, and families. 5. Taking responsibility for his/her professional learning.

UT DALLAS POLICIES AND PROCEDURES

Student Conduct and Discipline	<p>UTD has rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas printed publication, <i>A to Z Guide</i>, which is available to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Series 50000</i>, Board of Regents, The University of Texas System, and in <i>Title V, Rules on Student Services and Activities</i> of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html.</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
Academic Integrity	<p>Students are expected to be attentive during class and to participate actively in group activities. Students are expected to listen respectfully to faculty and to other students who are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Classes may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.</p> <p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p><i>Scholastic Dishonesty:</i> Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of <i>turnitin.com</i>, which searches the web for possible plagiarism and is over 90% effective.</p>
Copyright Notice	<p>The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe upon the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (UTDPP1043). For more information about the fair use exemption, see http://copyright.lib.utexas.edu/copypol2.html</p>
Email Use	<p>The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UT Dallas student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.</p>
Writing Center	<p>The Writing Center (CN 1.126) offers one-on-one consultations at no charge, providing help writing varied assignments or personal essays. For more information call (972) 883-6707.</p>

Disability Services	<p>It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for a course, please discuss it with an OSA staff member and allow at least one week's advanced notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.</p> <p>OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098, or by email at disabilityservice@utdallas.edu.</p>
Other UTD Policies	<p>Please go to http://go.utdallas.edu/syllabus-policies for policies regarding Student Grievances, Withdrawal from Classes, Incomplete Grades, Religious Holy Days, and Plagiarism.</p>

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the professor.