

WEEK 2 Cultural Awareness

THE FAMILY



2. The deep structure of culture- Families



TODAY: 1. Deep structures of culture in collective social institutions of family, church and community 2. Purposes of these institutions 3. Forms of Family 4. Impact of Globalization 5. Functions of the Family 6. Cultural Variants-Gender Roles 7. Individualistic and Collectivist differences 8. Attitudes to and treatment of the elderly 9. Social and communication skills needed for effective communication with diverse families 10. Intercultural interviews with other background participants re child-rearing and communication practices in your parents' family and your own families? Have there been changes?



What motivates us to behave differently?



- We make cultural decisions based on conscious and unconscious **assumptions** based on our **learned knowledge** of the how's and why's of our unique **cultural upbringing** *...
- At the core are our collective social institutions ie **the family, the church** (or other sources of our beliefs and values), and the **community** (including schools, the mass and social media and role models we admire.) WHICH DO YOU BELIEVE HAD THE MOST INFLUENCE ON YOUR BEHAVIOUR as a child, a parent, a worker, and as a retired person?
- *cultural perspectives on ethics, child-rearing, ideas about God, nature, aesthetics and even attitudes to death.

Functions of Deep structure institutions



- Family(clans),state (community), religion/worldview
- 1. transmit culture's most important messages
- 2. These institutions & messages endure Why?
- 3. They are deeply felt 4. They supply much of a persons identity- sense of belonging My name, I am a member of, I come from "If you know the family, you do not need to know the individual" (China) "A person who has children does not die" (Africa) "The apple does not fall far from the tree " (Australia, UK)



Forms of Family



- Nuclear families- 2 generation families made up of parents and unmarried children often characterized by greater geographic mobility Why? “Less regimentation and emphasis on obedience, exploration and creativity are encouraged They leave home early to experience life on their own, and older members do not spend senior years living with their children”(Triandis, 1994)
- Extended families- X2 cf nf's; include other relations and generations- live in one house or nearby house & live in coop unit, share expenses, One person is Head of F., child-rearing shared, insist on rules & obedience, important functions= procreation and socialization (learning expected behaviours and values) Triandis '94.

Globalization and Families

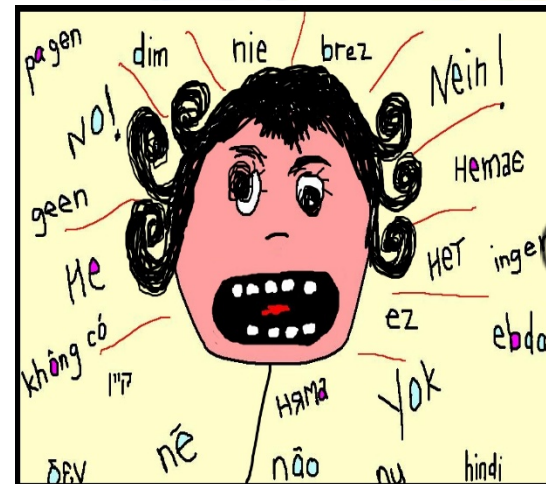


- Changes in USA: 1. Redefining of gender roles 2.increase in multiracial marriages 3. changes in dating & mating 4.same sex marriages 5.many choose NOT to marry or have children
- Consequences: Transformation notions family life, work, identity and relationships individs & groups
- Millions go overseas & leave families for jobs & higher wages. Impact on migrant & families left behind- stress-> breakups never re-united & loss role models & support- gender relations & intergenerational care giving. Africa, Asia, S America
- Pacific Islands. What happens to core family values?

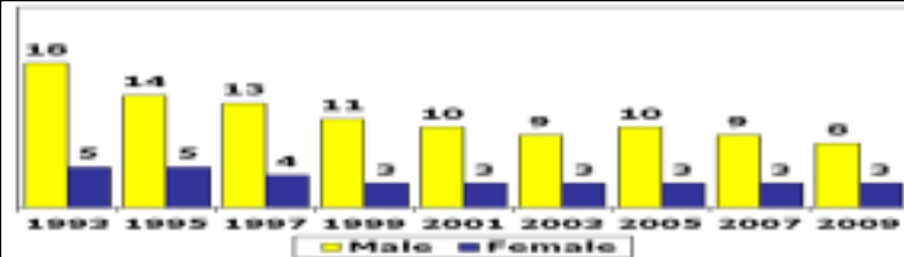
Functions Families



- 1.Reproductive- new methods artificial insemination, IVF, surrogacy+ adoption to replace older members who pass on or culture disappears.
- 2.Economic- to supply basic needs-food, clothing & shelter& teach values materialism, thrift, sharing, hard work
- 3. Socialization- teaching behaviours appropriate, expected, moral or polite & values, obedience, responsibility, nurturing, achievement, self-reliance & general independence
- 4. Language Acquisition- learning words, meaning, use
- 5.Identity- individual, familial, national, occupational, cultural, sexual,



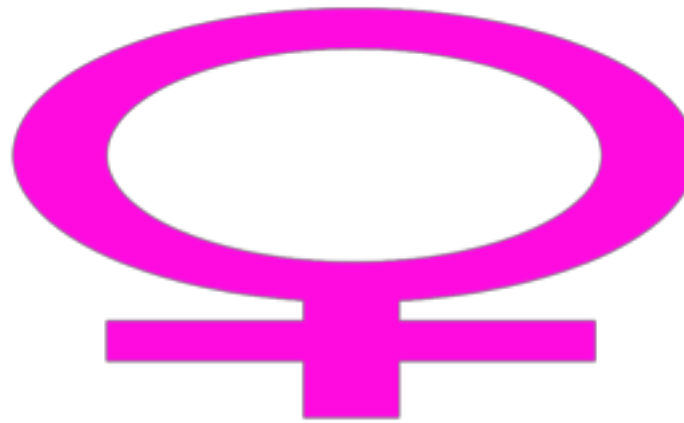
2016 Aust. Census



Population 23,401,892 Females 50.7% Males 49.3%
Median age 38 **Avg no. chn** 1.8 **Ab. Torres St.** 2.8%
Married 47.7% **Div/Sep** 11.4% **Widowed** 5.5%
Never Married 34.3% **De-facto** 10.4%
Education: Pre-sch 4.8% **Primry Govt** 18.2% **Other** 8.5% **Secy G** 11.5% **Other** 8.6% **TAFE** 2.8% **Uni** 2.5% **Other** 2.8%
Attainment **Degree** 22% **TAFE** 15.8% **Yr 12** 15.7% **Secy** 23.7% **Unstated** 10.4%
Ancestry: **English** 25% **Aust** 23.3% **Irish** 7.5% **Scot** 6.4% **Chinese** 3.9% **Parent/s born OS** 45.5% **Both born Aus** 47.3% (50% in 2011)
Religion: **None**-29.6% **RC** 22.6% **Anglican** 13.3% **Uniting** 3.7% **Buddhist** inc by 48%, **Islam** +69%, **Hindu** +189% (1901-11)
Languages: **Eng ONLY** 72.7% **Chinese** 3.7% **Arabic** 1.4% **VN** 1.2% **Italian** 1.2%

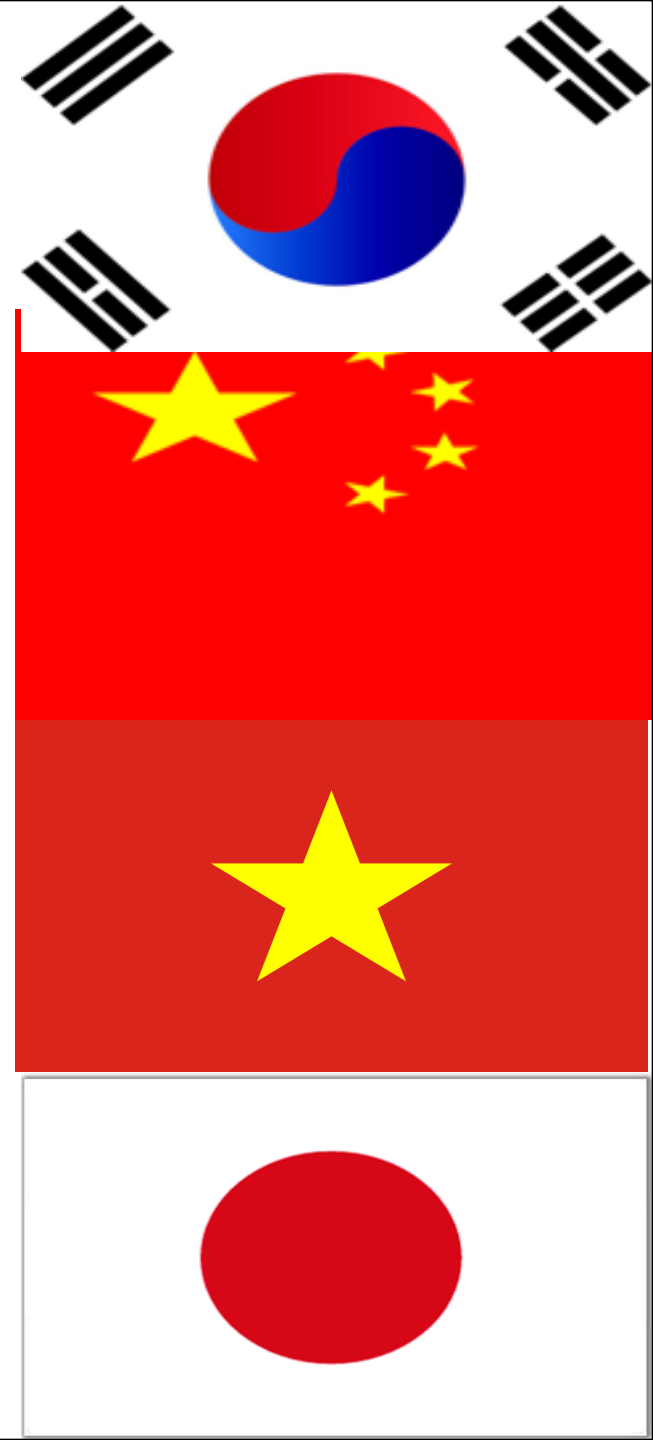
Variants in Family Interaction

- GENDER ROLES:
- After announcement of sex of child family immediately begins gender socialization process—names, clothes, toys reflect gender wrt authority given to each gender, major decision-makers & which gender is most valued. Differences more influenced by CULTURE than biology(Tischler 2011) In the USA : Males are socialized to be **assertive, ambitious, aggressive,sexual, self-reliant, competitive, dominant, distant, logical,& rational.**(Wood 2013)
- Females to be nurturing, sensitive, interdependent, concerned with appearance, passive, quiet, gentle, emotional, deferential & cooperative DOES IT SOUND FAMILIAR?



Asian Differences

- Japan, Vietnam, China & Korea influence CONFUCIANISM- Male dominance- female dependence
China-“Woman’s greatest duty is to produce a son.” Boys studied classics and played indoors and out, girls indoors for instruction in womanly behaviour & domestic tasks. (biological & cult. diffces)Kim,1993.
“**Vietnamese** women raised more strictly & given less freedom than men. In trad VN families only males were educated”. Tran, 1998
Japan-“The modern Japanese family depends on the devotion of women at home”(Hall,1990) Father served first, gets first bath, rest family bows, young boys pampered, young girls learn modesty, reticence, elegance, compliance, discipline & endurance, tidiness and courtesy to be future wives & mothers. Chinese saying “Strict father, kind mother.”



Arab differences



- Muslim families follow teachings of the Koran eg women's rights & duties, married retain father's name. Fathers & bros to protect girls & women. Man is Head Family. Belief men stronger than women, mentally & physically. Unmarried women need permission from parents/brothers to venture from home. Proverb "Your wealth brings you respect, your sons bring you delight." Unmarried women Palestine must preserve family honour through chastity or be punished. Pakistan men head family, primary wage earner, decision-maker & disciplinarian. Girls' role is to help mothers & grandmothers make home run smoothly. Slow changes women educated and wage earners eg Egypt. Women driving Saudi. Iran not wearing "hijab".



Individualism & Collectivism



- Most cultures include a mixture of
- Individualistic and collective elements” (Triandis)
- **Individualistic cultures** value the **individual** over the group. Each person's **uniqueness** is of paramount value. These values are the **norms**: independence, competition, determination, individual goal pursuit, independent living and the “I” = the form of identity.
- **Collective cultures** value the needs and goals of the **group** rather than the self. Values such as interdependence, group achievement, and cooperation are stressed. These cultures view themselves as members of groups and collectives rather than as individuals.

- For the **USA and Aus.** individualism is linked to our history (the **early settlement** phase required nuclear families) but the **industrial revolution** which offered paid work outside the home in growing cities, independent of one's kin led to separation from family and self-reliance. Children were encouraged to “leave the nest”. Independence encourages autonomy and children appear to be encouraged to “do their own thing”, “develop their own opinion” or “solve their own problems”. Other highly individualistic cultures are found in **Germany, Switzerland, Canada, France & Finland.**

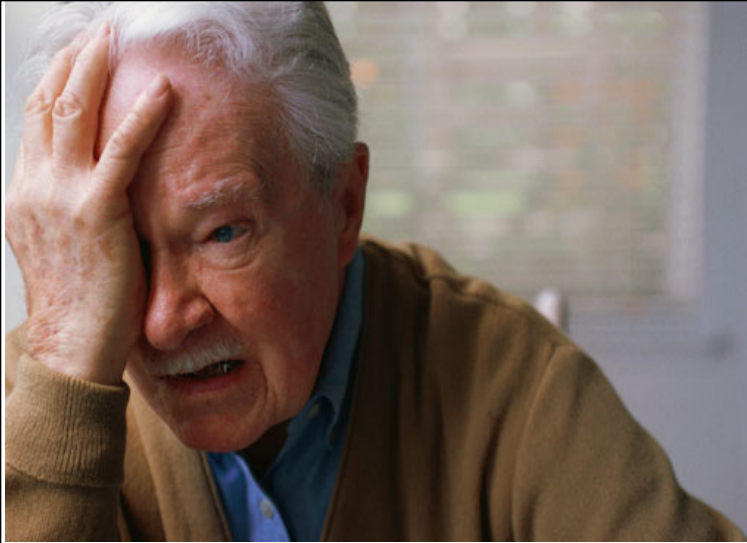


Collectivist Families

“An individual could no more be separated from the family than a finger from the hand”
(Proverb **India**)

- Profound attachments- families share property, live together & share religious rituals, feelings prestige & honour from family more than individual achievements. **(India) Latinos** highlight loyalty & cooperation within family **Mexico** community takes care of its children, teach self-discipline & obedience, la familia= the extended family, importance of god-parents (not relatives) **Masai** “A child has no owner” all responsible child-rearing.
- Other collective cultures **Arab, Japanese, Chinese, Indigenous (First nation).** Japanese expect kids to be compliant & avoid confrontations. **China-** nepotism a problem- shame to family = lack of devotion. “Filial piety” **American Indians/Aborigines** tribal responsibilities.





Treatment
Elderly



perceptions? Don

- try to avoid aging? Western cultures celebrate youth and self-reliance. Elder contributions to culture devalued. Derogatory terms for Seniors- “codger”, “fuddy-duddy”, “geezer”, “fossil” “old coot” North Americans retire and live in segregated retirement communities, isolated from community and families but inc nos.now in multigenerational families (Haviland 2014)
- “Negative perceptions and treatment is NOT common in MOST other countries” (S&P p93)



Elderly elsewhere



- **Asia**- Respected because of ancestor worship & **Confucian** notion “filial piety” (due from son or daughter even beyond death to parents & grandparents) “When eating bamboo sprouts, remember who planted them.” **China’s** “Elderly Rights Law” mandates frequent visits and duties or names posted on public notice board. Elders venerated and influential outside family- authority figures because of seniority. “Shame” if parents in nursing home. **Latino** elders live with extended family & help with child-rearing. **Arabs** Koran duty to care for and honour parents as they age



- **American Indian-** v heterogeneous 500 tribes very positive perception of elderly- offer advice & care for grandchildren, served first, special seats at table,
- Decision-makers and transmit collective culture and
- wisdom of tribe to younger members.(similar to indigenous Australians).**African Americans-** influenced by adversity of historical past. Elders indispensable sources of strength, wisdom & guidance especially **grandmothers** (Many AA's have lived in grandmother's home) care-giver for young and keeper of family values.

• CHALLENGES !



• 1. Populations and services

• 2. People are living longer due to medical advances

• 3. More and more people are moving away from their established communities for employment

• 4. Nearly half of the USA's seniors live apart from their children

• 5. Japanese society is experiencing major changes in family dynamics of respect and honour for elderly-

• 6. demographic shifts, change in economies and the labour market means the declining birth rate in a society top-heavy with older people(Schneider & Silverman, 2013)



Developing Communication Competence through Family

- NEED FOR SOCIAL SKILLS (empathy), communication skills (listening) and non-aggression to cope with families from diverse cultures.
- 1. An understanding of self & others.
- 2. Skills in listening, problem-solving & conflict resolution.
- 3. Interactions with others showing concern, respect & sincerity.
- 4. With collective cultures respect their families.
- 5. Learn roles assigned to gender and elderly.
- 6. Learn age-appropriate behaviour for different cultures.
- 7. Learn problems caused by adaptation e.g. parents feel betrayal & humiliation as their children change (Ballard & Taylor, 2012)

Interview each other and discuss your answers to these Q's
about your parents' and own families



1. Were your families “formal” or “informal”?
2. What/who were the subjects of jokes?
3. What was the attitude toward the elderly?
4. Was conflict dealt with directly or indirectly?
5. Who made the main decisions in your families?
6. Did you notice differences in the way your/their siblings were treated?
7. Was competition or cooperation stressed?
8. How did you learn about religion/sex ?
9. How were you rewarded/punished ?(if at all) (S&P p96)



NEXT WEEK: WORLDVIEWS& THE GREAT RELIGIONS OF THE WORLD