Canadian Families – Unit 2


GRADING

Sending me information

01

1- Send **assignments** by email

02

2- Resend links . . .

03

3- Give me permission if you are using google docs

04

4- Don’t send crap . . . Review the assignment requirements

Field work

Special project

When: Wednesday this week 11:30AM
Where: Vanier
What: Indigenous ceremony (putting a garden to sleep for the winter)

Task: Take a picture and interpret anthropologically (culture) and make meaning. 150 words +pic (Due by Sunday 6PM)





An Anthropological Analysis of Culture in the Classroom

The classroom **appears** to bring together individuals from different racial and cultural backgrounds. The teacher and children are engaged in a shared activity involving colourful geometric shapes and puzzles. This interaction **demonstrates** how education can serve as a cultural meeting place where individuals with different backgrounds participate in a common experience. The picture **highlights** the potential for diversity to enrich the learning environment.

The teacher's smiling expression and close physical proximity to the children **suggest** an atmosphere of warmth, trust, and encouragement. These behaviours reflect cultural expectations about teaching, caregiving, and appropriate relationships between adults and children. In some educational cultures, teachers are viewed primarily as authority figures, while others emphasize collaboration, emotional connection, and child-centred learning. This classroom **appears** to emphasize the latter approach.

The children **appear** to learn about shapes and **social norms**. Through observing and interacting with the teacher and one another, they may develop communication skills, cooperation, patience, and respect for others.



Canadian Families Unit II – Lesson 1
Who am I becoming?
What shapes me?

DNA?

Relationships?

Environment?

All?

None?

Becoming





Explain development

6 Lenses

Use two lenses



Psychodynamic

"What from early life is still driving this?" (Freud, Erikson, Horney)

Cognitive

"How did their thinking develop?" (Vygotsky)

Humanist

"What do they need to grow toward their potential?" (Maslow, Rogers)

Symbolic interactionist

"How do they build a self through interaction?" (Cooley, Mead)

Sociocultural

"What systems around them shaped this?" (Bronfenbrenner)

Evolutionary

"What inherited drive explains this?" (Lorenz, Bowlby)



Not better or worse
just different





Take a life moment

Select a specific instance or event to analyze.

Choose two lenses

Select two distinct analytical frameworks or perspectives.

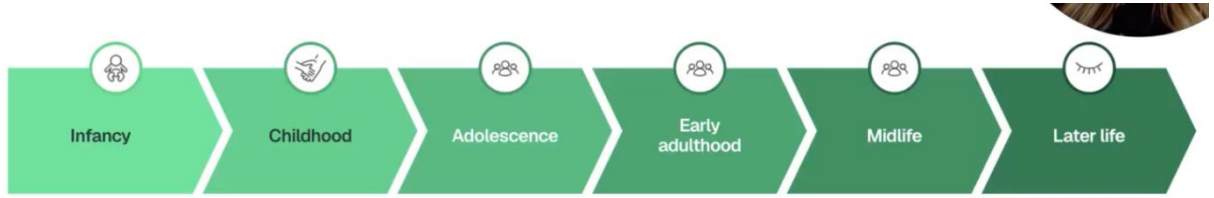
Contrast their explanations

Evaluate how each lens interprets the chosen event differently.

Pinpoint the disagreement

Identify the fundamental conflict between the two readings.

Choose a significant event in your life



1. Explain the event briefly.
2. When did the event happen? (stage of life)
3. Why is the event significant?
4. How did your understanding of the event change over time?
5. What 2 lenses informed your understanding of the event? How?

- DNA?
- Relationships?
- Environment?
- All?
- None?



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Lesson 2 Nature – Nurture & Identity

Not right or wrong but assessment

Case study - Gender

Study finds boys and girls prefer different toys.

What questions do we need to ask?

Claim: 'Boys naturally prefer trucks; girls naturally prefer dolls.'

Walkthrough

1. Red-flag word 'natural'.
2. Toys are cultural/gender-coded.
3. Entangled from infancy.
4. Associations shift/evolve (e.g., historical shift of pink/blue).

Focus – How do people share who we become?



2 Explain why nature and nurture can never be fully separated.

3 Assess a piece of research on sex/gender differences using four questions (B1.2).

1 Tell the difference between sex-based and gender-based when reading a claim.



Sex-based



Differences tied to biology (chromosomes, hormones, physical development).

Gender-based



Differences tied to social roles and expectations (what a culture treats as masculine or feminine).



What's actually being claimed?

Clarify the core assertion being made by the source.

Is it sex or gender being measured?

Differentiate between biological sex and social gender constructs.

Could it be nature, nurture, or both—and can they even be separated here?

Analyze the interplay between biological predisposition and environmental influence.

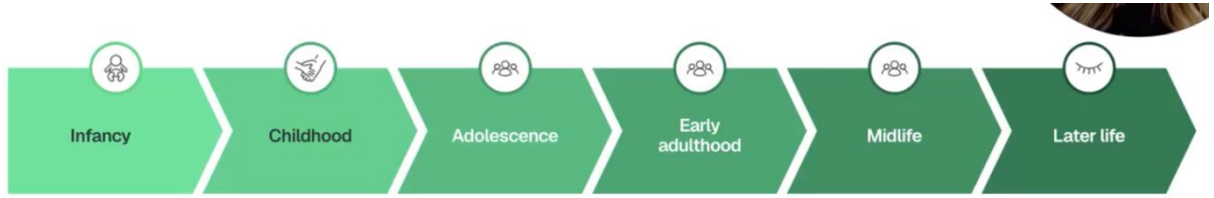
Has this difference held across cultures and eras?

Examine the historical and cross-cultural consistency of the observed difference.

Nature cannot be separated from nurture



Choose a significant event in your life



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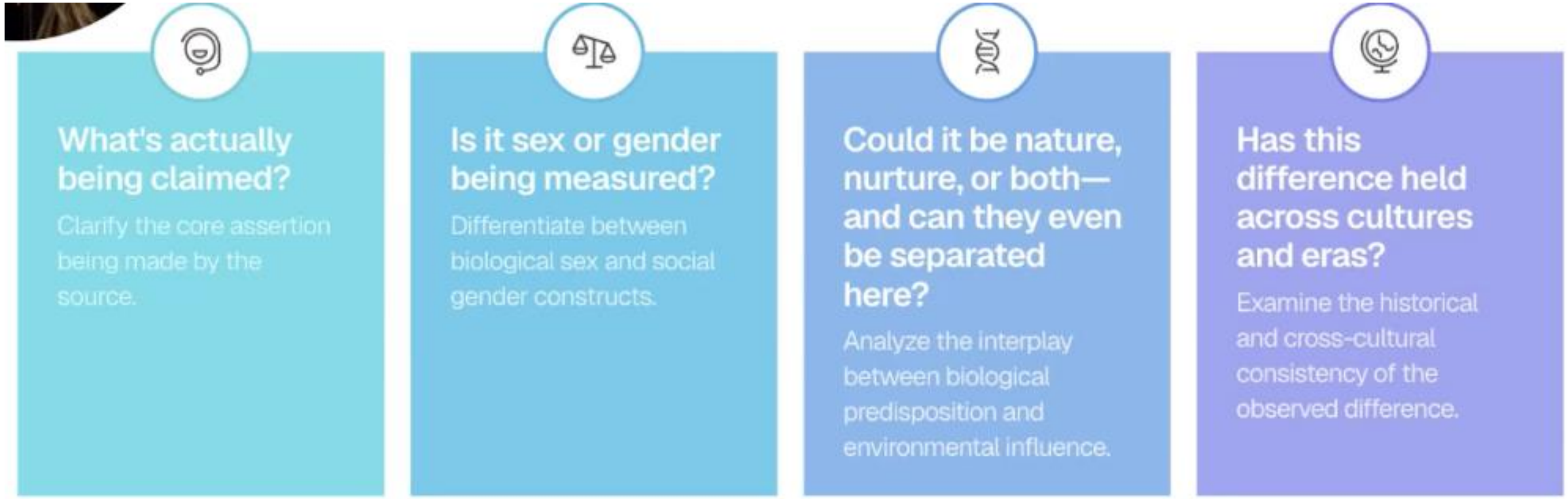
Humanist
"What do they need to grow toward their potential?" (Maslow, Rogers)

Evolutionary
"What inherited drive explains this?" (Lorenz, Bowlby)

Practice

Choose one of the following claims to investigate:

- **Girls are naturally more nurturing**
- **Boys are naturally better at math**



Lesson 3 & 4

From lesson 1



Psychodynamic

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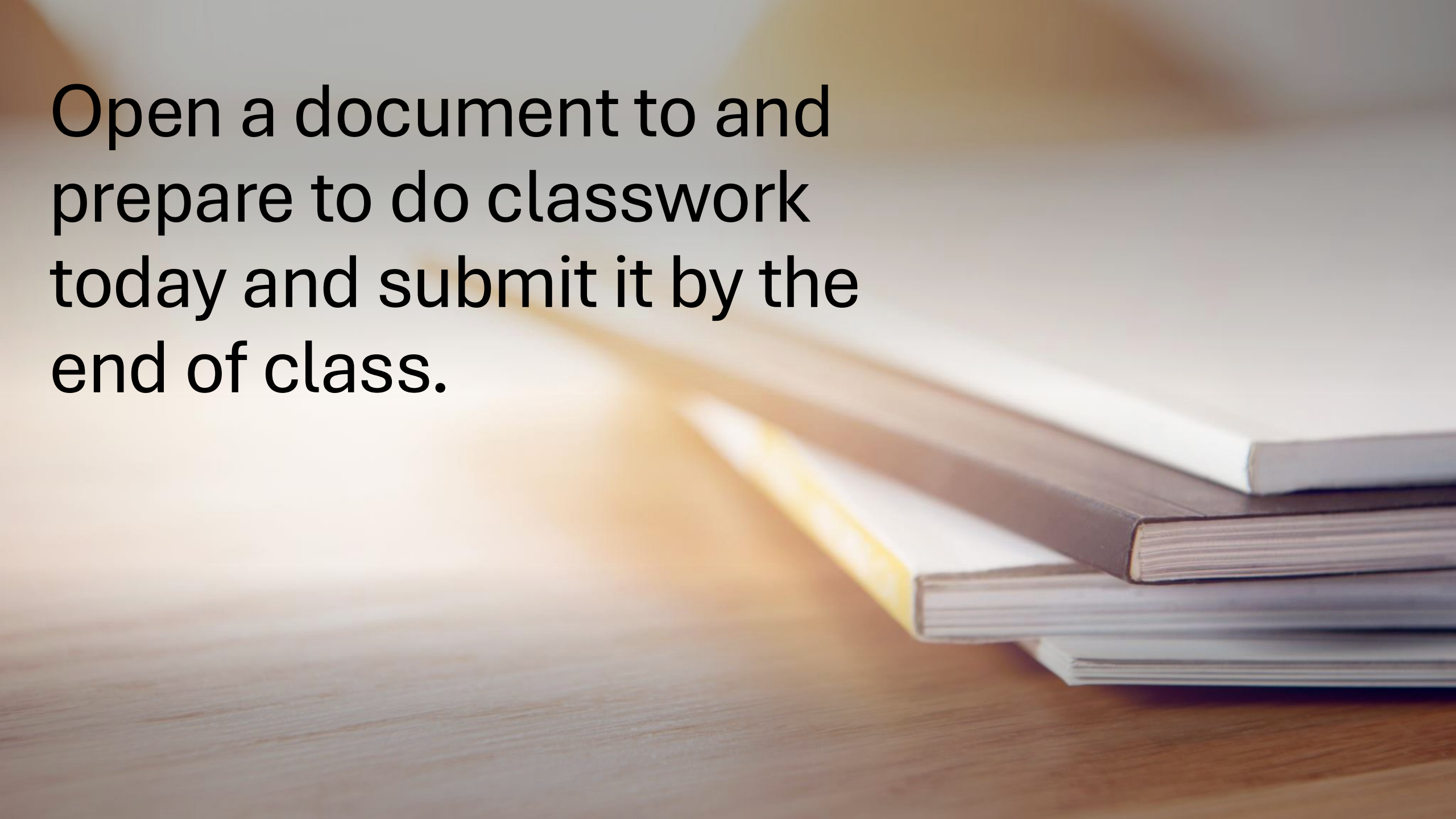
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Open a document to and prepare to do classwork today and submit it by the end of class.



Development across a lifetime



Do we become **more the same** or **more different** as we age?



What age should you be to . . .

- Walk/ Speak
- Smoke / Drink
- Have sex?
- When should you get married?
- Have Kids?
- Become grandparents
- Retire
- Die

What should we be doing by age . . .



Raising a newborn



Becoming a grandparent



Starting a brand-new career




Describe theories of development
Explain how four theories describe adult and later-life development.
Analyze variability
Place each theory on the axis from 'shared stages' to 'individual variability'.
Compare theories
Compare two or more theories on the same adult life and identify their differences (B1.3).

Lesson 3

Four theories

- **Erikson**
  Psychodynamic stages
- **Mead**
  Interactionist self
- **Levinson**
  Midlife transition
- **Neugarten**
  Social clock



Generativity vs Stagnation / Integrity vs Despair

Predicts adults are mostly alike.

Seasons / Midlife transition

Predicts adults are fairly alike.

Rebuilt through interaction

Predicts adults are variable.

Social clock

Predicts adults are most variable.

- **Erikson**
  Psychodynamic stages
- **Mead**
  Interactionist self
- **Levinson**
  Midlife transition
- **Neugarten**
  Social clock

Example 6.30 (video)

Classwork to submit today

Assignment Instructions

Comparative Case Study: Adult Development Theories

Select an adult profile—your own imagined future, a known individual, or a 70-year-old retiree enrolling in university. Analyze this profile using at least two (ideally three) theories from our course grid.

- **Theoretical Application: Explain what each chosen theory says about this individual.**
- **Comparative Analysis: Identify points of agreement or disagreement regarding whether this person is considered "on track."**

Please keep your response to four or five sentences, ensuring you clearly name each theory used.

Check your work . . .

1. Can I place all four theories on the shared-stages ↔ variability axis?

Ensure you can accurately map each theory based on the relationship between universal developmental stages and individual differences.

2. Did I actually compare the theories rather than just summarizing them?

Focus on the analytical connections, contrasts, and disagreements between the theories instead of listing their core principles in isolation.

3. Can I explain why Neugarten predicts the most variability in adulthood?

Identify the specific mechanisms within Neugarten's framework that lead to the assertion of increased developmental diversity later in life.

Lesson 4
The rules we live by

Expectations

Think of a big decision you have made recently or will be making in the next months. How much of that decision is yours and how much is influenced by others?


Parents expect a 'practical' degree
Cost rules some options out
University Program Decision
What they actually want
'People like me don't do that'



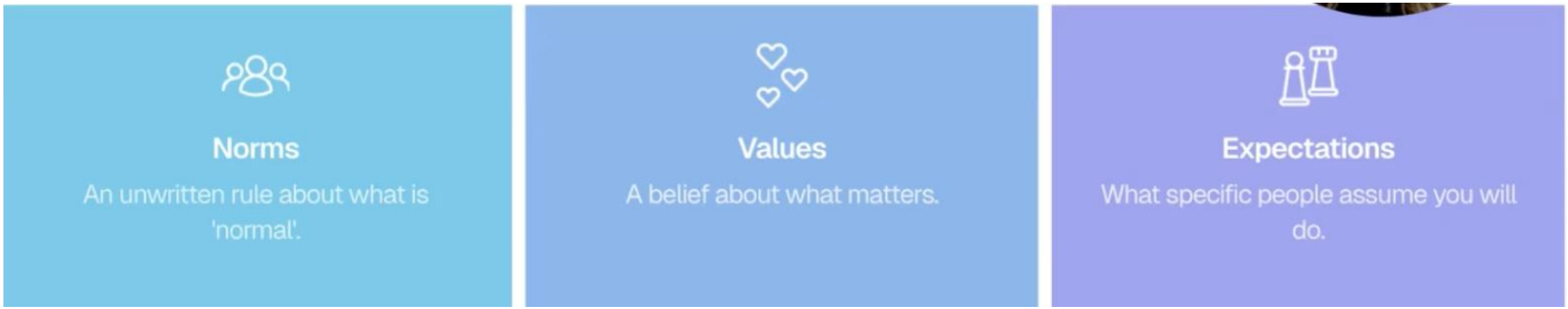
Tell norms, values, and expectations apart.



Name the main forces that shape choices.



Assess a decision by weighing influence with evidence (C1.1).


Norms
An unwritten rule about what is 'normal'.
Values
A belief about what matters.
Expectations
What specific people assume you will do.

Example 6.0 (video)

- **Family values**

  Strong: Parents openly favour a "secure" path; they pay tuition and shape which options are on the table.

- **Cost / social norm**

  Medium: Living at home saves money; the "practical degree" norm hums in the background.

- **Gender expectation**

  Weak: Not clearly in play in this case.

- **Personal goals**

  Medium: Real passion for the arts is present, but it got overridden.

Do this now and submit today



Clearly identify the specific decision you are evaluating.

Identify cultural norms, gender expectations, family values, and personal goals.

Assign a weight of strong, medium, or weak to each force, accompanied by supporting evidence.

Identify the primary driver or force currently influencing the decision.

Verdict Template:

'The force with the greatest influence on this decision is ___, because ___.'

1 **Can I tell a norm from a value from an expectation?**

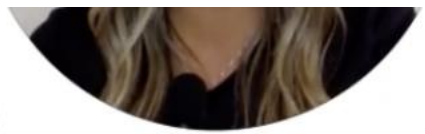
Ensure clear distinction between these operational definitions.

2 **Did I provide evidence for each weighting?**

Verify that all assigned weights are backed by documented proof.

3 **Did I commit to one steering force in my verdict and defend it?**

Confirm that your conclusion follows a single, well-defended logical path.



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Lesson 5
Too many hats

Role Conflict

List the roles you play currently



James

Teacher	Dad	Employer	Husband	Grandad
Principal	Friend	Brother	Uncle	Cousin
	Neighbour	Son-in-Law	Renter	

The Conflict

Thursday, 4:45 p.m.

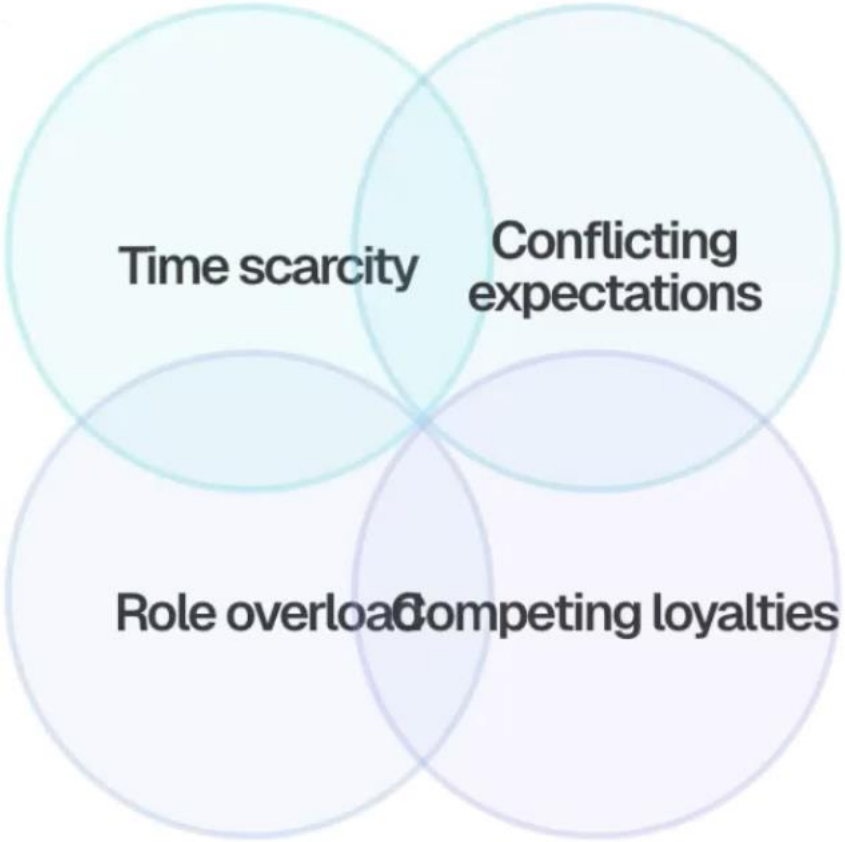
The pressure of competing identities reaches a boiling point as the day winds down:

- **Employee:** Your shift runs until 6:00 p.m.
- **Friend:** Your best friend just texted a crisis.
- **Son/Daughter:** Your mom needs a ride to an appointment.
- **Student:** An essay due at midnight.



Four Sources of Role Conflict

Understanding the four reasons multiple roles collide




Sandwich generation



Clearly identify the specific roles that are coming into opposition with one another.

Identify which of the four sources of role conflict is causing the tension.

Describe the mechanism using the word "because" to link the cause to the strain.

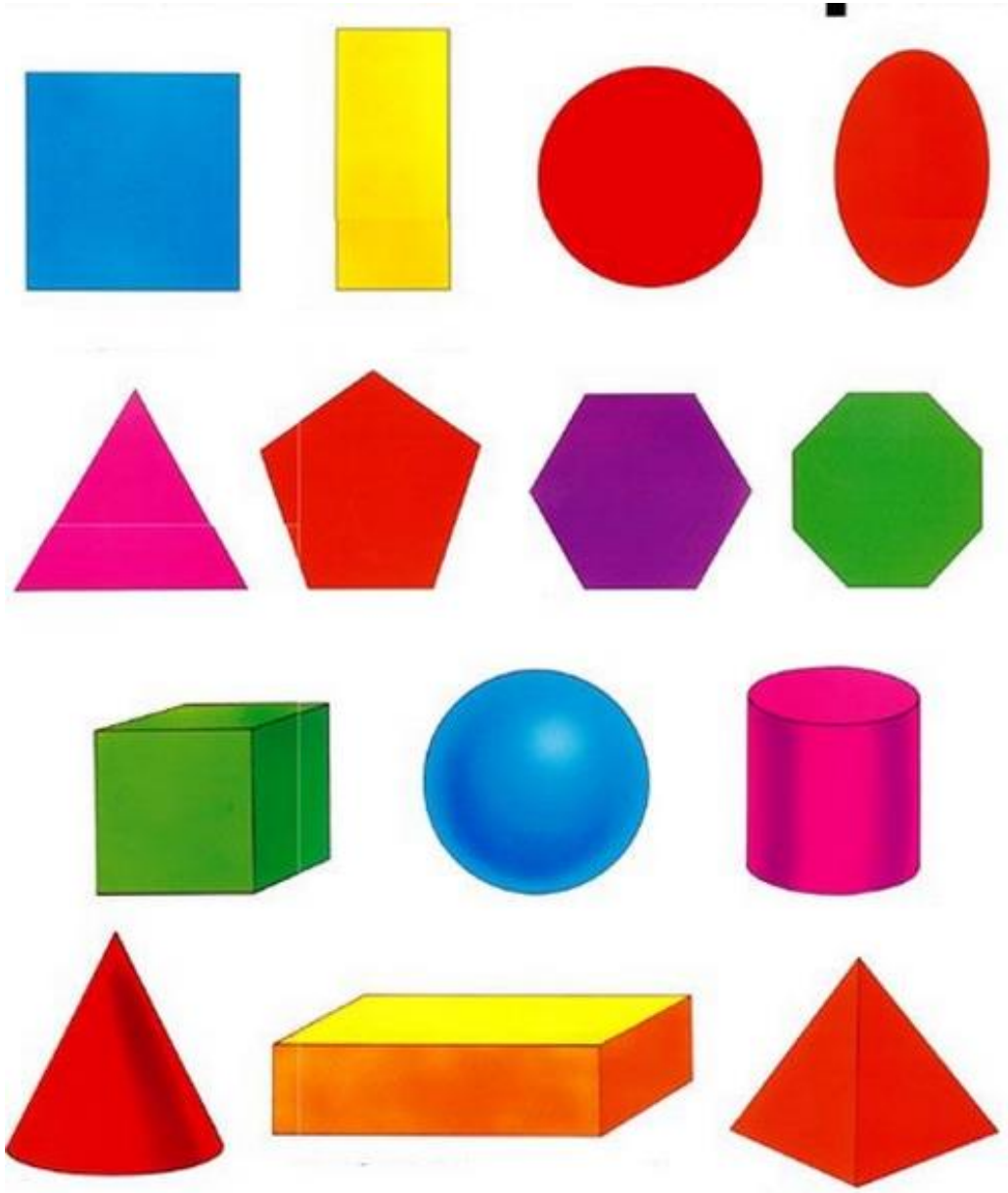
Practice

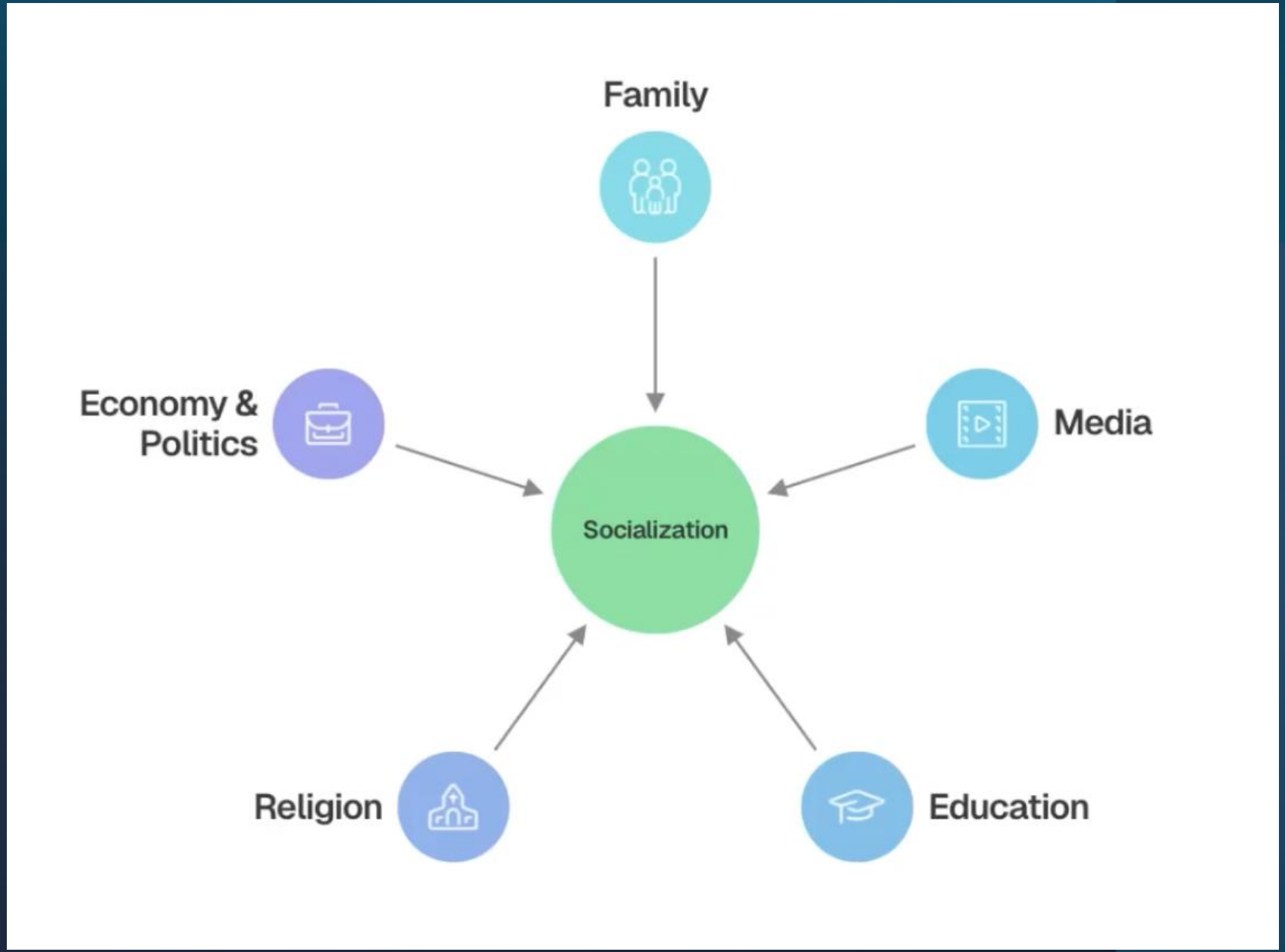
1- List your roles

2- Explain how the 4 sources of conflict interact.

3- Explain why (because . . .)

Lesson 6 – Who shapes us?




Family
Economy & Politics
Media
Socialization
Religion
Education

Money tight / saving is survival

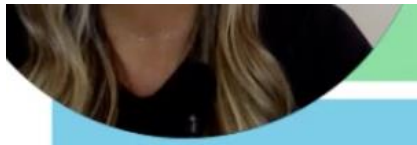


Economic background where resources are limited and saving is essential for security.

Money easy / spending freely is normal



Economic background where resources are abundant and spending is a normal habit.



Core Pillars of the Course

Defining Family

What makes a family — and who gets to decide?

Societal Influence

How do the people around us shape who we become?

Family Dynamics

When families change, what changes with them?

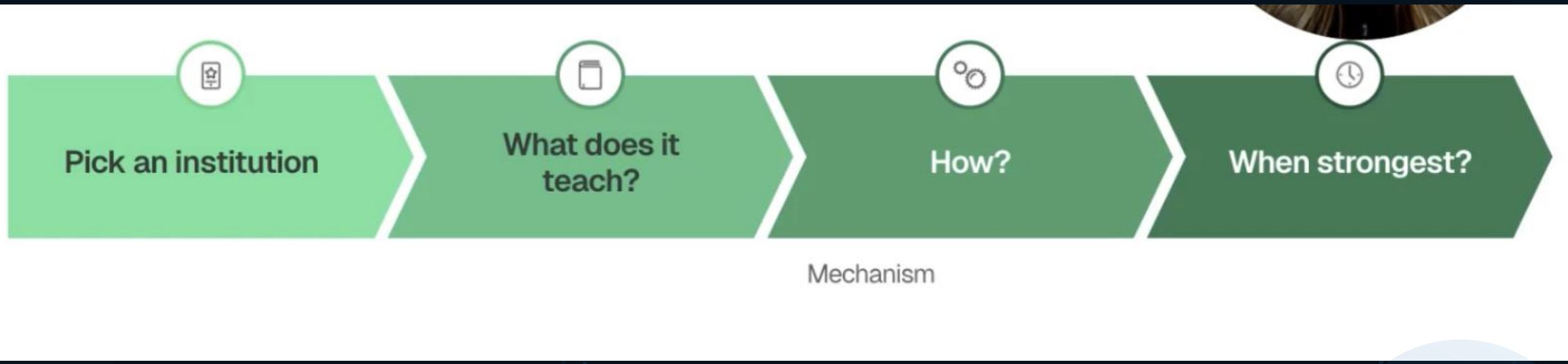
FAMILY AS THE PRIMARY INSTITUTION

Socialization

The lifelong process of absorbing the norms, values, behaviours, and skills of the groups around us — usually without noticing it's happening.

Recall: You met it in Unit 1 as a function of the family.

Institution	What it socializes us into	Strongest when…
Family	First language, values, basic norms, identity	earliest & lifelong
Education	Knowledge, discipline, social rules, "the hidden curriculum"	childhood–adolescence
Media	Images of "normal," trends, expectations, worldview	all ages, rising
Religion	Beliefs, moral codes, rituals, community belonging	varies by family
Economy & politics	Work ethic, attitudes to money, rights, civic roles	adulthood, growing


Pick an institution
What does it teach?
How?
When strongest?
Mechanism

Practice

1- Choose either **social media** or **school**

2- Choose one thing we learn or are socialized through it.

3- How does it socialize us? What mechanism?

4- Where in the lifespan does this happen?



Lesson 7 – Generation Now!

Literature Review

What have researchers found on a topic?

Generations & Populations

A number that changes everything

In 1981, most young Canadians had left home by their early twenties.

Today, far more are still home at 25, 27, even 30. That's a demographic trend.

The question social science asks: **why** — and what does it do to a life?

Why does this happen and what does it do to a person?



Analyse the significance of a demographic trend for individuals' lives (D1.1)



Assess the impact of a current social trend on development (D1.2)



Use the Trend Lens to build the start of my ISP literature review (Phase 2)

Demographic and Social Trends

#	Lens question	What it does
1	What does the data show?	D1.1 — the actual trend: direction, size, who it affects.
2	Is it significant — or noise?	D1.1 — real, sustained pattern, or a blip? Good source?
3	What's driving it?	D1.2 — which social trend or force is behind the number?
4	What's the impact on individuals?	D1.2 — how does it change real development and lives?

Remember!

Reading a Trend Honestly

- A trend describes a group, not any one person.
- Correlation isn't cause.
- Source quality decides everything.

The Move → Your Literature Review

A structured approach to synthesizing research



Apply Lens Questions

Run four lens questions through one source to create an entry.

Write Entry

Draft 2–3 sentences per source based on the lens application.

Stack Entries

Aggregate 3–5 individual source entries.

Synthesis

Synthesize the stacked entries into a cohesive argument.

Activity Instructions

Your Turn: 'You Do'

Start your literature review by finding one credible source on a relevant trend for your ISP topic.

- **Run all four Trend Lens questions against your selected source.**
- **Draft a 2–3 sentence entry summarizing your findings.**
- **Aim to plan 3–5 total sources for your final review.**

→ Open your worksheet to get started.

Practice

Next week's test

