Cultural Diversity in Health and Illness 9th edition Spector Solutions Manual

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Cultural Diversity in Health and Illness 9th edition Spector Solutions Manual

Chapter 2

Cultural Heritage and History

This discussion focuses on the concepts of heritage, one's intangible cultural heritage—culture, ethnicity, religion, and socialization—acculturation, life trajectory, and cultural phenomena that affect health beliefs and practices.

Learning Outcomes

1. Explain the links on the *HERITAGECHAIN* that contribute to heritage consistency—culture, ethnicity, and religion.
2. Explain the links related to acculturation themes.
3. Discuss and give examples of cultural conflicts.
4. Explain the factors involved in the cultural phenomena affecting health and healthcare.

Key Concepts

I. Introductory Questions

A. **Classroom Activity**

Discussion

1. Who are you? What is your intangible cultural heritage—cultural, ethnic, and religious heritage?
2. What are images of the places and icons of your generation and culture?
3. How and where were you socialized to the roles and rules of your family and community?
4. Who is the person next to you? What is this person's cultural, ethnic, and religious heritage?

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5. How and where was this person socialized to the roles and rules of his or her family and community?

II. Heritage Consistency

This chapter focuses on the background theory relating to "heritage"—a given person's *intangible cultural heritage*. Heritage is comprised of four facets—socialization, culture, religion, and ethnicity—woven together in a given person's heritage

A. **Classroom Activities**

Discussion

1. Instruct students to bring in something from their heritage—a photo, an object, food, toy—that has sustained special meaning in their life
2. As each student develops an answer to the question *Who are you?* it becomes self-evident that the heritage(s) in which they were raised play a role in the answering of this question.
3. Develop the discussion to explore the parameters of their heritage(s). Often, there are students who have parents from different heritages that are woven together to build the family.
4. Encourage the students to explore norms from each of their heritages.
5. Focus on nutrition, manners, apparel, holidays, and so forth.
6. Assign the students to look up "Intangible Cultural Heritage" on the Internet to broaden their understanding of the term and its various applications.
7. There are 12 indicators of heritage. Discuss how each of these indicators impact on the lives of each student.

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III. **Acculturation Themes – Socialization, Acculturation, Assimilation**

A. **Classroom Activity**

Use of the Heritage Assessment Tool

The students must answer the Heritage Assessment Tool (Appendix B, pp.276-278) on themselves and/or a classmate, score them, then structure the discussion around the answers.

1. Are the students mainly observing their family's heritage?
2. Are they acculturated to the dominant culture?
3. Discuss the differences between acculturation and assimilation and the impact of socialization.
4. Explore the differences between students who are heritage consistent and those who are heritage inconsistent.

IV. Cultural Conflicts—Generational Differences, Generations in the United States, Class, Language, Education, Literacy

A. **Classroom Activity**

Discussion

1. In most instances, the instructor is of a different generation than the students—discuss life before devices and the Internet and other technological changes that have impacted on daily life. When you were the age of the students.
2. What were the social norms?
3. What were the social expectations?
4. Were they dependent on schools, religion, class, or family?

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B. **Compare and contrast the answers**—"today and yesterday"

C. Encourage students who are immigrants, or the children of immigrants to share their experiences.

D. Discuss the impact of class, language, education, and literacy on daily life.

V. Cultural Phenomena Affecting Health

There are several factors that vary among people—biological, communication, environmental control, social organization, space. And time orientation

A. **Classroom Activity**

Discussion

For each of the factors present illustrations and examples:

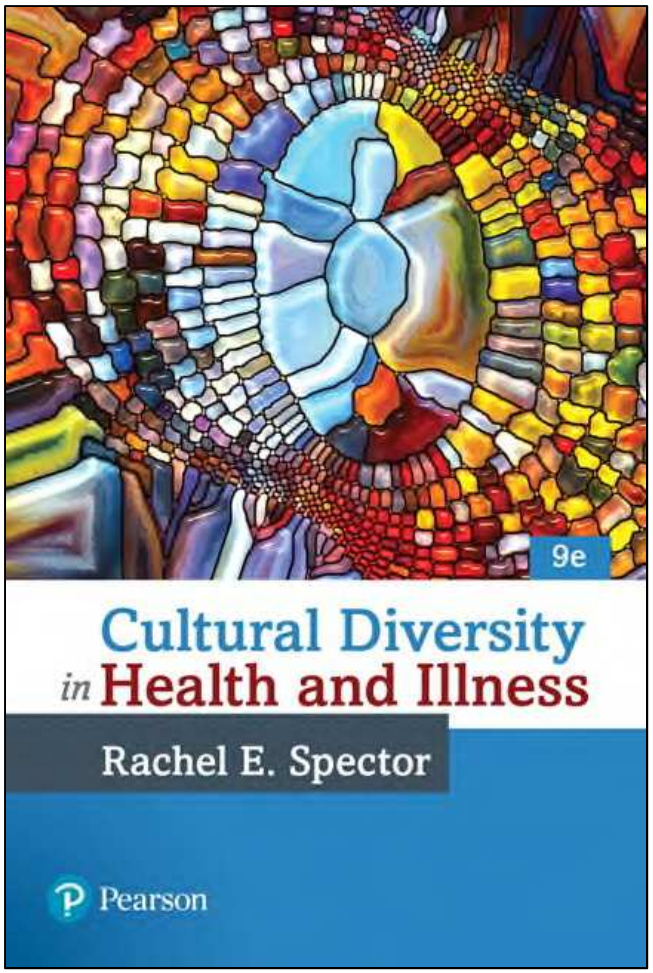
1. **Biological**: Present illustrations of different skin tones, body structure, hair texture, and so forth.
2. **Communication**: Encourage the students to have non-verbal conversations using facial expression and pantomime.
3. **Environmental Control**: Explore different dietary restrictions and have students share dietary practices from their heritage
4. **Social Organization**: Know, understand, and explain the various religious holidays that students from different heritages celebrate. (Review the calendar in Appendix C, pp. 281-283)
5. **Space**: Discuss the principles of territoriality, and encourage students to share the rules of territoriality in class
6. **Time orientation**: Stress the importance of conducting class in a timely manner, and the different meanings of time cross-culturally.

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Cultural Diversity in Health and Illness

Ninth Edition



Chapter 2

Cultural Heritage and History

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Figure 2.1
Remember "YOUR" Culture – Parade banner.

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Figure 2.2
Slide – A cement playground slide that four generations of my family played on.

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Figure 2.3
Class Ring – Meaningful icon.

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Critical Questions

1. Who am ***I*** ?
2. What is ***MY*** cultural, ethnic, and religious heritage?
3. How and where was I socialized to the roles and rules of my family, community, and occupation?

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Objectives

1. Explain the links on the *HERITAGECHAIN* that contribute to heritage consistency—culture, ethnicity, religion, and socialization.
2. Explain the links related to acculturation themes.
3. Discuss and give examples of cultural conflicts.
4. Explain the factors involved in the cultural phenomena affecting health and healthcare.

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Heritage

- The degree to which a person's lifestyle reflects his or her traditional culture, such as African, American Indian, Asian, Hispanic, or European.
- The values indicating heritage consistency exist on a continuum, and a person can possess value characteristics of both a consistent heritage (traditional) and an inconsistent heritage (acculturated).
- The concept of heritage consistency includes a determination of one's cultural, ethnic, and religious background.

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Culture

- The sum total of socially inherited characteristics of a human group that comprises everything which one generation can tell, convey, or hand down to the next
- The non-physically inherited traits we possess
- A “metacommunication system”

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Culture Characteristics

1. Culture is the medium of personhood and social relationships.
2. A complex whole in which each part is related to every other.
3. Learned, and must be learned by each person in a family and social community.
4. Dependent on an underlying social matrix. (Bohannan, 1993)

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Cultural Symbols

1. Symbols of culture form the basis of all languages.
2. Symbols are everywhere.
3. Countless symbols are relevant to traditional HEALTH and ILLNESS beliefs and practices.

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Ethnicity

- Identity with or membership in a particular racial, national, or cultural group and observance of that group's customs, beliefs, and language.
- Pertaining to membership in a social group within a cultural and social system
- A group of people that share a common and distinctive racial, national, religious, linguistic, or cultural heritage.

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Ethnic Groups

- At least 106 ethnic groups in the United States
- More than 567 American Indian Nations

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Xenophobia

- The **morbid** fear of strangers

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Religion

- The belief in a divine or superhuman power or powers to be obeyed and worshipped as the creator(s) and ruler(s) of the universe; and a system of beliefs, practices, and ethical values.
- A set of beliefs, values, and practices based on the teachings of a spiritual leader.
- Plays a fundamental and vital role in the health beliefs and practices of many people.

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Religions' Influences on Health

1. The Jewish and Muslim faiths prohibit eating pig products.
2. The Catholic faith forbids abortion.
3. The Jehovah's Witness faith forbids blood transfusions.
4. The Mormon faith prohibits the use of caffeine and tobacco.

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Socialization

- The process of being raised within a culture and acquiring the characteristics of that group.
- Education—be it preschool, elementary school, high school, college, or a health care provider program—is a form of socialization.

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Acculturation

- The process of acculturation is involuntary.
- Cultural or behavioral assimilation
- It may be defined as the changes of one's cultural patterns to those of the host society.

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Assimilation

- The process by which an individual develops a new cultural identity
- This process encompasses various aspects, such as:
  - Cultural or behavioral.
  - Marital.
  - Identification.
  - Civic.

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Heritage Consistency

- The degree to which one's lifestyle reflects their traditional heritage

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Characteristics

- Childhood development occurred in the person's country of origin, or in an immigrant neighborhood in the United States of like ethnic group.
- Individual engages in frequent visits to country of origin or to the "old neighborhood" in the United States.

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Characteristics

- Family homes are within the ethnic community.
- Extended family members encouraged participation in traditional religious or cultural activities.

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Characteristics

- Individual engages in social activities primarily with others of the same ethnic background.
- Individual participates in ethnic cultural events, such as religious festivals or national holidays, sometimes with singing, dancing, and costumes.

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Characteristics

- Individual was raised in an extended family setting.
- Individual's name has not been Americanized.
- Individual maintains regular contact with the extended family.

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Characteristics

- Individual was educated in a parochial (nonpublic) school with a religious or ethnic philosophy similar to the family's background.
- Individual has knowledge of the culture and language of origin.
- Individual possesses elements of personal pride about heritage.

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Cultural Conflicts

- Family
- Education
- Media and the Arts
- Law
- Electoral Politics
- Health Care

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Cultural Conflicts

- Polarization
- “Isms”
- Stereotypes
- Prejudice and discrimination

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Generational Differences

- The differences between generations are distinct ways of looking at problems and developing solutions.
- The life cycle is an ethno-cultural journey.
- Many aspects are derived from the social, religious, and cultural context grown up in.

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Generations

Generation	Years Born
The Silent Generation	1938-1945
Boomers	1946-1964
Generation X	1965-1980
Millennials	1981-1994
Generation Z	1995-2012+

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Selected Historical Events

Generation	Events
The Silent Generation	The Great Depression WWII Hiroshima
Boomers	Television Sputnik
Generation X	Kent State Watergate
Millennials	Wars in Iraq and Afghanistan
Generation Z	Social media

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Commingling Variables

1. Decade of birth
2. Generation in the United States
3. Class and income
4. Language
5. Education
6. Literacy

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Cultural Phenomena Affecting Health

- Phenomena that vary among cultural groups

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Biological Variations

- Biological differences that exist among races and ethnic groups in body structure, skin color, biochemical differences, susceptibility to disease, and nutritional differences
  - Variations in morbidity and mortality rates.
  - Variations in susceptibility and recovery rates.

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Communication

- Language differences
  - Meanings of common words
- Verbal/nonverbal
  - Body gestures
- Silence
  - Eye contact

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Environmental Control

- Ability of a person from a given cultural group to actively control nature and to direct factors in the environment
  - Dietary practices

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Social Organization

- The social environment in which people grow up and live plays an essential role in their cultural development and identification.
  - Religious holidays and celebrations

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Space

- Area surrounding a person's body and the objects within that area
  - Desired distance between people
  - Territoriality

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Time Orientation

- Duration, interval of time; also instances, points in time
  - PAST
  - PRESENT
  - FUTURE

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Cultural Memories









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