



Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EID/PSY 336

Course Title: Unpacking the Home: The Landscape of Modern Family and Culture

Department Name: Psychology and Environmental + Interior Design

College/School/Division Name:

School of Education & Behavioral Science, School of Humanities, Arts and Design

Term: Spring 2025

Course Credits: 3

Class Meeting Days: MW

Class Meeting Hours: 8:30 am - 9:50 am (when there are virtual meetings)

Class Location: Online over Zoom

Instructor Name: Junghwa Suh, D.Arch

Email: junghwa.suh@chaminade.edu

Phone: 808.739.8590

Office Location: Eiben 212

Office Hours: By appointment

Instructor Name: Blendine P. Hawkins, Ph.D., LMFT

Email: blendine.hawkins@chaminade.edu

Phone: 808.739.7495

Office Location: Behavioral Science Building 113

Office Hours: By appointment

Correspondence with Instructors

Instructors will respond to emails within 24 hours and generally access emails between 10am-4pm on weekdays. Emails sent over the weekend will be responded to on the next working day. Students can expect to receive feedback on their assignments within 10 days of submission.

University Course Catalog Description

This course will provide a comprehensive introduction to family dynamics and cross-cultural psychology theories related to the reflective characteristics of the home. The goal of the course is to broaden student understanding of family dynamics and cultural dimensions of the built environment, and to evaluate cultural influences in our ways of living today. Prerequisites to the course will be freshman general education requirements (EN 101, MA 100 levels, EN 102, COM 101).

Course Overview

This course will provide a comprehensive introduction to family dynamics and cross-cultural psychology theories related to the reflective characteristics of the Home. In the first part of the course, we will survey relevant concepts within the ecological framework such as a) dynamic relationships within a family, b) the family's values and practice of culture and c) built environmental elements of home in families and different cultures. In the second part of the course, we will focus on the application of how families from a number of different cultures think about the use of their living spaces. Students will apply these concepts in a cumulative final project exploring the intersection between family dynamics, culture, and built environment of living spaces.

General Education Learning Outcome:**Integral (Holistic) Education/Global Awareness**

- Students will integrate their experience with global awareness in the context of the particular course and field/discipline within a diverse community of learners.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

This course will integrate the Marianist value of Educate in Family Spirit by addressing cultural ways families construct and use their living spaces to build connection and community.

Course Learning Outcomes (CLO)

Student performance, relative to the following specific course objectives, will be assessed.

At the completion of this course, students should be able to:

1. **Modern Family Dynamics**
Understand family dynamics and its relationship as it pertains to living spaces.
2. **Cultural Psychology**
Describe cultural psychology concepts as they connect to family dynamics and architectural design of a home.
3. **Research Method**
Apply scientific qualitative research methods to analyze family and cultural components of home spaces.
4. **Informed Design**
Develop design concepts as they relate to the usability of living spaces and reflective quality and theories of diverse family and culture.
5. **Global Awareness**
Integrate their experience with global awareness in the context of the family dynamics, cultural diversity and reflected home design strategies. Apply integrated learning to create a home that demonstrates global and holistic understanding of modern familial and cultural determinants of living spaces.

Course Prerequisites

- Having taken 1st-year core required classes (CUH 100, EN 101, MA 100 levels, EN 102, COM 101)

Required Readings:

- Allen, K. R., & Henderson, A. C. (2016). *Family theories: Foundations and applications*. John Wiley & Sons.
- Bachelard, G. (2014). *The poetics of space*. Penguin Classics.
- Selected weekly reading assignments

Recommended Reading Lists:

- Buchanan, P. (2012). The big rethink: Place and aliveness: Pattern, play and the planet. *Architectural Review*, 231(1386). Retrieved from <http://www.architecturalreview.com/confirmation?rtn=/the-big-rethink-place-and-aliveness-pattern-play-and-theplanet/8633314.article>
- Leeder, E. J. (2003). *The family in global perspective: A gendered journey*. Sage.
- De Botton, A. (2008). *The architecture of happiness*. Vintage.
- O'Connell, E. (2017). *Homes Around the World (Adventures in Culture)*. Gareth Stevens Pub.
- Rybczynski, W. (1987). *Home: A Short History of an Idea*. New York, NY: Viking.

Additional journal articles/readings will be posted on Canvas.

Internet connection, full access and navigation of the Canvas instructional site is required for this course.

Course Website:

Canvas & Chaminade Google Drive

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. Therefore, a traditional three credit hour undergraduate course would require 135 hours of engagement. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend the following number of hours per class activity:

<i>Educational activity</i>	<i>Expected hours of Student Engagement:</i>	<i>Details (if any):</i>
<i>Course attendance/Lecture</i>	<i>18~</i>	<i>Synchronous class meetings (90mins each) 90min x 12 times a term= 18 hrs</i>
<i>Assigned readings</i>	<i>20</i>	<i>20 hours for assigned readings from the textbook and other academic sources</i>
<i>Key assessments/Writing assignments</i>	<i>20</i>	<i>20 hours researching and writing the two short papers</i>
<i>Discussions</i>	<i>12</i>	<i>Peer discussions online</i>
<i>Final project</i>	<i>35</i>	<i>Final project will require the following activities:</i> <ul style="list-style-type: none"> ● <i>Researching history, culture and design (15hrs)</i> ● <i>Constructing models (10hrs)</i> ● <i>Writing paper (10hrs)</i>
<i>Out of classroom collaboration</i>	<i>15</i>	<i>15 hours total for the Cultural Consultant project requiring collaboration in this course</i>
<i>Presentation & Preparation</i>	<i>15</i>	<i>15 hours compiling information, constructing slides, and rehearsing for presentations for 2 projects</i>
<i>Total hours:</i>	<i>135</i>	

Course Requirements & Grade Points

Each reading assignment, class discussions and experiential projects are essential, meaningful, and a very important part of the course. To be successful in the course, you will have to complete all course required assignments.

Course Requirements	Overview	Points	Course Learning Outcomes (CLOs)
Attendance & Participation	This course utilizes an online hybrid model, with required online synchronous meetings throughout the term. It is your responsibility to take note of the class meeting dates and log in for class. Each attendance is worth 5 points . Participation is essential to developing a deep understanding of course material. The course is advanced and designed to be student and discovery-oriented. You should take a very active role in the course. This	60pts (5pts x 12)	CLO 5

	includes sharing your thoughts, raising important questions, supporting other students' learning, actively engaging the readings, and arriving at each class session prepared to discuss and engage the material.		
Weekly Conceptual Assignments	Most weeks there will be an assignment related to the lecture content covered during that week. These assignments may be short reflection, a guided group discussion on Canvas, a take-home activity, etc. Students will be provided with directions on Canvas and submission will also be on Canvas.	100pts (10x10pts)	CLO 1,2,3,4
Cultural Consultant Assignment (Week 5 - 8)	For this assignment, you will interview a peer using an ethnographic lens. You will ask a peer who is from a different cultural background or a different ethnic heritage to serve as your cultural consultant. In your interview you will attend to familial, cultural and spatial aspects of their lives. We will assign you to the peer that you will be interviewing (likewise you will be interviewed by another peer). It is your responsibility to coordinate meetings with your peers. We will provide you with a starting interview script which you will add to. You will synthesize the information collected into a 2-3 page paper and a 6-minute presentation. You will have to attend the class to present to be able to receive full points for the presentation, non-attendance for the presentation will incur a 40% point deduction for the presentation.	90pts	CLO 2,4
Final Project: Creating Home (Week 10 - 16)	For this Final Project, you will explore the dynamics of your cultural ancestors and your own family as they intersect with your family's cultural values and practices. This Final Project is meant to integrate your learning into a holistic and global understanding of living spaces. You will create a layout/plan of a living space that corresponds and enhances the family dynamics and culture of your family. The project outcomes should be unique and	140pts	CLO 1-5

	<p>decisions about the features of the living spaces need to be justified based on cultural history, family dynamics, cultural and living spatial concepts addressed in the class. You will create a layout/plan of a living space that corresponds and enhances the family dynamics and culture of your family. The design solutions should be unique and decisions about the features of the living spaces need to be justified based on family dynamics, culture, and living spatial concepts addressed in the class. This project will culminate in a 1) 5+ page paper, 2) design layout/plan with collage of color and materials, and 3) 15-minute presentation at the end of the term. You will have to attend the class to present to be able to receive full points for the presentation, non-attendance for the presentation will incur a 40% point deduction for the presentation.</p>		
Total Points		390 pts	

Grading Scale

A = 315 – 350 (90%-100%)

B = 280 – 314 (80%-89%)

C = 245 – 279 (70%-79%)

D = 210 – 244 (60%-69%)

F = 209 and below (59% ↓)

Late Assignment Policy

All assignments will be due by 11:59 pm on the due date specified on this syllabus. No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. If you have questions regarding your assignments, contact us early in the term. We are here to assist you if you need help. Please be proactive.

Generative AI Policy

Within this interdisciplinary course, it is required that students construct and present their unique and original work, aligned with the course learning outcomes and the course intent. Students are discouraged from using any generative AI tools to complete their assignments. The instructors reserve the right to a) inquire if a student is using AI should that be suspected, b) ask a student to redo their assignments with point deductions, or c) give a grade of 0 for that assignment.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Integral, Quality Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously:

an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

University Policies

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Students with Disabilities

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor’s discretion.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your Student Handbook for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act (ADA). It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's

Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Attendance

Students are expected to attend regularly scheduled virtual class meetings. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor(s). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Three tardies is equivalent to one unexcused absence.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

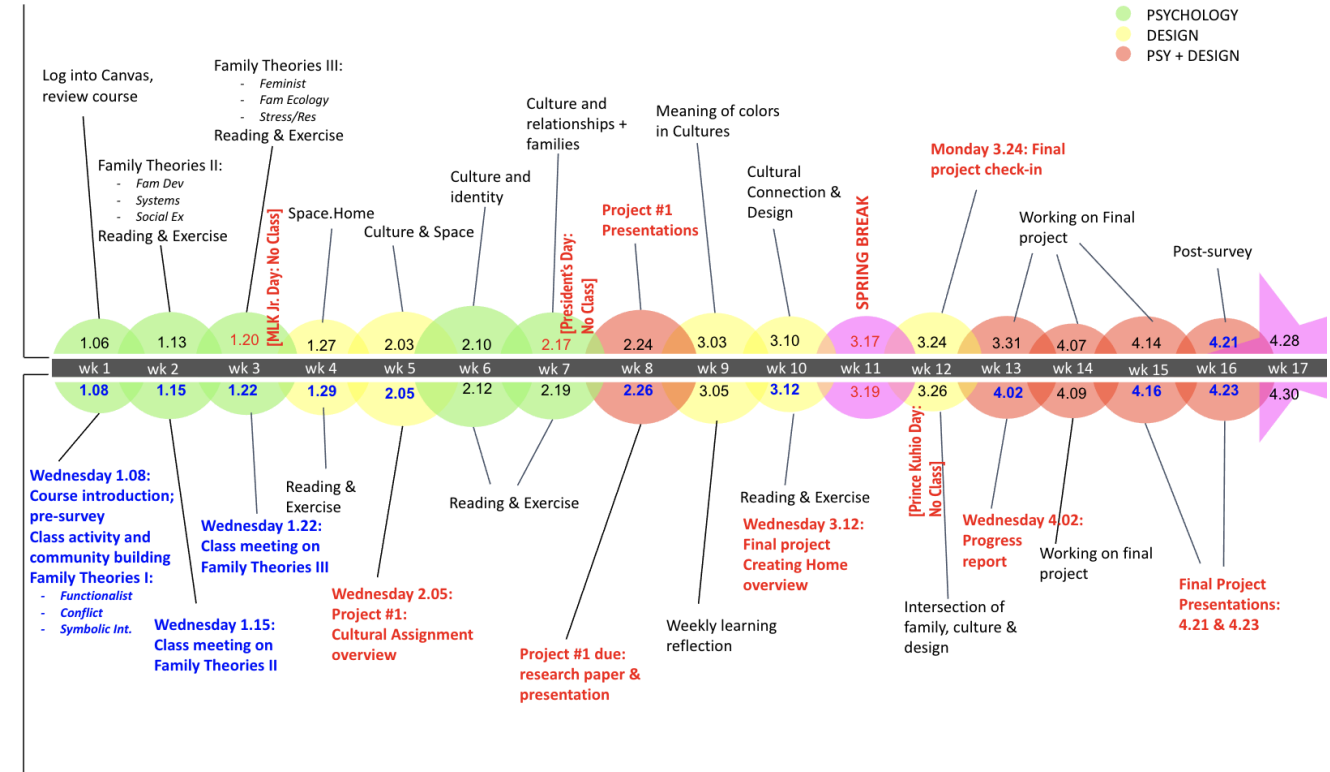
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 EID/PSY 336: Unpacking the Home | SPRING 2025
 Instructor: Dr. Blendine Hawkins & Dr. Junghwa K. Suh

EID/PSY 336 Learning Contents



EID/PSY 336 Students' Tasks

Date Legend: [Black: Online], [Blue: Required Virtual Meeting]

n.b. Course content and scheduling are subject to change at the instructor's discretion in the interest of sound pedagogy.