



Interactions

newsletter for the Department of family social science

From the Department Head...

Happy New Year!

As we continue to participate in the University of Minnesota's transformation process, Family Social Science (FSoS) is interfacing our commitment to its mission and adapting to exciting changes that will guide our future.



Dr. Jan McCulloch

In this issue of *Interactions*, we have tried to give you a flavor of the present as well as some glimpses of the future. We are

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Winter 2007 Volume 23

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honored and grateful to have former students take the time to write us about how their student experiences have contributed to their current successes – both professionally and personally. Our FSoS students are our legacy and we take pride in sharing their thoughts.

FSoS has traditionally had a close relationship with the National Council on Family Relations (NCFR) and we enjoyed bringing our alumni and colleagues from across the country to McNeal Hall in November to celebrate NCFR as we co-hosted the NCFR President's Reception.

These are but two examples of our continued commitments. In the midst of this and other regular work for Family Social Science, we are also involved in foundational work to secure FSoS's future in our new college, the College of Education and Human Development, in a university committed to becoming one of the leading public research universities in the world. We are currently involved in the development of a new collegiate constitution, revision of our FSoS policies and procedures relating to tenure and promotion, and a self-study for our review by the

Cooperative State Research, Education and Extension Service (CSREES) and the Graduate School. For the first time, Family Social Science also will be submitting materials for review and subsequent ranking by the National Research Council (NRC), a process that requires input from individual faculty as well as data about our graduate program.

As you can see – FSoS has a LOT on its plate this year! Yes, it means we are working very hard, but it also means that we are accomplishing a lot and excited about the future. One of the reasons we have for celebrating this change focuses on the fit between the work in FSoS and the goals of the college and the university. It is rewarding to see a real synergy between the mission, goals, and values of FSoS with those of the college and university. Dean Bailey has a "M³ Vision" for the College of Education and Human Development – a vision committed to multidisciplinary and multiculturalism, and a college that will serve as a model

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The College of Education
& Human Development

UNIVERSITY OF MINNESOTA

Two in a Bed: The Social System of Couple Bed Sharing

This past summer, Family Social Science professor Dr. Paul Rosenblatt published his 10th book, titled Two in a Bed: The Social System of Couple Bed Sharing. The book garnered attention from hundreds of media outlets around the world, including the *Minneapolis Star Tribune*, *New York Times* and *Good Morning America*. Dr. Rosenblatt agreed to share his experiences with us.

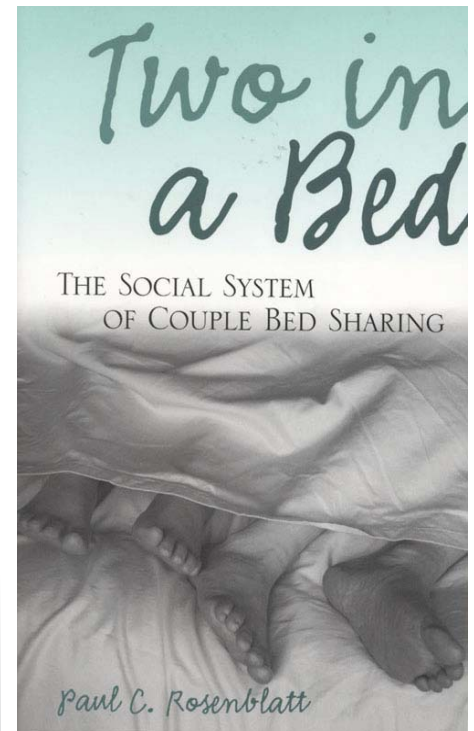
Q. This book has received national and international attention in a variety of media outlets. What about sharing a bed is so interesting to people?

I think partly it's amusing to learn about other people's bed sharing. And then lots of people find the book or write ups about the book affirming, because they see that their problems aren't unusual. Some people have found help in the book, practical solutions to specific problems or a better understanding than they had before about what their partner has been telling them for years. Some people learn a lot more than they knew before about themselves, because they get a better sense than they had before about why they do what they do. Some people say they learn more from the book than they knew before about what it means to be human or partnered. I also think that lots of the response the book received came only because it was getting so much coverage. For example, any story about a book/author that is number 1 on the New

York Times most e-mailed list is going to be interesting to lots of people. The book could have been about what dust is made of or the history of earlobes and received the same attention once it became as visible as it has been.

Q. Were you surprised at all by the coverage?

Yes and no. I knew the idea of the book grabbed a lot of people when I started recruiting people to interview about couple bed sharing. Usually, when I put out a brief request for research participants through the University public relations office, it gets picked up by two or three media outlets and receives minimal coverage. But with this study, my request for participants was picked up by both major dailies in the Twin Cities, all the commercial stations that had news programs, and lots of media outlets in other parts of the country, and many of them made it into a story. Similarly, when the book was in production I received praise and positive comments from



several people who do the ordinary work of book production for State University of New York Press. I never had that from the other nine books I had published.

Q. In addition to the media attention, what types of responses do you get from readers? Typical celebrity fan mail?

I actually don't know who, among the people who contacted me, has

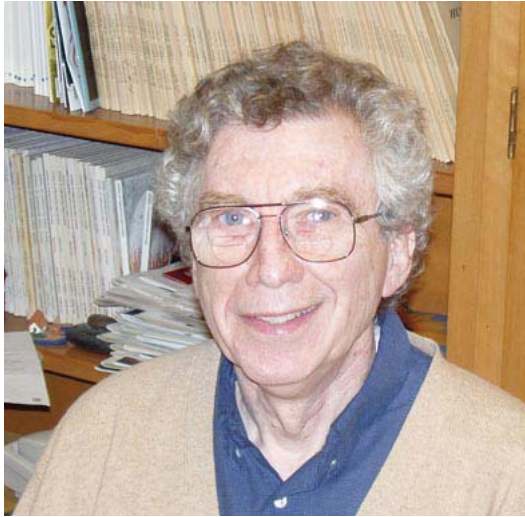
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B. Jan McCulloch, Department Head
Chris Liakos, Coordinator, Editor, and Layout

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read how much, if any, of the book. There has been quite a diversity of reactions. A choreographer out west is thinking of creating a dance based on the book. A European bed retailer gave copies of the book to anyone who bought

copyright the title of the book in every country in the world. A bedding manufacturer wanted me to endorse a product line (I'm not going to do that) and to help him to get on the Oprah show (I can't even get myself onto that show).



Dr. Paul Rosenblatt

a bed during a November sale. An Italian television show maybe something like “The Tonight Show” did a half hour segment based on the book, with actors on stage enacting scenes from the book. A fair number of bloggers have discussed things they think are in the book, though I think many of them only read print media coverage of the book. The mail I have received from people who have read the book or who have read about it often consists of accounts of how a person writing me has creatively solved personal bed sharing problems. A few people have asked for advice. One woman sent me pictures of a series of very creative art works she had sculpted/woven/painted about bed sharing. Some people have sent their thanks for helping them to understand something about their own bed sharing. Some people have sent advice—for example, to

Q. What has this experience taught you?

I could say that I learned that media visibility, however fleeting, takes a lot of time, so if one is really successful one scarcely has time to do anything else than be a character in the media. But I already kind of knew that. Probably what I learned the most was about the bed-sharing experiences of roughly 150 reporters, radio hosts, TV and radio

producers, and cameramen and maybe the experiences of another 150 or so callers to radio call-in shows I was on. Lots of those people told me about experiences that often fit what I had found in my research and sometimes gave me new things to think about.

Q. Will there be a sequel? What’s next in your research plans?

I’m working on a proposal for a self-help version of the book. The initial publicity drew queries from three literary agents about a sequel, and I’ve been working with the agency that has the best reputation among the three to try to develop a proposal they are willing to represent. I’ve talked with scholars based in two Asian and an African country where couple/family sleeping is quite different from the way it is in the U.S. about doing a bed sharing

study in their country. I’ve thought about doing an interview study of some other area of everyday couple/family life. I’ve always got a lot of projects going, so it’s not simple to find time for new projects. The project I’ve been working on the most lately is a theory book on family obliviousness.

Dr. Rosenblatt’s book can be purchased at Amazon.com

**McCulloch-
From Page 1**

for engagement! How great is that – that such an alignment of missions and goals with our work is occurring during this time of transformation!

I hope you enjoy reading this issue of *Interactions*. We have a wonderful new cohort of graduate students who come from a variety of places, have a variety of experiences, and express a variety of ways they wish to contribute to the well-being of families locally, nationally, and globally. We celebrate the work of our faculty and relish the kind reflections of our graduate students.

I also hope you “can’t wait” to read our next issue when we will be able to provide some report and reflections of the activities we are so immersed in at the moment!

STAY TUNED --

A handwritten signature in black ink that reads "B. Jan McCulloch". The signature is fluid and cursive, with a long horizontal stroke at the end.

B. Jan McCulloch
Professor and Department Head

Meet the 2006-2007 Grad Student Cohort

Holly Carmichael spent most of her childhood in Germany but settled into the Washington DC area for her undergraduate work. Shortly after completing her B.A. in Sociology from



George Mason University, she began her work for a public health research firm. Her research experience has been in the areas of childhood development, behavioral cancer control, domestic violence prevention, geriatric education and bioterrorism preparedness. Her specific research interests, however, center primarily on domestic violence prevention for special populations, specifically the GLBT community.

Kimberly Diggles is a Marriage and Family Therapy PhD student from Dallas, TX.



She earned a B.S. in psychology and a M.Ed. in counseling at Texas Christian University. In Texas, she worked as the after-school coordinator

and Dean of Students for Summerbridge, an enrichment program that serves under represented middle school children in urban public schools. Kimberly's current interests include minority

family dynamics and working with communities to increase family resiliency.

Jessie Everts Tripoli grew up in various parts of the Midwest, including Duluth, MN, and



Dubuque, IA. She received a B.S. in Psychology and a B.A. in English from Iowa State University, and an M.A. in Marriage and Family Therapy from the Minnesota School

of Professional Psychology. Her clinical work has focused on autism in families, divorce mediation and custody evaluations, traumatic brain injury, and behavioral counseling. Research interests include child image development and child psychopathology effects within families.

Chris Gonzalez is a native Minnesotan who received a Bachelor's degree in English

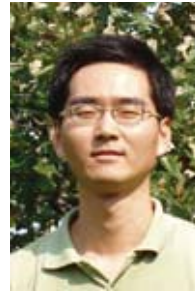


Education from Harding University in Searcy, Arkansas. After teaching 7th grade English in the Houston Public Schools, he received a Masters Degree

in Marriage and Family Therapy from Abilene Christian University in Abilene, Texas. He worked full time as a therapist for 5 years before coming to the University of Minnesota for doctoral studies in Family Social Science. His research interests are complex

families, adolescent adjustment, and the Circumplex Model of Marital and Family Systems.

Jinhee Lee is a doctoral student in the Marriage and Family Therapy program. He was born and raised in South Korea. He received a



Master's degree in Counseling Psychology from the Catholic University of Korea and a M.A. in MFT from University of Louisiana at Monroe. He has

worked with couples, families and individuals at diverse settings including an MFT clinic, veteran's home and primary health services center. His research interests include couple relationships, optimal fatherhood, and stress and coping of ethnic minority families.

Sunmi Lee is a doctoral student from South Korea. She graduated from Kyungpook National University with a Bachelor's degree in Home Management in 1999 and a Master's degree in



Child and Family Studies in 2001. She also has completed doctoral coursework there. She has written a thesis and two articles focusing on couple's conflict-coping

method and marital satisfaction. She has taught undergraduate students at two universities as well. Her research interests include couple's interaction, cognition,

communication, conflict-coping method and marriage and family therapy.

Jane Newell received a B.S. in Social Work with a minor in ECFE (Parent Education) from St. Cloud State University. She has worked with families considered to be “at risk” in society for the last fifteen



years. Her early work focused on child abuse prevention, early childhood family education, and early intervention for children’s mental health by providing

education and support for families. In the last few years, her work with families who adopt older children from foster care has prompted her return to graduate school. Jane is interested in adoptive family formation of older youth (13 - 17), as well as the process of emancipation for foster youth who age out of foster care.

Ella Packingham was born and raised in St. Paul, MN. She completed her undergraduate work at Hamline University in St. Paul where she majored in Psychology and minored in



Spanish. At Hamline, she focused on child development and psychopathology and worked at a center for children with Autism and Asperger’s

Syndrome learning about applied behavioral analysis. Her areas of

interest include family economics, family of origin, division of labor between partners and Latin-American families.

Lindiwi Sibisi is originally from Swaziland, South Africa. She holds a B.S. in Home Economics, a Certificate in Environment Education and a Certificate in Adult Education. She’s been a teacher at the elementary level for 6 years, junior-secondary for 17 years, college lecturer for 3 years



and inspector of schools for 5 years. Her area of specialization has been general home economics. She has contributed in the writing of text books for

grades 6-7 and junior-secondary levels. Currently, she is involved in the fight against HIV/AIDS in the schools working with the non-governmental organizations.

Anna Thurmes graduated with a Bachelor’s degree from University of Wisconsin, Eau Claire and a Master’s degree from the University of Minnesota, both in Speech-Language-Hearing Sciences. She works as a licensed speech-language pathologist, care coordinator, and research assistant at the University of Minnesota Cleft Palate-Craniofacial Clinic. As a clinician and researcher, Anna aims to bridge the gap between families and health care systems under the framework of interdisciplinary team management. Her ultimate goal is to empower families facing the challenges that

cleft palate, craniofacial anomalies, and other chronic health conditions present. Anna’s research interests



include scientific investigation of treatment protocols and outcomes, active versus passive family participation in health care decision-making,

the affects of disabilities/disease on families, and interventions focusing on resiliency and enhancing quality of life.

Annie Ly Toeung, a M.A. Family Social Science student, was born and raised in Spencer, Iowa. She received her B.S. in Child, Adult, and Family Services with



an emphasis in family studies from Iowa State University in May of 2006. Her research experience has been involved with marriage and family therapists,

but, her research interests include family of origin, multi-cultural families, social welfare, and ethnic identity.



Family Social Science celebrates with NCFR

As part of the ongoing 35th anniversary celebration of the Department of Family Social Science and in conjunction with Minneapolis hosting this year's National Council on Family Relations annual conference, FSoS and NCFR teamed up to throw a party in McNeal Hall on November 8th. The party brought together faculty, staff, students, alums and colleagues from across the country to honor another year of hard work and studies in the various fields of family studies.

This year's national conference was chaired by alum Dr. William Allen and featured dozens of presentations and panel discussions led by FSoS faculty and graduate students.

Clockwise from top left: Past FSoS faculty who have served as NCFR Presidents or fellows line the McNeal atrium stairway; graduate student Jenet Jacob provides music for the evening; Drs. Jan Hogan and Jodi Dworkin visit with attendees; alum Dr. Jane Tornatore poses with Dr. Wayne Caron and alum Dr. William Allen.



Darlyne Bailey visits FSoS for first time as Dean

On October 9th College of Education and Human Development Dean Darlyne Bailey visited with faculty for the first time in her new position.

At the meeting faculty shared their work and research with Dr. Bailey and discussed the department's role and opportunity for collaboration within the new college structure.

*Below: Dr. Bailey meets with Kathy Rettig and Paul Rosenblatt.
Bottom: Dean Bailey shares her vision with Jan McCulloch*

College of Education & Human Development mission statement:

The new College of Education and Human Development is a world leader in creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the physical, psychological, and social development of children, youth, and adults across the lifespan in families, organizations, and communities

Make a gift...

You may make a gift to the Department of Family Social Science through the University of Minnesota Foundation. You may choose to designate your gift to any of the funds below:

Friends of the Family Assistantship (3911)

Shirley Zimmerman Fund (5487)

David Olson Fellowship (5816)

FSoS Strategic Initiative (2748)

Jan Hogan Fellowship (5734)

Family Caregiving Program (5995)

Ambiguous Loss Project (5937)

You may also choose to memorialize a loved one by donating in their name. Visit www.foundation.umn.edu or call 612-626-8560 or 1-800-775-2187 for more information.

Thank you,
Family Social Science



Our mission: to enhance the well-being of diverse families in a changing world through teaching, research, and outreach.



2 undergraduate students voice their appreciation

In a letter to Dr. William Goodman, undergrad Angela Oleszko shares her experiences from London

Hello Friend!

I had a wonderful study abroad experience. I studied in London during the 2006 fall semester. I studied with a program called the Institute of the International Education of Students (IES). IES is based out of Chicago and has programs at many international locations. IES made it easy for me to study abroad. It was very well organized and put together. I was expecting a complex system, but it was easy to sign up and study in London. Through IES, housing and classes are already set up. My responsibility was getting myself to London. IES provided many opportunities to travel within the UK. They hosted trips to Windsor Castle, Dublin, Ireland, Leeds Castle, Stratsford-upon-Avon (Shakespeare's birthplace), and Leper, Belgium. Very fun trips for a minimum cost.

The program had about 60 people from different schools in the United States. I was the only student from the University of Minnesota. We lived in a dormitory in the "hip and happening" Chelsea. Living in Chelsea was safe and fun. I shared a room with a girl from California. I also shared a kitchen with five other



Angela Oleszko

girls. Our classes were in Bloomsbury, a 40-minute commute from Chelsea. It was easily accessible by public transportation, either by Underground Subway or bus. The classes were held in an old, renovated house. Our classroom building was a minute's walk from the British Museum and central London.

The nature of my abroad experience was studying. As a senior, time is running out. Most of the other students in the program were juniors. Because I am graduating soon, I had to be smart about my course selections. I needed to take courses that enable me to graduate on time. Early in my college career, I had a desire to study in a foreign country and left some liberal arts requirements open. I needed to take a course to fill my arts and humanities and literature requirements. Upon arrival, I finalized my schedule with Drawing in the National Gallery to fill my arts and humanities requirement and British Women Novelists to fill my literature requirement. I also took Ethnic Tapestry of the United Kingdom, Youth Culture in Britain and Shakespeare. All of my classes highlighted London's culture and

"Englishness." I enjoyed Ethnic Tapestry of the United Kingdom and Youth Culture in Britain the most. I used my previous knowledge from the University of Minnesota to understand the cultural blending that England is currently undergoing. The professors are well-known British researchers, authors, and/or business people. Most of the professors taught at British institutions prior to their tenure at IES and are very knowledgeable on current UK politics and culture.

My classes were set up a little differently than at the University of Minnesota. Classes at IES were small and intimate. I was not accustomed to classes under 20 people. It stimulated conversation and critical thinking skills that I would not have developed at Minnesota. I think my classes helped me prepare for graduate school and the business world. I expected London to be a very tolerant and liberal place. Through my classes, I learned this is a common misnomer. I found it interesting to compare and contrast how the United Kingdom and the United States handle the masses of immigrants and their impact on society. In my opinion, London is the cultural capital of the world. It contains every ethnicity. Despite some cultural clashes, there is always something occurring in London that celebrates the bridging of cultures. Fish and chips, Marks & Spencer's department store and the development of the fashion industry began through

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Oleszko-From Page 8

a collaboration of cultures. Isn't it amazing what happens when people work together?!

One of my study abroad goals was traveling outside of London. I worked hard to plan inexpensive trips on weekends to interesting locations like Poland and Hungary. Though traveling alone is not for everyone, I found it very rewarding and introspective. Traveling through Poland by myself was scary at first, but it pushed me to make friends at the hostels. Not only are backpackers interesting, but they also have suggestions and advice on future travels. One of the worst qualities a traveler can have is a closed mind. Being open to new practices and experiences greatly enhanced my experience.

Family Social Science looks at a broad spectrum of elements that effect family life. Study abroad allowed me to look at these elements in a different context. Because a plethora of cultures exist in London, I glimpsed into many different worlds and family lifestyles. I saw how different economical and political elements affect families. My interest in immigration was strengthened. I am able to identify factors in my immediate community that need to be challenged for positive family relations. Being a better collaborator in the classroom and boardroom will help me adequately address issues that need to be tackled. My interpersonal skills increased through living with a roommate, independent travel and having to build a new friend base.

I would recommend study abroad for everyone. It is quite a large financial commitment, but there will never be another similar opportunity. For students unsure about committing the money toward study abroad, I would recommend looking into all scholarship opportunities. Scholarships make it more affordable and realistic to fit this into your college academic career. Being able to network with people across the world in itself is amazing. Study abroad is especially important for Family Social Science majors. It is vital to understand the client's perspective: living in a different country forced me to look into new perspectives.

Thank you for this wonderful opportunity and experience. I would not have been able to study abroad without scholarship help.

Angela Oleszko

Undergraduate Alum Katie Sawatske also shares her appreciation for the program.

Dear Dr. Goodman,

Just sending you a "thanks" for tracking down that information on diversity training. You know, lately I've been thinking about my degree and what doors are open as a result of being a FSoS student. There are times when I ask myself, "What skills did this degree really teach

me?" Although I can't perform surgery or build a super computer, I wouldn't change what I've learned for a minute. The amount of times I've found myself correcting my language to use "I" language is immeasurable. While sitting in your Prep for Working with Families class, I remember you reading a letter from a former student.

That student was saying how much FSoS impacted their life, etc., and I remember sitting there rolling my eyes thinking "this is too 'touchy-feely' for me." Turns out I, too, am one of those students! FSoS has taught me to value, embrace and learn from diversity and diverse experiences. It has given me a higher sense of cultural sensitivity, and has opened the doors to experience a taste of what life might be like in someone else's shoes through my internship teaching English, studying abroad and traveling internationally. I would advocate a requirement for every college student to attend a few FSoS classes as I truly believe it would create a more respectful and peaceful world. Although I have much to learn personally and professionally, I have been given a great foundation. For that I am very thankful to you, all my other FSoS professors and the University of Minnesota.

I hope you have a wonderful rest of summer and my best wishes for a happy school year.

-Katie Sawatske

Note: These letters were reprinted with permission from the authors.

News & Notes

FACULTY NEWS

Sharon Danes appeared in several magazines in October including Working Mother, Parent, and Low Country Parent (Charleston, SC) discussing topics related to couples and budgeting and teaching children about finances.

On August 27th, **Jodi Dworkin** was featured in a Star Tribune article about her online course for parents of college students addressing student finances.

On October 1st, **Wayne Caron** was quoted in a Pioneer Press story about a Twin Cities Marathon runner competing in honor of her father who suffers from Alzheimer's.

This past summer and fall, **Paul Rosenblatt's** new book--Two in a Bed: The Social System of Couple Bed Sharing--has been featured in countless media outlets around the world including the New York Times, Washington Post Radio, The St. Paul Pioneer Press and Good Morning America. A sample of other news clips about the book can

be found at the U News Service Page.

Marlene Stum's *Who Gets Grandma's Yellow Pie Plate* project was featured in the October 24th edition of the New York Times.

On October 22nd, **Bill Doherty** appeared on Fox News to discuss the decreasing time families spend eating dinner together.

On October 23rd, **Jodi Dworkin** was honored with the Innovations in Student Development Award from the Minnesota College Personnel Association for her online course for parents.

Hal Grotevant has been named to the Evan B. Donaldson Adoption Institute Senior Research Fellows Program. The institute, known as the preeminent research policy and education organization in its field, selected nine fellows for the program.

Marlene Stum's paper *Financing Long-Term Care: The Intention and Behaviors of Couples* has been selected by reviewers to receive AFCPE's Outstanding Conference

Paper Award. The award was presented during the annual awards brunch on November 17 in San Antonio, Texas.

William Goodman has been recognized with a *Thank a Teacher* Award by the Center for Teaching and Learning. The award honors his dedication to helping students learn.

Hal Grotevant's adoption research was featured in the November issue of *MPLS/St. Paul Magazine*. Dr. Grotevant was also quoted in a November 12th *St. Paul Pioneer Press* story on celebrity adoptions.

STUDENT NEWS

On September 25th, **Yvette Perry** successfully defended her thesis titled *Comparing: A Grounded Theory of Adoptive Mothers' Lay Beliefs About Genetics*

Three fellowships have been awarded for the 2006-07 academic year. **Kevin Green** and **Karen Kramer** have received the Hogan Fellowship. **Heather Haberman** has been given the McFarland Assistantship and Karen Kramer has also received the Zimmerman Fellowship.

Graduate student **Kristina Anderson** and undergrads **Nikki Buckholz** and **Tara Hoff** were named 2006 inductees into the Phi Upsilon Omicron student group.

The Family Social Science Undergraduate Roundtable has named its officers for the 06-07 school year. The group is led by **Judi Ross** (President), **Alie Sobczak** (Secretary) and **Annie Johnson** (Treasurer).

New Staff!

FSoS is pleased to welcome the following people to McNeal Hall:

Mary Gualdoni, *Executive Office and Administrative Specialist*

Roz Ellstrom, *Informational Technical Professional*

John Barner, *Institutional Technology Fellow*

Libby Plowman, *Undergraduate Advisor*