

<p style="text-align: center;"><b>TCK Annotated Bibliography</b> Compiled by Christian Academy in Japan PTA</p>
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**Books:**

Borden, Jonathan F. *Confucius Meets Piaget: An Educational Perspective on Ethnic Korean Children and Their Parents*. Seoul, Korea, 2000.

Wow! That's some title. Don't let it scare you away. This book is easy reading and although it tends to stereo type the Korean people, it puts into perspective some typical attitudes and actions of Korean students and families. If you work with Korean families, this book may help you understand the differences between Korean students and western expectations of students. If you don't have time to read the whole book, read Part II first and then decide if you want to skim the first part of the book. This book may be read by Korean students and families too as it could help them understand their own differences with western families and education. The Korean students who live in Japan and attend an international school such as CAJ are also TCK – Third Culture Kids.

Borden, Jonathan F. *Understanding Ethnic Korean Children and their Parents: An Educational Perspective* Seoul. Korea, 1997.

“The purpose of this booklet, then, is to help teachers, counselors, and administrators who come in contact with ethnic Korean children to better understand them and their parents, and thus serve them better.” This accurately summarizes the purpose of this booklet. It admits to making generalizations about the Korean community as a whole while admitting that all generalizations have their exceptions. It looks briefly at Korean history and culture and how they have affected the Koreans as a group and how they raise their children, especially in relation to their education. It gives practical suggestions to educators, enabling them to better understand and assist the Korean student and their parent in their academic experience. A quick and helpful read for non-Korean educators of Korean students.

Jordan, Peter. *Re-Entry: Making the Transition from Missions to Life at Home*. Seattle, WA:YWAM Publishing, 1992.

A short, easy-to-read book, the author uses the exit and then re-entry of a rocket as a comparison to the departure and then return of a missionary to and from his home country. It is written with both short-term and long-term missionaries in mind. It is a brief, but helpful tool to help with the transitioning process. The book is also recommended for those who care for the missionary (sending/receiving church & missions committees). This book does not spend a lot of time giving illustrative stories, but speaks directly to the various issues. (If you're in the situation, you probably don't need the point illustrated!) Written in 1992, it is somewhat out of date, but the principles are still relevant today.

Kohls, Robert L. *Survival Kit for Overseas Living*. Boston, MA: Intercultural Press, 1984.

This book is for Americans who are planning to live and work abroad. It discusses such topics as culture and cultural values, stereotyping, cross-cultural communication, strategies for adjusting to new cultures, culture shock and more. This book is only 100 pages long and doesn't go into a lot of detail or depth when discussing topics, so it won't be able to serve as a comprehensive reference guide on this subject. However, it is an excellent primer for any American who is planning to live overseas and can be followed up by some of the resources listed in the bibliography.

Massey, Brent. *Where in the World do I Belong?* USA:Jetlag Press, 2006.

Did you know that most Americans are ESTJ? Most Japanese are ISFJ? Most Koreans are ESFJ? Most Canadians are ESFJ? Most New Zealand people are ESFP? Those letters are defined by the Myers-Briggs Type Indicator (test). This book defines or stereo-types each country/culture and that works to a certain extent. The research seems to be poorly done and there are many assumptions made about each country based on a small representation of people. It makes interesting reading and may be helpful in understanding how people from each country may be generally the same, and knowing these differences may help us understand each other. Children who grow up in a different country or have different schooling from their own country may not test as expected as their passport country and are called TCK – Third Culture Kids.

McCluskey, Karen Curnow, editor. *Notes from a Traveling Childhood, Readings for Internationally Mobile Parents & Children*. Washington, D.C: Foreign Service Youth Foundation, 1994.

This easy-to-read book is divided into three sections. The first section is a compilation of advice from TCK experts. The second section contains stories and pieces of advice from experienced parents and children. The third section is an annotated bibliography of resources. The material in the book is largely aimed at “Global Nomads:” children who have lived in multiple countries throughout their formative years. Although missionary children are mentioned many times, the main focus is on children of parents in Foreign Service for a government. It is full of practical advice for parents and teachers on understanding and helping a child through the process of moving and adjusting in a new country.

Roman, Beverly D. *Footsteps Around the World: Relocation Tips for Teens*. Canada: BR Anchor Publishing, 2001.

This book is written specifically for young people who are anticipating a move, whether it is across town or across the globe. For those who find themselves overwhelmed with all that needs to be done and don’t know where to start, this is a very practical handbook with checklists of things to do, suggestions for discussion topics with family members, ideas for saying good-byes, etc... This book could also be helpful for those parents who are overwhelmed with the prospect and need someone to do the mental organization for them! (I don’t expect too many teens to take advantage of a resource like this, but it has great ideas for parents and other adults to suggest to their teen.)

Tokyhama-Espinosa, Tracey. *Raising Multilingual Children*. Westport, CT: Bergin & Garvey, 2001.

In this book there is a balance of experience, information, and research that is helpful to parents. I wish I had read this book when I first came to Japan. The author uses cooking terminology to guide you through her book. She puts a positive spin on how living in different parts of the world, experiencing different cultures, and speaking more than one language is fascinating and is a privilege.

Yamada, Haru. *Different Games, Different Rules: Why Americans and Japanese Misunderstand Each Other*. New York, NY: Oxford University Press, 1977.

This was an enlightening book, written by a Japanese woman who grew up in a Japanese family moving back and forth between the US and Japan every three years. A true TCK, she has insights into the cultures of both countries. With her educational training in linguistics, she brings a unique understanding to the way our language and communication styles are directly affected by our life philosophy. She does her study primarily in the business world, so many of the examples come from this perspective. However, this book would be a helpful read for anyone living in a Japanese/American cross-cultural relationship (husband-wife, teacher-student, and business relationships).

#### **Videos:**

Pollock, Dave. "The T.C.K. Profile" Seminar with David C. Pollock. Interaction, 1988.

This video is "TCK 101", but I am glad that I have had a chance to watch this because the speaker, Dave Pollock (founder of Interaction International) can be considered one of the leading experts on TCKs around the world, shares concerns and helpful ideas for supporting the growing TCK population. In the video, the speaker looks at the characteristics of the TCK in two areas: positives and negatives.

Among the positives, TCKs tend to have excellent cross-cultural skills. They also have a broader worldview than most mono-cultural people. They may have very graphic images of world happenings and are able to tell the differences in what is written and what is actually happening. Also, in the video, the speaker points out that TCKs tend to hold jobs in post offices, telephone and communication related fields, and airline companies, because they want to utilize their linguistic skills at their work places and they become world supporters.

Some negative aspects to being a TCK include self-image struggles, sense of belonging and an on-going search for identity, asking who am I? ).

This is a good video for those who are new to this world of TCK. It talks about basic ideas and what to expect in children's lives. It also suggests ideas when difficulties come along.

Pollock, Dave. "The Transition Model." Seminar with David C. Pollock. Interaction. 1988

## Websites:

[http://en.wikipedia.org/wiki/Third\\_Culture\\_Kids](http://en.wikipedia.org/wiki/Third_Culture_Kids)

Thoroughly defines the term TCK. Offers an overview of information about all the different arenas that affect the subject matter.

Recommended to everyone in this international community, especially for people who are new to the term TCK.

<http://www.3rdculturekids.blogspot.com/>

A blog with interesting entries about the topic and it also allows people to interact with other TCKs on the Internet.

It has links to dozens of TCKs' blogs all around the world, plus resources such as:

- Organizations and groups;
- Help Other Third Culture Kids;
- Third Culture Kids in the news;
- Books on Third Culture Kids;
- Blogs by TCKs;
- Blogs by parents of TCKs;
- Blogs by friends of TCKs...

Looks like a really resourceful site and a great support group.

<http://www.state.gov/m/dghr/flo/c22473.htm>

“Returning to their passport country”

Site by the US Department of State

Defines the term TCK and talks about different aspects that surround it.

It also briefly touches on “What can schools do to support TCKs?”

<http://www.state.gov/m/dghr/flo/c21995.htm>

Site by the US Department of State.

Defines the term and also offers links to other resources such as:

- Articles;
- Publications;
- Research;
- “Virtual Village”, etc.

It also has links that should assist with Transition Issues for TCK families.

<http://www.iss.edu/pages/kids.html>

International Schools Services

Great site with news, articles and lots of insights on the subject of TCK.

<http://www.interactionintl.org/home.asp>

“Today’s Voice for Internationally Mobile Families and Third Culture Kids.”

Interesting articles, seminars, schedules, publications, etc...

<http://www.k12teachoverseas.com/html/kids.html>

“So, your parents are moving overseas? No need to worry, just relax and take some advice from someone who has done it before.”

It has articles written by actual Middle and High School students from different countries.

Recommended to kids in those grades.