

Fall 2022
SOC 343-01: Cultural Perspectives of Family

Instructor: Dr. Maggie Böhm-Jordan
Lecture: Tuesday & Thursday 2:00-3:15PM. SCI. D314
Office Hours: SCI B333. M/W/F 9:00-12:00pm or by appointment
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COURSE DESCRIPTION AND OBJECTIVES

This course examines the family as a social institution in a global context. We will analyze variations in family life among different cultures and social contexts. We will consider how families feel the effects of globalization in the context of demographic shifts, cultural consumption, family and state violence, and employment. We will also consider how gender, sexuality, and power play a role in family life. We will reflect on how individuals, families, and cultures resist inequality through social movements and other forms of social change. Finally, we will survey potential policy changes that can lessen the inequality faced by families in diverse cultural and global contexts.

GEP Category:	<i>Upon completing this requirement, students will be able to:</i>
Global Awareness:	<ol style="list-style-type: none">1. Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.2. Analyze key forces or processes that contribute to global interconnectedness, and their implications3. Demonstrate curiosity and empathetic insight about diverse cultural perspectives

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Develop critical thinking skills to explain and predict various aspects of global family phenomena.
2. Identify and appreciate the diversity of global cultural family (i.e. race/ethnicity, gender, class, national origin, religion, family status, etc) distinct from the English-speaking cultures. (GA LO1)
3. Apply and analyze various aspects of global phenomena among their interconnection across families. (GA LO2)
4. Demonstrate understanding of and empathetic insight about diverse cultural perspectives. (GA LO3)

Textbook (Required)

Karraker, Meg Wilkes. 2013. *Global Families*. 2nded. SAGE. (GF)

Additional Course Materials

Certain course materials are available for download from Canvas

Grading

Reading Discussions	45 (5% each)	A: 93-100, A- :90-92.99
Cultural activity	15	B+: 87-89.99, B: 83-86.99, B- : 80-82.99
Project draft	10%	C+: 77-79.99, C: 73-76.99, C- : 70-72.99
Project final	20%	D+: 67-69.99, D: 63-66.99, D- : 60-62.99
2 Presentations	10% (5/each)	F: 0.00 – 59.99

Reading Discussions

There are 9 discussion posts, due on Canvas by Friday at 11:59pm. Discussion is worth 5 points. Main post(s) is 3 points and provide at least one reference to the course material (use APA or ASA reference style). A minimum of two peers (up to 2 pts).

Reading 1: Families

- 1) What does “family” mean to you?
- 2) Do you think “family value” is changing or declining?

Reading 2: Demography of Families

- 1) List a couple of family traditions in your family.
- 2) Do you plan to keep them? Why?

Reading 3: Best of both worlds...

- 1) What’s your perspective on cross-cultural parenting and technology?
- 2) Include an article about parenting and technology.

Reading 4: Tiger mother

- 1) What was/were your family parenting style(s) while growing up?
- 2) Will your own parenting style be the same/different from previous generation?

Reading 5: Family Violence

1. Where did we learn about family violence?
2. How can we end or minimize future family violence? (i.e., socialization?)

Reading 6: War

- 1) What’s the pro/cons of wars?
- 2) How can we end or minimize future wars?

Reading 7: Because she looks like a child

- 1) Reflection from the reading
- 2) What are some ways to decrease violence to women?

Reading 8: Migration

- 1) What is the future of global migration?
- 2) What is the future for family policies?

Reading 9: The care crisis in the Philippines: Children and Transnational families.....

- 1) When will the generational care crisis balance itself?
- 2) What is the future for transnational families?

Cultural Activity Paper (GA LO3)

Student will select a cultural activity (example: an interview, food/restaurant, cultural festival/movie, religious service, etc.) to participate in either individual or as a group, (each person needs to hand in their own paper). This culture should be one that you have little to no familiarity with. Due to the ongoing pandemic, please practice CDC guidelines and safety. Paper needs to be typed (double-spaced, Times New Roman, 12 font, 1-inch margin) and include but not limited to the following:

1. Introduction
2. Significance of X culture (why did you select this culture?)
3. Activity selected
4. Fertility/migration policy
5. Gender roles (differences throughout life stages)
6. What did you learn/gain/benefit from X culture
7. What are some differences and similarities to your own culture?
8. Future implication
9. References (if any)

Presentation of Cultural activity paper

Student can present by themselves or as a group (if they participated in the same activity).
Powerpoint required

Global Family Project:

All research projects need to include at least 15 scholarly journal articles and pages vary between 12+ to 15+ pages not including references. Student can work on the research project in groups (no more than 4 members in a group). The project will be the collective responsibility of the work team. Although each of you should work all elements of the paper, the group will submit one single copy of the completed work. There will be a peer evaluation to assessment each group member on their contribution. The project grade consists of 50% from overall paper, 50% peer evaluations. See below for project options.

Option 1: Global Family event/Issue/Perspective Proposal

Student will select a global family event/perspective of their choice. Proposal focuses on the literature review and need to include at least 10 scholarly journal articles and pages vary between 12+ pages not including references.

1. Introduction
2. Significance (Ex, why is this topic important? Why should we care to read it?)
3. Research question(s) and Hypothesis
4. **Literature review** (background/support of the topic)
5. Theoretical framework
6. Data/methods (what you PLAN to do)
7. Discussions
8. References: (are not included in the 12 pages)
9. Appendix: Charts, tables, interview notes, etc (are not included in the 12 pages)

Option 2: Global Family event/Issue/Perspective full research paper

Student will select a global family event/perspective of their choice. Full research paper will include IRB approval, include at least 15 scholarly journal articles and pages vary between 15+ pages not including references.

1. Introduction
2. Significance (Ex, why is this topic important? Why should we care to read it?)
3. Research question(s) and Hypothesis
4. Literature review (background/support of the topic)
5. Theoretical framework
6. Data/methods (Where did you get your data? What method and instruments did you use?)
7. Results/findings
8. Conclusion/ discussions
9. Future implications
10. References: (are not included in the 15 pages)
11. Appendix: Charts, tables, interview notes, etc (are not included in the 15 pages)

Option #3 Global Family Program/Policies Proposal

1. Introduction (Significance of your program)
2. Assessment (what are some existing programs, include literature review)
3. Planning (what do you foresee this program to do?)
4. Capacity (target population, location, staffing, credentials, etc)
5. Implementation (what are you offering that other are lacking?)
6. Policies (existing policies and/or new policies)
7. Evaluation (who will evaluate your program?)
8. Future implications
9. References
10. Appendix: Charts, tables, interview notes, etc

Presentation on Global Family Project

Students will present their selected topic. Powerpoint required

MAKE-UP WORK

Only proper documentation can be accepted as justification for make-up assignments (without late penalty), such as a doctor/coach/supervisor's note, a subpoena, etc. A simple self-narration of an emergency or a special occasion whether in oral or written forms, cannot be accepted as proper documentation. Late work will start from 50% of the grade.

Online Writing Lab

The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing.

- **Writing Lab are currently being held virtually via Zoom**

- **By appointment or short notice times available**
- **You are able to send us your paper for revision via [an online form \(found here\)](#)**
- **All services in the Writing Lab are free**

If you have questions or would like to make an appointment, please contact the TLC via email (tlctutor@uwsp.edu) or phone (715-346-3568).

Academic Integrity

Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed. Students can visit the UWSP Tutoring-Learning Center <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>.

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disability Support Services

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

COURSE OUTLINE

DATES	TOPIC/ACTIVITY	Due Friday 11:59pm
Week 1 Sep 6/8	Introduction and syllabus Chapter 1: Introduction to Families in Global Context	
Week 2 Sep 13/15	Documentary: Unnatural causes: is inequality making us sick? “In sickness and in wealth” Reading 1: Families Topic brainstorming	-Project topics -Discussion 1
Week 3 Sep 20/22	Chapter 2: Global Change and Demographic Shifts: Family Characteristic and Societal Transformation Reading 2: Demography of Families	-Discussion 2
Week 4 Sep 27/29	Paper topic workshop Documentary: World in a balance	-Proposal topic outline
Week 5 Oct 4/6	Chapter 3: Families and Worldwide Culture Systems: Media, Technology, and Consumption Reading 3: Best of both worlds...	-Discussion 3
Week 6 Oct 11/13	Documentary: Parenting styles Reading 4: Tiger mother	-Discussion 4
Week 7 Oct 18/20	Culture Activity Presentation	
Week 8 Oct 25/27	Culture Activity Presentation	-Culture paper
Week 9 Nov 1/3	Chapter 4: International Violence: Family Legacies of Oppression & War Reading 5: Family Violence	-Proposal draft -Discussion 5
Week 10 Nov 8/10	Documentary: Not my life Reading 6: War	-Discussion 6

Week 11 Nov 15/17	Chapter 5: Transnational Employment: Work-Family Linkages Across Borders Reading 7: Because she looks like a child	-Discussion 7
Week 12 Nov 22	Documentary: Crossing Arizona Reading 8: Migration	-Discussion 8
Week 13 Nov 29/ Dec 1	Chapter 6: Positioning Families in Global Landscapes: Families, Policies, and Futures Reading 9: The care crisis in the Philippines: Children and Transnational families in the new global economy	-Discussion 9
Week 14 Dec 6/8	Global Family Research Presentation	
Week 15 Dec 13/15	Global Family Research Presentation	Project

Unforeseen circumstances may necessitate changes in the course requirements and/or schedules. Any changes will be announced in advance. *Additional readings are posted on Canvas