

HD 366/566 Families in Cross-Cultural Contexts
Fall 2020

Class Time: Online. 11:00-11:30 am Tuesday Thursday QA time.

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Office Hours: By Appointment

Overview

The main purpose of this course is to introduce students to substantive issues related to family structure and functioning from cross-cultural perspectives. Another objective of the course is to provide the student with experience in public presentation. Accordingly, this is an advanced seminar developed for advanced undergraduates students.

The class will encourage students to explore the diversity of families, challenge and evaluate their beliefs and values, and foster tolerance and understanding of cultural diversity.

Learning Outcomes

At the end of the class, students will be able to

- a. Identify the characteristics, diversity, and impact of local, national, and global **social systems** on individuals and families.
- b. Identify factors (e.g., media, technology, economics, social movements, war, environment, sustainability) influencing individuals and families from both **contemporary and historical perspectives**.
- c. Identify social and cultural influences affecting **dating, courtship, partner/marital choice and relationships, family composition, and family life**.
- d. Recognize the reciprocal interaction between individuals, families, and **various social systems** (e.g., workplace, health, legal, educational, religious/spiritual).
- e. Assess the impact of demographics (e.g., **class, race, ethnicity, religion, generation, gender, sexual orientation**) on contemporary families.
- f. Recognize the **multiplicity of resources** families need, acquire, and manage (e.g., personal, familial, professional, community, environmental).
- g. Recognize the influence of cultural differences and diversity in **parenting**
- h. Identify current **laws, public policies, and initiatives** that affect families.
- i. **Demonstrate respect** for diverse cultural values.
- j. Demonstrate **sensitivity** to diversity and community needs, concerns, and interests.

Required Readings

Ingoldsby, B.B. & Smith, S.D. (2006). *Families in Global and Multicultural Perspective, 2nd ed.* Sage Publications.

Suggested Readings

Leeder, E. (2019). *The Family in Global Perspective: A Gendered Journey*, Cognella Academic Publishing.

DeLoache, J., & Gottlieb, A. (2000). *A World of Babies: Imagined Childcare Guides for Seven Societies*. New York: Cambridge University Press.

Stockard, J. E. (2002). *Marriage in Culture: Practice and Meaning across diverse societies*. New York: Hartcourt College Publishers.

Course Requirements

Content	Activities	Learning Outcomes
Culture and Families Def	Reading, answering questions, discussion	a. Identify the characteristics, diversity, and impact of local, national, and global social systems on individuals and families
Polyandry and polygyny cultures	Reading, answering questions	b. Identify factors (e.g., media, technology, economics, social movements, war, environment, sustainability) influencing individuals and families from both contemporary and historical perspectives
Asian culture, Muslim culture, European families, Latino families, African families, religious groups	Readings, presentations, interviews, discussions	c. Identify social and cultural influences affecting dating, courtship, partner/marital choice and relationships, family composition, and family life
Latino families, European families	Readings, discussions	d. Recognize the reciprocal interaction between individuals, families, and various social systems (e.g., workplace, health, legal, educational, religious/spiritual)
Polygyny, religious groups marriage	Readings, videos, discussions	e. Assess the impact of demographics (e.g., class, race, ethnicity, religion, generation, gender, sexual orientation) on contemporary families
Latino families, African families, Asian families, religious families, Single parent families, extended families	Readings, interview, discussion	f. Recognize the multiplicity of resources families need, acquire, and manage (e.g., personal, familial, professional, community, environmental)
Native American cultures, Asian cultures	Readings, videos, discussion	g. Recognize the influence of cultural differences and diversity in parenting
Divorce laws, homosexual	Readings, discussion	h. Identify current laws, public policies,

marriages		and initiatives that affect families.
Special culture family rituals or rules or behaviors such as attitude toward old family members, or decision makers	Culture project	i. Demonstrate respect for diverse cultural values.
Special culture family rituals or rules or behaviors	Culture project	j. Demonstrate sensitivity to diversity and community needs, concerns, and interests.

In addition to assigned readings, course requirements will include: (1) preparing a class presentation or an interview on a topic related to the focus of the course; (2) contributions to class discussions/exercises. (3) class projects.

Graduate students will be required additional readings from peer reviewed sources, and to write a paper focusing on topics of their choice, within the context of culture, diversity, and globalization.

Evaluation of Student Performance

Course grades will derive from two exams, a project, a class presentation, and classroom participation in exercises and discussions of readings and relevant topics.

Interview presentation and paper. Each student will conduct interview on 3 people from different cultures face to face or online, write a paper and give presentation and class members will be expected to give feedback. The interview can be done with someone you find in your community or online. It can be about mate selection (method, standard, length) or family resources. The presentation will include background information and an in-depth overview of the culture.

Project of cultural experience: Among the culture you like, choose one family practice or a behavior pattern of a family practice and do it every day for month to feel that culture. Then write a one to two page reflection about your experience. It can be how children treat parents, how genders treat each other, family members treat decision makers in the family, how siblings treat each other, or how people date. Behaviors that do not affect others such as meditation alone in bedroom, or diet change are not qualified.

Participation of class and activities. You are expected to attend all class discussions and activities. Late work will NOT be accepted.

Quizzes. Quizzes will cover the information you learned in class, including readings, and videos.

Calculation of course grade.

Interview Presentation and paper _____ 100
 Project of culture experience _____ 50
 Class participation _____ 50

Exam _____ 100
Activities outside the class _____ 20

Letter grades will be assigned at the end of the quarter as follow:
A= 90% or above, B= 80% - 89.9%, C =70% - 79.9%, etc.

Topical outlines and deadlines

Week 1 Introduction, Introduction Culture, Family, Culture chapter
Ingoldsby Chapter 1 Global Families
Ingoldsby Chapter 2 comparative research methodology

Week 2 Ingoldsby Chapter 4 Family origin and Universality,
Ingoldsby Chapter 5 kinship and residence,
Ingoldsby Chapter 8 Mate selection and marriage
Leeder Chapter 2 Defining

Week 3 Ingoldsby Chapter 3 Euro-Western Family;
Leeder Chapter 4 history of US families—picture of ideal wife:
Leeder Chapter 8 "Until Death Do Us Apart?" Intimate Relationships: Love, Marriage, and their
Dissolution P 203-222.
My big fat Greek wedding Discussion

Week 4 Ingoldsby Chapter 6 Marital Structure: Polyandry/polygyny

Week 5 Ingoldsby Chapter 7 Religious Utopias

Week 6 Ingoldsby Chapter 9 Parenting practices. World of babies
Leeder Chapter 9 "Those Who Connect Us": Intergenerational Relationships p233-266

Week 7 Ingoldsby Chapter 10 Divorce Laws: examples
Leeder Chapter 10 Violence
Leeder Chapter 8 "Until Death Do Us Part?": Intimate Relationships: Love Marriage, and their
dissolution p223-230.

Week 8 Ingoldsby Chapter 11 Aging families Examples: Amish Green house/
Leeder Chapter 9 Intergenerational relationships

Week 9 Ingoldsby Chapter 12 & 16 Asian Japan
Leeder Chapter 5 history of families in world p120-129 Asian

Week 10 Ingoldsby Chapter 13 Islamic
Leeder Chapter 5 history of families in world p131-132 Middle East

Week 11 Ingoldsby Chapter 14 Sub-Saharan Africa
Leeder Chapter 5 history of families in world P112-120 Africa

Week 12 Ingoldsby Chapter 15 Latin America
Leeder Chapter 5 history of families in world P107-111 Latin America

Week 13 Ingoldsby Chapter 17 American Indian

Week 14 Ingoldsby Chapter 18 Women
Ingoldsby Chapter 19 Household labor
Leeder Chapter 6 Gender and family

Important Course Policies

Changes may be made in the course information, syllabus material, exam dates, etc., via class announcements or UWSP account email.

STUDENTS WITH SPECIAL NEEDS: Any student needing special accommodations needs to contact the Office of Disability Services (715-346-3365) in the Student Services Center. Those students documented as eligible will be appropriately accommodated. If anyone has any concerns about passing this course, please see me.

Make-Up Policy: The only reason that make up exams are given is if **both** of the following apply: a) you have a university approved excuse for the missed exams and b) acceptable verification for missing each exam was submitted within one week of the exam in question. Make up exams will be made up during the scheduled time of the final exam for this class. If you miss an exam or an assignment because you were in jail, you will be allowed to make up the exam or work under the stipulation that credit will be given pending your trial verdict: Guilty=no credit, Not Guilty=credit.

HONESTY CODE Academic honesty will be regulated according to the University of Wisconsin - Stevens Point Communal Bill of Rights and Responsibilities (Chapter UWSP 14). All violations will be reported, no exceptions. All lectures and presentations of material by professors are proprietary and may not be recorded, distributed, or broadcast without prior express permission.