

**SOC 343-01C: Cultural Perspectives of Family  
Spring 2021**

Instructor: Dr. Maggie Bohm-Jordan  
Virtual Classroom: Thursday: 5:00PM – 7:50PM  
Office Hours: Email and/or Zoom meetings  
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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.

<b>Critical Thinking</b>	<ol style="list-style-type: none"><li>1. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.</li><li>2. Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.</li></ol>
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**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. Recognize and appreciate the diversity of global family based on race/ethnicity, gender, class, national origin, religion, family status, etc.
3. Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct and organized presentation/piece of writing with properly documented and supported ideas, evidence and information suitable to the topic, purpose and audience.
4. Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

**Textbook (Required)**

Karraker, Meg Wilkes. 2013. *Global Families*. 2<sup>nd</sup>ed. SAGE. (GF)

Optional: Strunk, William and E.B. White. 2000. *The Elements of Style*. 4<sup>th</sup>ed. Longman Publishers. (ES)

**Additional Course Materials**

Certain course materials are available for download from Canvas

## Grading

CT quiz	5	A: 93-100, A- :90-92.99
IRB	5	B+: 87-89.99, B: 83-86.99, B- : 80-82.99
Discussions	40 (5% each)	C+: 77-79.99, C: 73-76.99, C- : 70-72.99
Cultural activity	10	D+: 67-69.99, D: 63-66.99, D- : 60-62.99
Proposal draft	10	F: 0.00 – 59.99
Proposal/research paper	20	
Presentations	10% (5/each)	

Students' grade points from in-class assignments and exams, plus optional bonus points if applicable, will be posted in Canvas as soon as they become available.

## Critical Thinking Module and Quiz

This course is part of the critical thinking and learning initiative at UWSP. Students will recognize critical thinking as a process of identifying, analyzing, evaluation, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem solving). Students will complete the critical thinking lesson module and a quiz to assess students' ability to think critically. Critical Thinking Module can be found in Canvas

## Research Ethics and Compliance Training and Certificate

Students are required to complete the UWSP human subjects protections training through an online program by Collaborative Institutional Training Initiative (CITI) and receive a CITI certificate. The CITI certificate will be valid for 3 years.

<https://www.uwsp.edu/acadaff/orsp/Pages/IRB-Training.aspx>

To begin the certification with CITI, students shall go to the CITI program website at <https://www.citiprogram.org/index.cfm?pageID=154>. Students shall register an account on that website and select University of Wisconsin-Stevens Point as the organization affiliation (it would be better to use "University of Wisconsin" as the search keywords to trigger a drop-down menu and then select from there). When completing their registration, for "Role in Research" students shall select "Student Researcher – Undergraduate/Graduate" from the drop-down menu; when selecting curriculum, students shall choose "**Social-Behavioral-Educational Researchers**" under "**Human Subjects Research**" as their learner group. Lastly, submit the Completion Certificate to Canvas.

## Discussions

There are 8 discussion posts, due according to the Course Outline by Sunday at 11:59pm. Be sure to answer the questions in an in-depth, well-thought-out manner. Discussion is worth 5 points. The main post(s) is 3 points and provide at least one reference to the course material (use APA or ASA reference style). Engage in on-going, productive conversation with minimum of two of your classmates (up to 2 points) throughout the week.

Discussion 1 (Week 1): Readings: Families & Demography of Families

- 1) What does “family” mean to you?
- 2) List a couple of family traditions in your family. Do you plan to keep them?

Discussion 2 (Week 2): Research Topic on a global family event/perspective

This is designed to help brainstorm ideas and narrow down a research topic. You can have no more than 4 members in a group.

- 1) What is/are your topic(s)

Discussion 3 (Week 4): Documentary: World In The Balance

- 1) List 3 things that stood out in the documentary. Why?
- 2) What are some ways to decrease violence to women?

Discussion 4 (Week 5): Reading “Best of both worlds...”

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

Discussion 5 (Week 6): “Parenting Styles”

- 1) Reflection on the two videos.
  - a. Japan: <https://www.youtube.com/watch?v=P7YrN8Q2PDU>
  - b. Free-range: <https://www.goodmorningamerica.com/family/story/mom-remained-free-range-parent-childs-concussion-58083586>
- 2) What was/were your family parenting style(s) while growing up?
- 3) What will be your own parenting style? Will it be the same or differ from previous generation?

Discussion 6 (Week 7): Cultural Activity

1. What was your cultural activity?
2. How does it differ from your culture?
3. What would you do differently if you can do the cultural activity again?
4. Share anything.....

Discussion 7 (Week 10): Reading: Family Violence & Documentary: Not my life

1. What is modern slavery?
2. How can we end or minimize future family violence? (i.e., socialization?)

Discussion 8 (Week 12): Documentary: Crossing Arizona

<https://uwsp.kanopy.com/video/crossing-arizona>

1. List 5 items that impacts family.
2. Crossing Arizona was released in 2006, and how is it still relevant today? What are some possible solutions?

## **Cultural Activity Paper**

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 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) on March 11<sup>th</sup> and March 18<sup>th</sup> 2021. Powerpoint required

## **Global Family Research Project:**

The goal is to present your research project (proposal or full research paper) at the 22<sup>nd</sup> College of Letters and Science Undergraduate Research Symposium. It will be held on Friday, May 7, 2021. Submission deadline is Friday, April 23, 2021.

Student can work on the research project in groups (no more than 4 members in a group). The research paper 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 research grade consists of 50% from overall paper, 50% peer evaluations.

## Option A: 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 B: 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)

### Presentation on Global Family event/Issue/Perspective

Students will present their selected topic on May 6<sup>th</sup> and May 13<sup>th</sup> 2021. 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 Classroom Etiquette**

The online classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers.

### **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](mailto: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>

### **“Zoom” class meetings. Students can access the Zoom links in Canvas**

	<b>SOC 343-01C: 5:00-7:50pm (Thursday)</b> Meeting ID: 981 0014 7146 (NO password needed) Join URL: <a href="https://uwsp.zoom.us/j/98100147146">https://uwsp.zoom.us/j/98100147146</a>
<b>Week 1</b>	<b>January 28</b>
<b>Week 7</b>	<b>March 11</b>
<b>Week 8</b>	<b>March 18</b>
<b>Week 14</b>	<b>May 6</b>
<b>Week 15</b>	<b>May 13</b>

## COURSE OUTLINE

DATES	TOPIC/ACTIVITY	Due Sundays at 11:59pm
Week 1 January 25	January 28: Introduction on ZOOM Chapter 1: Introduction to Families in Global Context Reading: Families Reading: Demography of Families	-CT Quiz -Discussion 1
Week 2 February 1	Chapter 1: Introduction to Families in Global Context	-Discussion 2 (Research topic)
Week 3 February 8	Chapter 2: Global Change and Demographic Shifts: Family Characteristic and Societal Transformation	-IRB (HSR-Human Subject Research) -Proposal topic outline
Week 4 February 15	Documentary: World in a balance	-Discussion 3
Week 5 February 22	Chapter 3: Families and Worldwide Culture Systems: Media, Technology, and Consumption Reading: Best of both worlds...	-Discussion 4
Week 6 March 1	Reading: Tiger mother Documentary: Parenting styles	-Discussion 5
Week 7 March 8	March 11: Culture Activity Presentation on ZOOM	-Discussion 6
Week 8 March 15	March 18: Culture Activity Presentation on ZOOM	-Culture paper
Week 9 March 29	Chapter 4: International Violence: Family Legacies of Oppression and War	-Proposal draft
Week 10 April 5	Reading: Family Violence Documentary: Not my life	-Discussion 7
Week 11 April 12	Chapter 5: Transnational Employment: Work-Family Linkages Across Borders	
Week 12 April 19	Documentary: Crossing Arizona	-Discussion 8
Week 13 April 26	Chapter 6: Positioning Families in Global Landscapes: Families, Policies, and Futures Reading: Race, Class, and Gender...	
Week 14 May 3	May 6: Global Family Research Presentation on ZOOM	
<b>Friday, May 7<sup>th</sup>: 22<sup>nd</sup> College of Letters and Science Undergraduate Research Symposium</b>		
Week 15 May 10	May 13: Global Family Research Presentation on ZOOM	Global family Research 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