

**SOC 301-07: Cultural Perspectives of Family
Fall 2017**

Instructor: Dr. Maggie Bohm-Jordan
Lecture: Wednesday: 4:00PM – 6:30PM, Collins Classroom Center (CCC) 330
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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.

This course fulfills the Global Awareness (GA) and Social Science (SS) in the General Education Program.

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*. 2nded. SAGE. (GF)

Strunk, William and E.B. White. 2000. *The Elements of Style*. 4thed. Longman Publishers. (ES)

Additional Course Materials

Certain course materials are available for download from the Desire2Learn system (D2L) → “Content” section. Announcements will be made in class and through email. (D2L)

Grading

Reading Response	15 (3 points each)	A: 93-100, A- :90-92.99
Culture Activity	25	B+: 87-89.99, B: 83-86.99, B- : 80-82.99
Proposal	40	C+: 77-79.99, C: 73-76.99, C- : 70-72.99
Presentation CA	10	D+: 67-69.99, D: 63-66.99, D- : 60-62.99
Presentation LR	10	F: 0.00 – 59.99

Grade Posting

Students' grade are posted in D2L as soon as they become available.

Assignments/Presentation

Reading Response Papers (15%, 3% each)

Throughout the semester, you will hand in five reading responses from the readings listed in the syllabus. Please turn a hard copy in at the beginning of class. Paper will be typed (double-spaced, Times New Roman, 12font, 1-inch margin). Each article reading will include the following:

1. Title, Author(s)
2. Introduction
3. Significance (Ex, why is this article important? Why should we care to read it?)
4. Literature review (background/support of the topic)
5. Theory (if any)
6. Data/methods
7. Findings/results
8. Conclusion/ discussions
9. Future implications

Cultural Activity Paper (25%)

Student will select a cultural activity 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. This activity can be in the form of an interview, or a trip to a restaurant, cultural festival, religious service, etc. Paper needs to be typed (double-spaced, Times New Roman, 12font, 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 (10%)

Student can present by themselves or as a group (if they participated in the same activity) on November 15th 2017.

Global Family event/Issue/Perspective Proposal (40%)

Student will select a global family event/perspective of their choice. This assignment will focus on the literature review and will include at least 10 journal articles and pages vary between 12-15 pages not including references. Due December 20th.

1. Introduction
2. Significance (Ex, why is this article important? Why should we care to read it?)
3. Research question(s)
4. **Literature review** (background/support of the topic)
5. Theory
6. Data/methods (very brief)
7. Conclusion/ discussions
8. Future implications
9. References

Presentation on Global Family event/Issue/Perspective (10%)

Student will present their selected topic on December 13th 2017.

MAKE-UP ASSIGNMENTS

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 (e.g., sickness, car failure, misfortune, family/work emergency, celebration/festivity, vacation, etc.), whether in oral or written forms, cannot be accepted as proper documentation and thus will not justify a make-up assignment. Late work will start from 50% of the grade.

Class Participation

Students are encouraged to participate in class. In addition to the in-class assignments, very often students are presented with discussion topics or other opportunities to contribute to the class, which is designed to help students connect what they have learned in the classroom and their lives as members of various communities. I value class discussion and interactive learning, and expect students to be actively involved in the learning process.

Use of Technology

Any form of audio or video recording in the classroom is strictly prohibited. If a student has a legitimate need to record the instructor's lecture in audio or video format, then the student shall obtain the pertinent accommodation authorization AND the instructor's permission beforehand.

Classroom Etiquette

The 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. Students are expected to come to class on time and not to leave except in the case of emergency situations. The instructor reserves the right to request a student to leave the classroom or have the security personnel remove the student from the classroom if the student behaves in a way that

interferes with the academic or administrative functions of the class.

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> and the Purdue Online Writing Lab for further resources: <https://owl.english.purdue.edu/owl/resource/589/01/>

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 <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 dates
Week 1 September 6	Introduction Reading: Families (D2L)	
Week 2 September 13	Chapter 1: 1-12 (GF) Reading: Demography of Families (D2L)	Reading 1
Week 3 September 20	Ch. 1: 12-34 (GF)	
Week 4 September 27	Ch. 2: 35-56 (GF)	Proposal topic outline
Week 5 October 4	Ch. 2: 56-86 (GF) Video: World in a balance	
Week 6 October 11	Ch. 3: 87-104 (GF) Reading: Best of both worlds... (D2L)	Reading 2
Week 7 October 18	Ch. 3: 105-121(GF) Reading: Tiger mother (D2L)	Reading 3
Week 8 October 25	Ch. 4: 122-137 (GF)	
Week 9 November 1	Ch. 4:137-155 (GF) Reading: Family Violence (D2L)	Reading 4
Week 10 November 8	Ch. 5: 156-182 (GF)	Proposal draft
Week 11 November 15	Culture Activity Presentation	
Week 12 November 22	Ch. 5: 184-187(GF) Video: Crossing Arizona	Culture paper
Week 13 November 29	Ch. 6: 188-201 (GF) Reading: Race, Class, and Gender... (D2L)	Reading 5
Week 14 December 6	Ch. 6: 202-219 (GF)	
Week 15 December 13	Global Family Presentation	
	Global family proposal due December 20 th	

Unforeseen circumstances may necessitate changes in the course requirements and/or schedules. Any changes will be announced in advance. *Additional reading are posted on D2L