COURSE PREREQUISITES: HDF 211 and 212 or permission of instructor, 2.5 GPA

INSTRUCTOR: Dr. Mary Y. Morgan
Office Hours: Virtually, by appointment
Email: mymorgan@uncg.edu
I am available for video chat meetings, but please make arrangements via email before initiating a video call.

COURSE DESCRIPTION
A study of Asian, African, Latin American and Eastern European families and children, focusing on family structure, gender roles, and socialization practices within their socioeconomic, historical, and cultural contexts.

REQUIRED TEXTS
You DO NOT need to purchase a textbook for this course.
The majority of readings come from:

Other readings from:

For further reading, see:

TEACHERS ACADEMY CONCEPTUAL FRAMEWORK MISSION STATEMENT
The mission of professional education at The University of North Carolina at Greensboro is to ensure “Access to Opportunities through Teaching, Learning and Caring.” This requires excellence in all our programs through alignment to state and national standards; explicit connections between research, theory and practice; candidates’ acquisition of the knowledge, skills and dispositions of their disciplines; detailed evaluation of our candidates’ continual professional growth; collaboration among stakeholders; ongoing self-study; and an overriding commitment to fostering beliefs and actions that promote education for all. Toward these ends, our Unit and programs focus on six areas: leadership, professional knowledge, professional practice, educational environments, data-informed decision making, and professional growth to support the learning of all children in the context of 21st century complexity and dynamic change.

Professional education programs at UNCG emphasize dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base. Teachers should show evidence of these dispositions in class:
- reflective
- ethical
- inclusive
- engaged in and committed to professional practice
- dedicated to life-long learning
- self-efficacious
- receptive to feedback
- affirming of diversity
- professionally responsible
- collaborative

STUDENT LEARNING OUTCOMES

Each student learning outcome is evaluated through the course requirement(s) identified after it.

Upon successful completion of this course students will be able to
- Identify and interpret variations in family configurations, roles, and childrearing practices in different parts of the world. [HWK 2]
- Analyze historical, cultural, socioeconomic, political, religious, and demographic influences on both the variations and the reasons for changes in family patterns and childrearing practices. [HWK 1, 3]
- Demonstrate an understanding of the interconnections among regions of the world and how these affect families and children. [HWK 1, 3]
- Examine how understanding families in different parts of the world informs our understanding of families and childrearing practices in our society. [HWK 2, 3]
- Demonstrate sensitivity to cultural differences in families and children on a global scale. [HWK 3]
TEACHING METHODS AND ASSIGNMENTS

Teaching materials include written and visual materials, such as readings, course documents, media presentations, videos, and other internet sources. Lessons will focus on a brief history, demographic information, and family patterns (including family structures, gender roles, and socialization) in the following countries: China, Japan, India, Turkey, Israel, Russia, Greece, South Africa, Nigeria, Kenya, and Ghana.

Class participation will be in the form of (1) reading questions, (2) discussion posts, and (3) exams. All course requirements can be met with the provided teaching materials. Dates for all the homework assignments and exams are identified in the schedule.

The course will address families that may differ from your own, so it is important to keep an open mind and remain respectful when discussing other countries, cultures, and populations.

1 – READING QUESTIONS

- Reading questions (RQ) that you respond to will utilize the information you have gathered from print and visual materials (e.g., readings & media). There are reading questions for 9 countries plus Africa.
- Answers to these questions will be worth 5 points each. Your lowest score will be dropped.

2 – DISCUSSION ITEMS

- Discussion items (DISC) will also utilize the information you have gathered from print and visual materials. There will be discussion items for 11 countries. Your lowest score will be dropped.
- The purpose of each discussion is to review, evaluate, and expand your thinking or apply the ideas, facts, and concepts presented in the readings. Discussion forums also give students an opportunity to share ideas, respond to other students, and gather feedback on their own responses.
- Two (2) posts per discussion are required to earn 5 points per discussion.
  - First Post. Create an original post based on the questions. Be sure to include concepts, ideas or facts from the reading and media. State, explain, and respond to that information in your own words (150 or more word minimum). Use specific information to show you read it and show depth of understanding. Quality of thought is important. 4 points possible.
  - Response Post. Make 1 more post of at least 75 words each in response to someone else’s post. Each response post should make a contribution to the discussion 1 point.
- Due dates are posted in canvas. Late posts are not accepted.

3 – EXAMS

- There will be 6 exams:
  - EX1—Intro & China
  - EX2—Japan & India
  - EX3—Turkey & Israel
  - EX4—Russia & Greece
  - EX5—Africa Intro & South Africa
  - EX6—Kenya & Nigeria & Ghana
- Each exam will contain approximately 30-35 multiple-choice questions that cover information from the print (e.g., readings, country summaries, course documents) and visual (videos, PowerPoint, internet) materials.
- Exams appear during the dates and times stated on the course schedule (see below). A link will appear on canvas. Only click the link if you are ready to take the exam because only one access is allowed; that is, once you begin an exam, you must complete it. Each exam becomes unavailable after the due date. Makeup exams are not available.
- Exam Procedures: You will have a time limit, similar to taking a test in a classroom. The difference is that online exams are open-book and unmonitored, so there are additional restrictions:
  1) You will get one question at a time.
  2) You will not be able to go back over your answers.
  3) You will have approximately one minute per question. You may take longer than that, but it will be cutting short other questions.
  4) One point will be deducted from your grade for each minute taken over the time allowed.
- Be aware of situations that can interrupt your internet connection (storms, lack of computer memory, etc.). If you encounter technical difficulties, you must contact the professor immediately. Failure to do so may result in not being able to complete the exam. Multiple requests for resetting an exam will incur a 15% deduction of points from your exam score.
- Quizzes should be taken independently. The instructor will screen for cheating via collaboration on quizzes with other students. Please do not do it. See the section on academic integrity in this syllabus. Concerns related to cheating will be addressed via university protocol.
EVALUATION AND GRADING

1 – READING QUESTIONS [9 ITEMS=18% OF GRADE]

2 – DISCUSSION BOARD [10 ITEMS=22% OF GRADE]

- Use your own words; quotes aren't accepted because they don't convey understanding.
- Use a variety of sources for your comments (both print and visual). The DISC comments are your way of showing that you can integrate the various materials.
- Contribute to the discussion by providing new information or new interpretations. Don't repeat what's already been posted by you or someone else.
- Use the reply posts to also contribute to the discussion rather than simply agreeing with someone or repeating what you've already written in your original post.
- Think about the contextual factors that make families in each country unique. For example, rural-urban differences and a collective worldview exist in all the countries we study. So unless commonly found contexts (like these two) combine with other factors to influence families in a new way, focus on those contextual factors that provide us with new insight.

3 – EXAMS [6 EXAMS=60% OF GRADE]

Your final grade will be figure from the weighted scores as described above. You can keep track of your grades throughout the semester as scores for assignments and exams are posted on canvas.

Grades are based on a 10-point scale (90-100% = A, 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F). Pluses (% ending in 7, 8, and 9) and minuses (% ending in 0, 1, and 2) will be assigned when final grades are determined.

These rubrics will be used to evaluate the reading questions and discussion assignments.

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<td><strong>PRESENTATION</strong></td>
<td>Uses poor spelling and grammar; assignments appear &quot;hasty&quot;</td>
<td>Consistently grammatically correct with rare misspellings.</td>
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<td><strong>ORGANIZATION CLARITY</strong></td>
<td>Lack of clarity and organization.</td>
<td>Ideas are expressed in a clear and concise manner.</td>
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<td><strong>ACCURACY</strong></td>
<td>Information is inadequate with several inaccuracies.</td>
<td>Information is accurate and thorough.</td>
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<td><strong>ORGANIZATION CLARITY</strong></td>
<td>Does not express opinions or ideas clearly. Uses poor spelling and grammar; posts appear hurried.</td>
<td>Ideas are expressed in a clear and concise manner. Posts are grammatically correct with rare misspellings.</td>
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<td><strong>RELEVANCE/DEPTH OF UNDERSTANDING</strong></td>
<td>Little or unclear connection to concepts/facts from materials; little or no evidence of understanding.</td>
<td>Obvious connection to materials. Provides specific information and conclusions are fully explained.</td>
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<td><strong>CRITICAL THINKING</strong></td>
<td>No new Ideas, thoughts, or conclusions are presented.</td>
<td>Provides insight into the materials.</td>
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COURSE POLICIES

- **Academic Integrity** is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by the university and is treated accordingly. Academic dishonesty includes, but is not limited to, cheating on exams, having unauthorized possession of exams, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). Academic dishonesty may result in a failing grade for the particular assignment or exam, a failing grade for the entire course, or suspension or expulsion from the university. For additional information, refer to [http://sa.uncg.edu/handbook/academic-integrity-policy/](http://sa.uncg.edu/handbook/academic-integrity-policy/)

- **Attendance Policy**
  - **Due Dates:** Homework must be submitted on the due date for full credit. No make-up on exams or homework will be given.
  - **Students:** Students are expected to check UNCG email/Canvas daily.

- **Computer Requirements**
  - This course will be conducted entirely online via [canvas.uncg.edu](http://canvas.uncg.edu). If this is your first online course, please consider exploring [UNCG’s Ready to Learn website](http://ready.uncg.edu), which contains helpful information about how to succeed in an online course environment.
  - Students are required to have regular access to a computer with internet access, a web browser to access Canvas, and a PDF reader (e.g., Adobe Acrobat Reader). All students are expected to be ready to use alternative options (e.g., UNCG, local library, etc.) in the event of technical difficulties. Computer or internet problems will not change the “no late assignment accepted” policy.
  - If you encounter problems with Canvas, please contact 6-TECH (336.256.TECH; 6-TECH@uncg.edu) before contacting the instructor.
  - Google Chrome or Mozilla Firefox should be used with Canvas rather than other browsers such as Internet Explorer. In addition, exams should be taken on a computer rather than a mobile device.
  - **EMERGENCIES:** If you have an emergency that interferes with your ability to complete the work in this course, please let the instructor know immediately. Office, phone number, and email address are listed above.
  - **Disability Accommodations:** If you need disability accommodations, please email the instructor as soon as possible and be prepared to provide verification from the Office of Disability Services. All information regarding disabilities is confidential. If you need information about disability services at UNCG, please visit their [website](http://odi.uncg.edu).
  - **UNCG Support Services:** All of us need formal support services from time-to-time. UNCG offers [excellent academic and mental health support services](http://ods.uncg.edu). Please take a look at their offerings at your earliest convenience and contact a support person if you are struggling academically and personally. You also might want to consider accessing these services if now is a time in your life in which you can expend time and energy at increasing your social and academic competence.
  - **Emails Suggestions:** Here are strategies to use when emailing an instructor that will save time and promote mutual respect.
    - **Put the course in the subject of the email,** e.g., “HDF390” Most professors teach more than one course; I have 200 students in 3 courses so it really helps to know which course you are referring to.
    - **Use “I” messages,** e.g., “I am having trouble... I am confused about...” This shows you own the issue rather than blaming someone else, which shows maturity.
    - **Tell what you have already done to figure out the problem,** e.g., “I looked in the syllabus and in Canvas under... I posted in Q&A but am still not clear.” This shows you are conscientious and take responsibility for your learning.
  - **No Extra Credit** is available.

**Topical Outline and Assignment Schedule**

The outline of readings and schedule of assignments with due dates are posted in 2 formats below. The first gives specifics about which assignments are due when, and the second provides a calendar so you can see how the assignments fall throughout the semester.

- Abbreviations used for days of the week and course assignments are as follows:
  - **Su=Sunday** M=Monday T=Tuesday W=Wednesday R=Thursday F=Friday S=Saturday
  - **RQs=Reading Questions,** **DISC=Discussion Board,** **Exams = EX1, EX2, EX3 EX4, EX5, EX6**
- **Due dates for assignments are in on the calendar (last page) and on canvas.**
  - RQs are due on T or F.
  - DISC are due on M-T or R-F. 1st posts are due on M or R and 2nd posts are due on T or F
  - Exams are on M-T, but EX3 and EX6 may be later in the week if you wish.
- This schedule is arranged so that you have no assignments due on S, Su, or W. If there are changes in the schedule, I will notify you in advance through announcements on Canvas and email.
## Introduction and Frameworks

### WEEK 1 \textbf{OVERVIEW AND SYLLABUS}
- Carefully review syllabus

### FRAMEWORKS FOR STUDYING GLOBAL FAMILIES
- Respond to PowerPoint: Families in Global Perspective—An Introduction
- Read document: (1) Types of Government, (2) Country Comparisons

### Asian Families

#### WEEK 2 \textbf{INTRO TO ASIAN FAMILIES}
- Read Families in East Asia
- View media on religions in Asia
- Read about religions in Asia
- Review documents: (1) Country Comparisons, (2) Gov’t Types, (3) Religions Asia

#### CHINA
- Review PowerPoint: China Context
- Read Parenting Practices and Shyness in Chinese Children
- Review If it were my home
- Use Google Street to Take a walk in Beijing
- Watch (25:00) Faces of China (2011)
- Read One-child policy (2011)
- Optional: Watch Tank Man (2006)
- Review the "China Family" summary
- Submit answers to China Qs
- Post DISC comments

#### WEEK 3 \textbf{EXAM 1 (Framework, Asian Intro, China)}

#### WEEK 3 - 4 \textbf{JAPAN}
- Review PowerPoint: Japan Context
- Read Japan (Families)
- Review If it were my home
- Use Google Street to Take a walk in Tokyo
- Read how robots are helping the elderly (2016)
- Review "Japan Family" summary
- Submit answers to Japan Qs
- Post DISC comments

#### WEEK 5 \textbf{INDIA}
- Read India (families)
- Review If it were my home
- Watch What is Life Really Like in Delhi (2015)
- Optional: Watch Images of India (1998)
- Watch Indian Hindu Wedding
- Review the "India Family" summary
- Submit answers to India Qs
- Post DISC comments

#### WEEK 6 \textbf{EXAM 2 (Japan & India)}
Middle Eastern Families

WEEK 6-7  TURKEY
  o Read Turkey (families)
  o Review PowerPoint, Turkish Culture, Cuisine, Children
  o Review If it were my home
  o Use Google Street to Take a walk in Istanbul
  o Read Islam and Families
  o Watch What is life really like in Turkey (2015)
  o Review the “Turkey Family” summary
  o Optional: Read Parenting: The Turkish Context
  o Review documents: (1) Religion Islam, (2) Country Comparisons
  o Submit answers to Turkey Qs
  o Post DISC comments

WEEK 7  ISRAEL
  o Read Families in Israel
  o Review If it were my home
  o Use Google Street to Take a walk in Jerusalem
  o Read Judaism and Families
  o Watch media (6 short clips)
  o Review Growing up as a girl in Gaza
  o Read Parenting in Israel: Together hand in hand, you are mine and I am yours (pp. 1-3)
  o No RQ on Israel
  o Post DISC comments

WEEK 8  EXAM 3 (Turkey & Israel)

WEEK 9  FALL Break

Eastern European Families

WEEK 9  INTRO TO EASTERN EUROPEAN FAMILIES
  o Read Families in Eastern Europe
  o Read ReligionEOrthodoxy.doc

RUSSIA
  o Read Russia (families)
  o Review PowerPoint (2): Russian History-Culture & Russian Family
  o Review If it were my home
  o Use Google Street to Take a walk in Moscow
  o Review the “Russia Family” summary
  o Review documents: (1) Country Comparisons, (2) Gov’t Types
  o Submit answers to Russia Qs
  o Post DISC comments

WEEK 10  GREECE
  o Read Families in Greece
  o Review visuals (2): Greek Culture & Greek Cuisine
  o Review If it were my home
  o Use Google Street to Take a walk in Athens
  o Review the “Greece Families” summary
  o Review documents: (1) Country Comparisons, (2) Religion E Orthodoxy
  o Review print material and watch video, MY BIG FAT GREEK WEDDING (2002)
  o Submit answers to Greece Qs
  o Post DISC comments

WEEK 11  EXAM 4 (Russia & Greece)
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## ASSIGNMENT SCHEDULE CALENDAR

### Key:
- **RQs**
- **DISC**
- **Exams**
- **Holidays**

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<td>EX6³</td>
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<td>Reading Day</td>
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¹Israel DISC may be pushed back if needed.
²EX3 (Turkey & Israel) may be scheduled any time this week.
³EX6 may be taken Dec 1-3 if you prefer.