



SUFFOLK
UNIVERSITY
MADRID CAMPUS

SOC 228 M1 - SOCIAL, CULTURAL AND GLOBAL PERSPECTIVES

Instructor Information:

Instructor: Robert Greenan

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Course Information:

Catalog description: Enables students to examine, as well as develop an awareness and appreciation of, diversity within today's society. Providing an overview of the major racial, ethnic, and cultural groups in the U.S., the focus is on the ways in which cultural awareness enhances professional helping relationships and improves the operation of human services systems.

Instructor's Additional Course Description: The study of culture, its origins and diversity has always been of immense value to anyone interested in the way the world functions. To know what culture is and see it function in all its varieties is the greatest step that can be taken along the road to understanding and peaceful cohabitation with others.

In a globalised world where physical barriers to the free movement of people have been dramatically lessened, the study of cultural diversity has a heightened value and has become an important tool to anyone hoping to manage themselves on the world arena.

This course aims to equip students with the knowledge they need to cope with, and master the complex and interrelated factors, which make people and societies behave the way they do.

Prerequisites: None.

Credit hours: 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

Assignment/Activity	Engagement Estimate	Engagement Hours
Course Readings	400 pages x 8 minutes per page	53
Review Lecture Notes	8 pages/lecture x 20 lectures x 5 min per page	13
Homework	Weekly reading reports x 15 (3 hours each)	45
Mid-Term Review Preparation		5
Mid- Term Exam Preparation		10
Final Exam Review Preparation		5
Final Exam Preparation		10
Class Attendance	3 hours x 15 weeks	45
TOTAL		186 HOURS

Textbook/Course Materials:

Sociology. Giddens, Anthony, Polity. This item will be available in the library, and need not be purchased by students.

Articles from academic journals will be distributed during the semester.

NB Students must search for appropriate material depending on their own interests.

Extensive reference will be made to the book “Strangers to these Shores” by Vincent N. Parrillo reflecting the emphases placed in this course on cultural awareness in the context of both the student’s life and future career.

Please Note: Readings from the textbook will be assigned in advance depending on the level of the class and the speed at which the material is covered to the satisfaction of the instructor. During the semester hand-outs will also be distributed for the purposes of helping students in the collecting of a coherent set of notes on the subject, and where it is deemed relevant, academic papers and newspaper articles which help give practical perspective to an abstract or obscure notion.

Social, Cultural, and Global Perspectives Goals and Objectives:

Goals	Objectives	Assessments
1. Students will understand the mechanisms through which social, cultural or global differences are perceived, understood and constructed.	1. Students will be able to identify the differences related to the area of study in their historical or geographical context.	Both exams and specific class discussions will test a student’s ability to comprehend perspective and diversity on the vertical plane as well as the horizontal one. It is necessary that students appreciate differences across societies, but exam questions will also address perspectives “through time” and in their historical context.
	2. Students will be able to compare different standpoints and perspectives about diverse communities.	For this course a long and comprehensive list of recommended research papers is provided. Each of over twenty recommendations addresses these specific objectives.
	3. Students will be able to explain how differences are constructed or reinforced.	These research papers must identify the mechanisms through which differences survive and indeed are “caused” to survive.

Goals	Objectives	Assessments
2. Students will understand the relationships among conflicts, social, cultural or global differences, and power within the changing historical and cultural contexts.	1. Students will be able to understand how some specific issues involving conflict and power evolved in historical or cultural context.	A specific case study will be made on the conflict, both historical and ongoing, in Northern Ireland. Students will prepare for this in advance and will be assessed on their efforts in this area through their participation in class discussion.
	2. Students will be able to explain how privilege and power play a systemic role in how culture is practiced.	In the above, students will be asked specific questions on the relationship between privilege and power in the context of Northern Ireland's painful and long running conflict.
	3. Students will be able to have self-knowledge about how different perspectives are active and impactful in your (the student's) life.	Each student will be required to bring something of their own experiences to class discussions. Everyone has something of relevance to add to a discussion of global perspectives and students will be given credit for their competence in doing this.
3. Students will analyze how convergent or conflicting perspectives of diverse communities influence change within a social, cultural or global context.	1. Students will be able to analyze concepts and constructs taught in class.	Students will be required to show, both in exams and in their research efforts, a proficiency and fluency in the use various studies and articles used in class to illustrate and reinforce the ideas covered.
	2. Students will be able to review and analyze implications of research in order to apply course content to real classroom/institutional scenarios.	To successfully complete the course, the fluency mentioned above will be shown by the student to include its application to scenarios encountered in the contemporary world.

SOC 228 Course Goals & Learning Objectives:

Upon successful completion of this course, students will know/understand/appreciate:	Upon successful completion of this course, students will be able to:	How the student will be assessed on these learning outcomes
• The meaning of the word culture.	• Read independently, identifying sources and justifying their choice.	• Mid-Term Exam
• The complexity of comparing civilizations and the contentiousness of asserting the superiority of one over another.	• Distance themselves from clichéd and simplistic moral viewpoints.	• Reading reports.
• The influence of the interaction between instinct and consciousness in creating diversity.	• Speak with authority and without fear on the subject of multiculturalism.	• Class discussion.
• The degree to which diversity exists in the areas of sexuality, family values, education and religion.	• Identify views which are the product of their own paradigm and understand that there are other paradigms which may conflict with their own.	• Research paper.
	• See the value of respecting other world views.	• Final exam.

Assignments/Exams/Papers/Projects:

Students will be evaluated in the following areas:

Mid-Term Exam (October 10 th , 10:45-12:15):	25%
Final Exam (December 10 th , 11:30-1:30):	25%
Research Project(s), to be handed in during the last class:	25%
Informed Participation (Reading Reports):	25%

Selected assignments in this course may be used by our accreditation team for institutional assessment purposes and will be handled confidentially.

Grading/Evaluation:

Students are expected to be self-conscious in their pursuit of sources of information and knowledge for this course. It will be considered self-evident in this course that at a third level learning institution students need not be told to visit the library and seek out for themselves books and articles relating to subjects covered in class.

Course and Classroom Policies:

- Students may not eat in class.
- Students may not chat to each other during class and will be asked to leave for doing so.
- Course work is not accepted late, or by e-mail unless this is expressly agreed upon with the instructor.
- Computers may be used only if specific permission is received.
- Students arriving more than five minutes late for class may be marked absent. Those arriving more than 15 minutes late may be refused entry. Late arrivers must make sure they are marked as present as this cannot be done afterwards.
- Students may not use mobile 'phones during class or be able to see their mobile 'phones during class.
- Students can not records lectures in any way.
- Students who use their phone to monitor the time ought to buy a watch for this purpose which can be worn on the wrist or placed on the desk.

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the case of a student not turning up for an exam without giving notice, the student must provide documentary proof not only that they visited the doctor, and were incapable of sitting the exam, but also that they were physically incapable of contacting the university to advise of the issue.

Students arriving more than 15 minutes late will not be admitted.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz,

exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 “Academic Policies and Services”. Section 5, “Living in Madrid”, contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on assignments and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Misconduct:

www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

Academic Grievances Policy:

www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics

Course Schedule:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

Please note that the following is a list of material that the instructor will refer to during the course and is not intended as a reading list for the student. The student will use the textbook and materials in the library to construct their own body of reading.

Weeks 1 & 2:

- Introduction to class procedure.
- History of culture. What is it, when did it begin?
- Human nature vs. culture, or human nature & culture, or both?
- Jared Diamond, *Guns, Germs and Steel*.
- Diversity: To what extent?
- Discussion of research project to be chosen from among:
 - Case Study One: Ancient Greek Civilisation vs. Roman Civilisation
 - Case Study Two: Belief and Culture, North European Protestant Work Ethic vs. Southern European Counterpart
 - Case Study Three: The Challenge of Multiculturalism.
 - Case Study Four: Human Need. What humans need vs. what humans want
- India: Poverty and democracy.
- Colonialism and its aftermath.

Weeks 3 & 4:

- Cultural features and their diversity.
- Family, child nurture and training.
- Family origin and universality.
- Readings from *Cultural Diversity*, Jerry Diller. Pages 58 – 77. Ingoldsby, B.B. and Smith, S. "Families in Multicultural Perspective" 1995. Murdock, G.P. (1949) *Social Structure*. New York: Free Press.

Weeks 5 & 6:

- Stanton, Max E. "Patterns of Kinship and Residence".
- Marital structure.
- Ingoldsby, B.B. and Smith, S. "Families in Multicultural Perspective" 1995. (Pages 116 – 137).
- Marriage and divorce in Contemporary Society. Segalen, M and Whitehouse, J. C.,
- Historical Anthropology of the Family (Pages 139 – 159)

Weeks 7 & 8:

- Case Study. The Amish.
- Hostetler, John A., Amish Society. John Hopkins Press, 1993 (Pages 171 – 190, 255 – 270).
- Gender and Sexuality.
- Kottak, Conrad Philip. Cultural Anthropology, 9th ed, 2002 (Pages 276 – 298).
- Blossfeld, Hans-Peter. 1995. The New Role of Women. (Pages 3 – 32).

Weeks 9 & 10:

- Ethnicity, Ethnic Diversity and Racism.
- Cultural Diversity, Jerry Diller (Pages 28 – 58).
- Thomas H. Eriksen, Ethnicity, Race, Class and Nation.
- Pierre Van Den Berghe, "Does Race Matter?"
- Eugenia Ramírez Goicoechea, Sociosymbolic Aspects of Social Exclusion. Some Clues for The Study of Migrant Integration.

Weeks 11, 12, 13:

- Comparative Religion.
- Varieties and theories of Religion.
- The Problem of Secularisation.
- The great debate on "multiculturalism". Can it work?
- Human Rights and Multiculturalism.
- Lila Abu-Lughod, "Do Muslim Women Really Need Saving?"
- Anthropological Reflections on Cultural Relativism.

- Belief and Culture: Confucianism and modern Japan. Ruth Benedict, "The Chrysanthemum and The Sword"