

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2017

Discipline: Human Development and Family Studies

Course Number and Title: HDFS 302 Marriage and Family Relationships (Section 2)

Division: Upper

Faculty Name: Dr. Karen Meenan

Semester Credit Hours: 3

Prerequisites: Introductory sociology or human development/family studies course

COURSE DESCRIPTION

All of us have grown up in some type of family. Yet, most people have little systematic understanding of the dynamics in families and close relationships, and how these are influenced by the social structures, culture, and the political system in which they live. This course encourages students to think critically about diverse family and intimate relationships using a variety of readings, lectures, group discussions, group activities, and videos. Using a life course perspective, we will examine the ways in which historical, cultural, social, and political factors influence our personal experiences, beliefs, privileges, constraints, and choices in the context of family and close relationships. Our likelihood of marrying, bearing children, and divorcing; our family values, lifestyles, and opportunities; and our health and wellbeing (and stressors upon them) are all influenced by these structural factors. This course will draw upon key family theories and social science research, and it will be enhanced by a cross-cultural comparison of the countries we visit along our voyage.

LEARNING OBJECTIVES

1. Analyze the ways that personal family experiences are shaped by culture and social structure, and political systems.
2. Evaluate the ways that social statuses—such as sex, gender, race, ethnicity, and social class influence families and close relationships.
3. Identify the ways that families have changed over time, and may continue to change.
4. Recognize the importance of social science theory and research in family studies.
5. Compare family structures, norms, and values across the countries we visit.
6. Encourage critical thinking, analysis, and synthesis.

REQUIRED TEXTBOOKS

AUTHOR: Seccombe, K.

TITLE: *Marriages and Families, 2nd Edition*

PUBLISHER: Pearson

ISBN #: 978-0-13-380777-6

DATE/EDITION: 2015/2nd Edition

TOPICAL OUTLINE OF COURSE

Depart Ensenada January 5

A1-January 7

Welcome, introductions, overview of the course

A2-January 9

Chapter 1: Why Study Families and Other Close Relationships?

Quiz #1

A3-January 11

Chapter 1, Continued

Hawaii Reading Packet (on E-reserve)

Hawaii January 11

A4-January 14

Chapter 2: Social Status: Sex, Gender, Race, Ethnicity, and Social Class

Quiz #2

A5-January 17

Chapter 2, Continued

A6-January 20

Chapter 3: Building Relationships

Quiz #3

A7-January 22

Chapter 4: Love and Loving Relationships

Quiz #4

Student Panel #1

Japan Reading Packet (on E-reserve)

Japan January 24-28

A8-January 29

China Reading Packet

China and Hong Kong January 31-February 5

A9-February 6

Chapter 5: Sexual Identity, Behavior, and Relationships

Quiz #5

Vietnam Reading Packet (on E-reserve)

Vietnam February 8-12

A10-February 13

Chapter 6: Communication, Conflict, and Power in Our Relationships

Quiz #6

Student Panel #2

A11-February 15

Chapter 7: Marriage

Quiz #7

A12-February 17

Chapter 7, Continued

Myanmar Reading Packet (on E-reserve)

Myanmar February 18-22

A13-February 24

Chapter 8: Thinking About Parenthood

Quiz #8

A14-February 26

Chapter 8, Continued

India Reading Packet (on E-reserve)

India February 27-March 4

A15-March 6

Chapter 9: Raising Children

Quiz #9

A16-March 8

Chapter 9, Continued

A17-March 11

Chapter 10: Families and the Work They Do

Quiz #10

Student Panel #3

A18-March 13

Chapter 11: Stress and Crisis: Violence

Quiz #11

A19-March 15

Chapter 11, Continued
South Africa Reading Packet (on E-reserve)
Student Panel #4

South Africa March 16-21**A20-March 23**

Chapter 12: The Process of Divorce
Quiz #12

A21-March 26

Chapter 13: Family Life, Repartnering, and Remarriage after Divorce
Quiz # 13
Student Panel #5
Ghana Reading Packet (on E-reserve)

Ghana March 28-April 1**A22-April 2**

Student Field Assignment Presentations

A23-April 4

Student Field Assignment Presentations

A24-April 7

Student Field Assignment Presentations
Morocco Reading Packet (on E-reserve)

Morocco April 9-13**A25-April 15**

Chapter 15: Looking Ahead: Helping Families Flourish
Quiz #14
Course Wrap-Up

STUDENT ASSESSMENT**1. TEN QUIZZES (50%)**

Students will have regular quizzes on the reading, and each quiz is worth up to 5 points. I count the highest 10 quizzes (out of 14 over the term), for a total of up to 50 points. Each quiz will contain 10 multiple-choice questions on the reading (and any required DVDs posted on the ship's intranet). There are no late or make-up quizzes. If you miss a quiz for any reason this will count as one of your dropped quizzes.

- 2. FIELD CLASS AND ASSIGNMENT (20%) (Only one of these Field Classes will be selected prior to our voyage.)** Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Spring 2017 Courses and Field Class page when available. Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute 20% of the contact hours for this course, and will be developed and led by the instructor.

Option #1 Medical Tourism, Gestational Surrogacy, and Family Planning

In this field class we will visit a hospital specializing in medical tourism, in particular in-vitro fertilization and surrogacy. The facility provides services for couples from other countries who travel to India to have their embryos created and implanted into Indian women who will serve as gestational carriers for the couples at a cost significantly less than they would have paid in their home countries. We will learn about medical tourism and surrogacy, and address the social, cultural, and ethical dilemmas associated with the practice. At a second hospital we will explore contraceptive and abortion services in India with practitioners, as a means of family planning, managing Indian population growth, and reducing infant and maternal mortality in India. One by-product of readily available abortion in a culture that places a higher value on males is that some families choose to abort female fetuses, leading to a sex imbalance in India. This has profound implications. We will explore these issues, making connections to the textbook and to other countries along our voyage, particularly to China.

Academic Objectives:

1. Obtain a greater understanding of medical tourism, including both the buyers and the sellers.
2. Deepen our understanding of the “gestational carrier” role, and the ethical issues it raises.
3. Identify key issues regarding family planning and abortion in India, including sex selection.

Students will write a 4 to 5 page paper applying the concepts learned in the course to their field experience, due at the beginning of class, March 8. Further details on this assignment will be given in class.

Option #2 Women’s Health Care, Childbirth, and Human Rights in Ghana

This field class takes us to a hospital in Ghana where we will tour a maternity ward and speak with physicians and midwives about childbirth in Ghana. Topics for discussion might include the availability of pre-and post-natal healthcare for women; beliefs and practices around family planning; infant and maternal mortality rates; the roles of midwives in Ghana today; the interaction of “modern” and “traditional” beliefs and knowledge around pregnancy and childbirth; the use of anesthesia during childbirth; the availability of general gynecological care for women; and the role of fathers in pregnancy

and childbirth. It also promises to be a moving experience that speaks—in a vivid and immediate way—to some of the ideas about maternity, women’s bodies, and female sexuality raised in our textbook. Certainly, it will help us think further about whether there are aspects of women’s experiences that are “universal,” and to what extent a biological process such as childbearing is significantly shaped by cultural context.

Academic Objectives:

1. To apply sociological theories of inequality and to use a sociological imagination.
2. To understand how marketplace relations are organized around cultural dimensions of gender, social class, and other visible social characteristics.
3. To understand the nuances of inequality in Moroccan culture by engaging with Moroccans.

Students will write a 4 to 5 page paper applying the concepts learned in the course to their field experience, due at the beginning of class, April 4. Further details on this assignment will be given in class.

3. FIELD ASSIGNMENT AND GROUP PRESENTATION (15%)

This is a project that draws on collaborative teamwork to produce a sociological photo documentary and class presentation. Using a digital camera or phone, students will work in small groups of 3 to 4 to study and observe a particular family issue across our voyage. Each group will meet with me in advance of conducting the work to select a topic for photo documentary project. Once your topic has been approved, each group’s collective task is to take photos that address and highlight this theme with the goal of producing a coherent photographic essay based on at least seven (7) ports that will be presented in class. Possible topics include differences in the images of women and men in the media; men’s roles as fathers and how they differ across the countries we visit; evidence of women’s employment; the importance placed on love in intimate relationships; social inequality or poverty; the elderly’s participation in social life; children’s educational opportunities; gendered roles among husbands and wives; dating or sexual norms among young adults; childrearing practices; sex or age differences in homelessness or begging practices; and many other topics. Your ideas should be further refined within your group (in consultation with me).

This assignment can be accomplished on any number of field classes, faculty-led trips, personal port experiences, or even shipboard life, if relevant. The purpose of this assignment is to: (1) utilize a comparative approach to study one family issue in depth; (2) increase awareness of the way that culture shapes families and intimate relationships; (3) gain further experience in group work; and (4) enable you to express your creativity. It also will provide you with an important keepsake from your voyage to share with family and friends.

The photos from your experience should be organized into a Powerpoint or Prezi presentation. There should be a short paragraph caption accompanying each picture. This can be formatted onto the slide or listed in the “notes” section. The group presentation will be an oral report that incorporates your unique visual components and draws upon

the course materials. The presentation must demonstrate a shared and equitable distribution of labor. The presentation style should be fluent, energetic, and constrained to the time limit (to be discussed in class). Have fun with it, and show your classmates what you have learned.

Please undertake this assignment in a respectful manner. When possible, ask permission to take someone's picture; do not create an inferior/superior situation when photographing people; and avoid ethnocentrism.

Your group presentation should contain approximately 22-25 slides, with a supporting paragraph for each. The grade earned will include both (1) the final **collective** project and presentation; and (2) **individual** effort and contribution.

4. PANEL (or paper) (5%)

One of the following (either a or b):

a. Participation on an in-class reflection panel on a selected topic. Students can be on a panel with 5 or 6 others, each that will bring their own perspective and personal experience. Topics may include: (1) Issues in relationships, e.g., dating, love, cohabitation, marriage, gay and lesbian relationships, sexuality; (2) Your family-related goals for the future, and the personal factors that led you to these goals; (3) How your family handled a family crisis (e.g., violence, alcoholism, health problem); (4) Experiences surrounding divorce, remarriage, or living in a stepfamily. Each panel will last approximately 30-40 minutes, including time for questions and answers. Relax – this is so easy! The goal of this assignment is to encourage students (both panelists and audience) to think sociologically and apply the concepts, theories, and data from the course to personal experience.

OR:

b. One writing assignment on the same topic as one of the panels. This 2-page personal reflection paper is due on the same day as the panel is scheduled. You are to write a statement that parallels the general topic of the panel, for example, how has a divorce in your family affected your life? Or, how has your family faced a crisis? Papers must be typed, using 1-inch margins, with 12-point Times Roman Font (or equivalent) and discuss at least 3 specific connections to the text, with page numbers included. By the way, this assignment is more difficult and far less enjoyable than being on a panel.

5. CLASSROOM ACTIVITIES AND PARTICIPATION (10%)

This course will be run as a seminar rather than a lecture course. Students should complete all readings prior to the class period for which they are assigned. These readings will be used to guide discussions; class lectures; individual and group activities; or a written analyses of a DVD, article from the country reading packets, or a specific port observation. Therefore, it is imperative that you stay on schedule with the readings. Your grade will also reflect your degree of preparation for, and active participation in, class discussions—both the quantity and quality of your comments. Please plan to

contribute something substantive every day. It is my goal that every student feels comfortable engaging in class discussion. This means that we must all exhibit tolerance and respect for one another's views, and that the discussion is protected by open-mindedness, civility, critical self-reflection, and informed opinion.

GRADING

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

There are a total of 100 points possible for the course. You can easily keep track of your grade.

- A 93-100 points
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D 60-70
- F 59 and below

MEDIA

Some of these DVDs or clips will be shown in class; others will be on the ship's intranet and should be viewed outside of class by announced dates.

- A Walk to Beautiful*
- Half the Sky*
- Tough Guise 2*
- Out in America*
- It's a Girl: The Three Deadliest Words in the World*
- China's Lost Girls*
- The Business of Being Born*
- Made in India*
- India: The Baby Makers*
- Waiting for the World to Change*
- Avery*
- Violence Against Women: It's a Men's Issue*
- The Hunting Ground*
- A Path Appears*
- Families of Ghana*
- Families of China*

ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all classes is mandatory. Please contact your professor prior to any absence that interferes with your ability to complete your work. Note that Semester at Sea courses are interactive. All students are encouraged to participate fully in discussions and to ask questions.

EVENING SEMINARS

Faculty members on the Spring 2017 Voyage will present on various academic topics during the evening Union Seminars, held during at-sea days. These topics will present relevant cultural information in various disciplines, depending on the location on the itinerary. Students are encouraged to attend these sessions.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible or by November 19 at the latest to academic@isevoyages.org.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

ABOUT YOUR PROFESSOR

Welcome to Semester at Sea! You are on the cusp of a wonderful adventure, and will be forever changed by this experience. I am honored to be on this voyage with you.

I am a professor at Portland State University (PSU) in Oregon, and was a professor at the University of Florida before that (go Gators). Before living in Florida I was at the University of Alaska – I do like to travel. Oddly, despite working in Oregon, I live in the San Juan Islands off the coast of Washington. Right now I teach primarily online courses and travel to Portland only once a month, which is good because my commute consists of a 65-minute ferry ride, and then a 5-hour drive!

My PhD is in Sociology, specializing in family, medical sociology, and gender issues. I also have a Master's Degree in Social Work. I stumbled upon sociology by accident. At my

community college I began studying journalism. However, after a couple of semesters, I found covering the sports beat rather boring, and meanwhile fell in love with my sociology general studies course. These things happen – I switched my major and have never looked back.

At PSU I teach a year-long interdisciplinary Freshman Inquiry course, Human Sexuality, Families, Relationships, and Health, and several introductory courses. My research areas focus on families, poverty, and access to health care. I have written 6 books and more than 35 research papers published in scientific journals. I am a Fulbright Scholar and taught in China a few years ago. That was an incredibly eye-opening experience and window into another culture.

I am married to Rich Meenan and have two daughters, Natalie, in 10th grade, and Olivia, who is in 8th grade. They are all on the voyage with us, and in fact, you may find Natalie in one of your classes. (If so, please be nice to her – she’s a little nervous to be around all these college students.) I also have two young Australian Shepherd dogs at home that I already miss terribly – Stella and Bart. I enjoying hiking, cycling, and kayaking, and hanging out with my pack when I am at home.

I look forward to working with you this term, and feel confident that we will have an interesting and productive time on our voyage. I know we are all eager to learn more about the countries that we visit. Please be aware that I have high standards in my courses; however, I KNOW you can do well if you stay focused and spend an appropriate amount of time on the course. Yes, we are all here to have fun, but please remember that learning sociology can also be a large part of that fun. Please call on me if you have any questions or concerns. **I am here to help you be successful in this course.**

Marriage and Family. 472 Pages Â· 2010 Â· 10.64 MB Â· 19,045 Downloads Â· English. Relationships.Â THE PURPOSE AND POWER OF LOVE3 MARRIAGE Â© Copyright 2002 â€” Myles Munroe All rights reserved Purpose_and_Power_ Family Law. 416 PagesÂ·2015Â·8.76 MBÂ·26,861 Downloads. Currently serves as the firm's managing shareholder. Letter of Commendation, Multnomah County 2015 Family Law Se Load more similar PDF files. Marriages and Families: Four Themes 1. Personal decisions must be made throughout the life course. â€¢ Decision making is a trade-off; once we choose an option, we discard alternatives. â€¢ No one can have everything. â€¢ The best way to make choices is knowledgeably. Marriages and Families: Four Themes 2. People are influenced by the society around them. â€¢ Cultural beliefs and values influence our attitudes and decisions. â€¢ Societal or structural conditions can limit or expand our options. Marriage and family are two aspects of the same social reality that is recognized by the world. Anderson and Parker say that wedding is the recognition of the significance of marriage to society and to individuals through the public ceremony usually accompanying it. Such a ceremony indicates the society's control. Anthropological studies of marriage have brought out complex marriage systems .In the Nuer ghost marriage a woman marries a woman.