

Semester at Sea, Course Syllabus
Colorado State University, Academic Partner

Voyage: Fall 2016

Discipline: Human Development and Family Studies

Course Number and Title: HDFS 302 Marriage and Family Relationships

Division: Upper

Faculty Name: Diego Vega

Semester Credit Hours: 3

Prerequisites: Introductory Sociology or Human Development and Family Studies

COURSE DESCRIPTION

This course explores family life and couplehood from a cross-cultural perspective. The primary aim is to better understand how family life and couplehood varies from country to country and culture to culture. As we travel, we will focus in particular on intimate relationships and family life. We will develop an understanding of the diversity of family interactions, roles, norms, expectations, responsibilities, celebrations and struggles across the globe. Additionally, specific tasks and topics relevant to family life and structure will be explored including dating and mate selection, marriage and partnering, gender roles and socialization, parenting, stress, violence, divorce, remarriage, kinship, aging, and death. The countries on our voyage will serve as opportunities to learn and explore what family life is like in various places. Attention will be given to what role religion, culture, and economics play in shaping family life. Methods of evaluation will include exams, research paper, field reports, and in-class global reflections.

LEARNING OBJECTIVES

Given regular course participation, staying on schedule, and careful and comprehensive reading, students will:

1. Develop an understanding of the diversity of family life across the globe
2. Better understand specific family joys and struggles such as marriage and partnering, gender roles and socialization, parenting, violence, divorce, remarriage, aging, and death.
3. Become familiar with the process of becoming a family and stresses of family life and couplehood across the life course, and family and couple relationship strategies for people of different ages and in different family forms.
4. Understand and critically think about the phenomenology and practical aspects of family life and couplehood.
5. Compare relationship and family theories and apply theoretical processes to the design of effective family relations.
6. Examine differences and similarities of families related to religion, race, ethnicity, social class, and gender within and across cultures.

REQUIRED TEXTBOOKS

AUTHOR: Seccombe, K.
TITLE: Exploring Marriages and Families
PUBLISHER: Pearson
ISBN #: 978-0133807776
DATE/EDITION: 2015 (2nd)

TOPICAL OUTLINE OF COURSE

Depart Hamburg—September 10

A1—September 12:

Overview of the course
Expectations and Requirements
Discussion of field assignments
Assignment to do: Experiential Assignment #1
Reading: none

A2—September 14:

Why Study Families and Other Close Relationships
Experiential Assignment #1 Due
Reading: Seccombe, K. (2015). Chapter 1.

No Classes—September 16

A3—September 17:

Social Status: Sex, Gender, Race, Ethnicity, and Social Class
Marriage and Family Relationships in Greece: issues and controversies
Reading: Seccombe, K. (2015). Chapter 2
Reading: Georgas et al. (2006). Chapter 21: Greece

Piraeus—September 19-23

A4—September 24:

Building Relationships
Marriage and Family Relationships in Italy: Online Dating
Reading: Seccombe, K. (2015). Chapter 3
Reading: Heilpern, J. (May 11, 2015). The comedian's new book, Modern Romance.
Reading: Ansari, A. (2015). Chapter 3. Online Dating

Civitavecchia: September 26-28

Livorno: September 29-30

A5—October 1:

Preparation for Field Class
Love and Loving Relationships

Reading: Seccombe, K. (2015). Chapter 4
Cancelo, M.J., Soveral Rodriguez, I., Castelo-Branc, C. (2014). Teenage pregnancy in Spain.

Barcelona—October 3-7

Field Class October 3, 2016

A6—October 8:

Discussion of Field Class
Sexual Identity, Behavior, and Relationships
Marriage and Family Relationships in Morocco: women's contraceptive attitudes and practices in Morocco.
Readings: Seccombe, K. (2015). Chapter 5
Bajos, N. et al. (2013). Normative tensions and women's contraceptive attitudes and practices in four African countries

Casablanca—October 10-14

A7—October 15:

Communication, Conflict, and Power in Our Relationships
Reading: Seccombe, K. (2015). Chapter 6

A8—October 17: Exam 1

A9—October 19:

Marriage
Marriage and Family Relationships in Senegal: women's contraceptive attitudes and practices in Senegal
Readings: Seccombe, K. (2015). Chapter 7
Bajos, N. et al. (2013). Normative tensions and women's contraceptive attitudes and practices in four African countries

Dakar—October 21-24

A10—October 25:

Marriage
Assignment to do: Experiential Assignment # 2: Are you an “accepter” of changes, a “rejecter,” or a “skeptic”?
Reading: Seccombe, K. (2015). Chapter 7

A11—October 27:

Thinking about Parenthood
Experiential Assignment #2 Due
Reading: Seccombe, K. (2015). Chapter 8

No Classes—October 28

A12—October 30:

Raising Children

Reading: Seccombe, K. (2015). Chapter 9

Marriage and Family Relationships in Brazil: issues and controversies

Reading: Georgas et al. (2006). Chapter 11: Brazil

Salvador—November 1-6

A13—November 7:

Families and the Work They Do

Reading: Seccombe, K. (2015). Chapter 10

A14—November 9:

Family Stress and Crisis: Violence among Intimates

Reading: Seccombe, K. (2015). Chapter 11

A15—November 11:

The Process of Divorce

Reading: Seccombe, K. (2015). Chapter 12

Port of Spain—November 13-14

A16—November 15:

Family Life, Partnering, and Remarriage after Divorce

Reading: Seccombe, K. (2015). Chapter 13

A17—November 17: Exam 2

Assignment to do: Experiential Assignment # 3: Is your family strong?

No Classes—November 18

A18—November 20:

Marriage and Family Relationships in Peru: Intimate partner violence among adolescents and young women

Experiential Assignment #3 Due

Reading: Stöckl, H., March, L., Pallitto, C., & Garcia-Moreno, C. (2014). Intimate partner violence among adolescents and young women.

Callao—November 22-26

A19—November 27:

Families in Middle and Later Life

Reading: Seccombe, K. (2015). Chapter 14

A20—November 29:

Marriage and Family Relationships in Ecuador: Abortion

Reading: Human Rights Watch (2013). Rape Victims as Criminals.

Reading: Human Rights Watch. (2015). Ecuador Adopt UN Recommendations on Abortion Law

Reading: Center for Reproductive Rights. (2013). Abortion Map.

Reading: Baglini, A. (February 1, 2014). Gestational Limits on Abortion in the United States

Guayaquil—December 1-4

A21—December 5:

Looking Ahead: Helping Families Flourish

Reading: Seccombe, K. (2015). Chapter 15

A22—December 7:

Marriage and Family Relationships in Costa Rica: Gay marriage

Reading: Associated Press (November 13, 2015). How A Clerical Error Led to Costa Rica's First Legal Gay Marriage

Reading: Pew Research Center (2015). Gay marriage around the world.

Puntarenas—December 9-13

A23—December 14:

Conclusions

A24—December 16:

Summing up and what we have learned from our voyage

A25—December 19: Exam 3

San Diego—December 22

FIELD WORK

Field Class and Assignment

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:

DAY 1 in Barcelona, Spain - Monday, October 3.

Fundació Maria Raventós - Barcelona

In this field class, we will visit the Fundació Maria Raventós, an NGO that for more than sixty years has been dedicated to helping single mothers without resources, who are “at risk of social exclusion” and in need of help. We will meet with the NGO’s current president, who will explain the group’s current projects and how they try to help women suffering from difficult circumstances. We will then eat lunch in a local vegetarian restaurant. Finally, we will cap off the field lab with a walking visit to Barcelona’s famous market La Boqueria, passing through Las Ramblas and the Gothic Quarter

Each student will write a reflection paper about their time at the center and how it ties into topics we have discussed in our class. The paper will be 3 pages double spaced and follow an outline given in class. This reflection paper will be due on A9, October 19.

Independent Field Assignments

Throughout their port visits, students will search and find real-world examples (through observations, interviews, newspapers, exploring ads or social messages, looking for products in stores, etc.) on a major theme related with the course (e.g., attractiveness, love, changing trends in families, division of house labor, shared breadwinning, cohabitation, non-marital sex, abortion, contraception, same-sex marriage, childrearing practices, violence among intimates, attitudes toward divorce, affairs, gender role differences, etc.). The real-world examples should come from 3 ports (ideally one from each larger area we will visit: Europe, Africa, Central-South America, and Caribbean).

For each of the three selected ports, students will write about what they learned regarding their theme in a two page double spaced paper and include sources photographed. Each port exploration and paper is worth 5% of the total class grade. Students will have time in class following each port to share what they discovered. We will compare and contrast ports as we move along on the voyage

METHODS OF EVALUATION / GRADING SCALE

Final grades in this course will be calculated based on the following components:

- 10% Attendance and Participation
- 50% Exams (three)
- 10% Experiential Assignments
- 15% Field Class and Reflection paper
- 15% Independent Field Assignment

Grade Distribution

A Excellent	B Good	C Satisfactory	D Poor, but passing	E Failure
90-100%	80-89%	70-79%	60-69%	59 and below

Attendance and Participation:

Students are expected to attend class on a regular basis, complete assigned readings, and actively participate in class discussions. Evaluation will be based on the quality of contributions of each student. In order to be a full and active participant, students must come to class with the material read (10% of grade).

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

Exams:

Three exams will be given during the voyage to assess understanding, integration, and application of material from the text and research articles assigned. Exams could include a combination of multiple-choice, True/False, short answer, and essay questions. The first exam (A8) is 15% of your grade, the second one (A17) is 20% and the third one (A25) is 15% of your grade.

Experiential Assignments:

Students will complete two experiential assignments.

Experiential Assignment #1 will help to introduce many of the different topics we will discuss this semester. Before the second class, students will write and submit a two or three page typed biographical profile. This will include a brief description of your family of origin and some of the family dynamics related with communication, gender roles, and family transitions. Please, mention your own careers and family plans. This assignment should also include one or two topics or experiences the student is looking forward to this semester on the voyage related to this class in particular.

Experiential Assignment #2 relates to students attitudes toward marriage and family global trends. Are you an "accepter" of changes, a "rejecter," or a "skeptic"? Students will take this survey created by Pew Research Center (2011), which will be scored and compared to a nationally representative sample of adults.

Students will then write a short reflection paper on their results and try to relate these with their personal history, gender, age, and cultural background.

Experiential Assignment #3 relates to students type of family. Is your family strong? Does your family have protective or recovery factors? Students will take a short survey (Seccombe, 2015) to assess their family. Students will then write a short reflection paper on their results and try to relate these with their personal history, gender, age, and cultural background.

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, but no later than July 19, 2016 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. I will request students to write out and sign the following honor pledge on exams and papers: "I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment." Please see me early in the semester if you have questions or concerns regarding the student conduct code.

RESERVE BOOKS

AUTHOR: Baca Zinn, Maxine, et al
TITLE: Diversity in families
PUBLISHER: Allyn and Bacon
ISBN: 978-0-205-69307-8 2
DATE/EDITION: 2015/10th edition

AUTHOR: James Georgas
TITLE: Families across cultures: A 30 nation psychological study
PUBLISHER: Cambridge University Press
DATE: 2006

ELECTRONIC COURSE MATERIALS

Georgas, J., Berry, J.W., von de Vijver, F.J.R., Kagitcibasi, C., Poortinga, Y.H. (2006). Families Across Cultures; A 30-Nation Psychological Study. Cambridge University Press : Cambridge, UK. Chapter 11 and 21

Ansari, A. (2015). Modern Romance. New York: Penguin Press. Chapter 3: Online Dating. ISBN: 978-0143109259

Heilpern, J. (May 11, 2015). The comedian's new book, *Modern Romance*, chronicles the challenges of looking for love in the Digital Age. Vanity Fair.
(<http://www.vanityfair.com/culture/2015/05/aziz-ansari-modern-romance-dating-advice>)

Cancelo, M.J., Soveral Rodriguez, I., Castelo-Branc, C. (2014). Teenage pregnancy in Spain. In A. L. Cherry (Ed), *International handbook of adolescent pregnancy: Medical, psychosocial, and public health responses*. (pp.575-584). New York: Springer.

Bajos, N., Teixeira, M., Adjamagbo, A., Ferrand, M., Guillaume, A., Rossier, C., & George, K. (2013). Normative tensions and women's contraceptive attitudes and practices in four African countries. *Population, English edition*, 68(1), 15-36.

Stöckl, H., March, L., Pallitto, C., & Garcia-Moreno, C. (2014). Intimate partner violence among adolescents and young women: prevalence and associated factors in nine countries: a cross-sectional study. *BMC public health*, 14(1), 1.

Human Rights Watch (2013). Rape Victims as Criminals: Illegal Abortion after Rape in Ecuador. (https://www.hrw.org/sites/default/files/reports/ecuador0813_ForUpload_1.pdf)

Human Rights Watch. (2015) Ecuador Adopt UN Recommendations on Abortion Law. (<https://www.hrw.org/news/2015/04/22/ecuador-adopt-un-recommendations-abortion-law>)

Center for Reproductive Rights. (2013). Abortion Map.
(<http://www.worldabortionlaws.com/img/download-the-map.png>)

Baglini, A. (February 1, 2014). Gestational Limits on Abortion in the United States Compared to International Norms. (<https://lozierinstitute.org/wp-content/uploads/2014/02/American-Reports-Series-INTERNATIONAL-ABORTION-NORMS.pdf>)

Associated Press (November 13, 2015). How A Clerical Error Led to Costa Rica's First Legal Gay Marriage (<http://www.nbcnews.com/news/latino/how-clerical-error-led-costa-ricas-1st-legal-gay-marriage-n462866>)

Pew Research Center (2015). Gay marriage around the world.
(<http://www.pewforum.org/2015/06/26/gay-marriage-around-the-world-2013/>)

Connects theory to reality Exploring Marriages and Families, 2/e by Karen T. Seccombe illustrates the ways in which historical, cultural, social, and political factors influence readers's decision making in relationships. Grounded in theory and the most up-to-date research, this title takes an integrated focus on assessment helping readers gain a better understanding of the social context in which they live and the relevance of social science to their lives. MySocLab is an integral part of the Seccombe learning program. Engaging activities and assessments provide a teaching a learning system th