

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2015

Discipline: Sociology

SOC 2052: Sociology of the Family

Division: Upper

Faculty Name: Kesho Y. Scott

Credit Hours: 3; Contact Hours: 38

Pre-requisites: Introduction to Sociology

COURSE DESCRIPTION

This course provides an overview of marriage and family from a sociological perspective, the root idea being that all societies create a mechanisms for reproduction of the species, systems to care for off-spring with moral and legal rationales underpinnings, and roles and responsibilities for the care of the related individuals. The central goal of this course is to introduce you to the diverse, contentious, and alternative literature and research about marriage and family as social institutions. Since all societies systems of marriage and family are diverse, we will examine which concepts, theories and methods help us understand what are the origins and definitions of family and marriage, diversity in mate selection, family formation, and gender identities. Through intensive readings, discussing, and writing, we will explore how family relationships are terminated, re-created and blended through the roles and responsibilities of parenting and the social construction of motherhood and fatherhoods, and the impact of larger societal issues such as wealth, poverty, inequality, education, and public policy. *Finally, we will discover how these issues influence the lives of those in families using the places on the Semester at Sea itinerary as case studies.*

COURSE OBJECTIVES

1. To introduce students to the essential concepts, theories, and research used in sociology to analyze marriage and family.
2. To examine the socio-historical development of marriage and family as institutions, including the changing roles of women, men, and children.
3. To enhance the students' understanding of the complexity of contemporary marriage and family life and how both are shaped by race, ethnicity, social class, gender, sexuality and national identity.
4. To encourage critical thinking and writing skills that demonstrates the students' abilities to understand and analyze relevant problems and issues about marriage and family.
5. To develop your ability to apply a sociological perspective to you own life, hopes, dreams, values and plans.
6. To explore, examine, and evaluate *world-wide* cultural differences within marriage and family patterns within a respectful, non-Eurocentric, non-Ethnocentric, and non-paternalistic manner.

REQUIRED TEXTBOOKS

AUTHOR: Susan J. Ferguson, Ed.

TITLE: *Shifting the Center: Understanding Contemporary Families (SCUCF), Fourth Edition*

PUBLISHER: McGraw Hill, 2007, 2001

ISBN #: 978-0-07-340423-3

DATE/EDITION: 2007

AUTHOR: Meg Wilkes Karraker

TITLE: *Global Families (GF), Second Edition*

PUBLISHER: Sage Publications, Inc.

ISBN #: 978-1-4129-9863-5

DATE/EDITION: 2013

REQUIRED FOCUS ONs: are pre-port preparations by the Instructor by way of lectures, handouts, internet investigations or assignments, and surprises!

TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 7:

A1- January 9:

Defining Marriage and Family in a Global Context

Global Families (GF): Series and Author's Preface, Chapter 1 and the Summary

Shifting the Center: Understanding Contemporary Families (SCUCF): Readings 1, 2, and 3

A2-January 11:

Demographic Shifts and the Study of Marriage and Family

(GF): Chapter 2 to pg. 55

(SCUCF): Readings 5 and 6

A3- January 13:

Family Characteristics and Societal Transformation

(GF): Chapter 2 from pg. 66 and the Summary

(SCUCF): Readings 7 and 9

FOCUS ON HAWAII: Marriage and Family Patterns of the Past and Present

Hilo: January 14

A4-January 16:

Before Marriage: Courting and Dating Social Research

(GF): Essays: "Globalization and Family Down Under", pg. 31 and "Immigrants Women, New Neighbors, Global Families", pg. 78

(SCUCF): Reading 10

WRITING ASSIGNMENT: Interview, survey, and literature review

A5-January 19:

Courtship and Power

(GF): Chap

(SCUCF): Readings 11 and 12

FOCUS ON JAPAN: Why a Japanese and Western marriage ceremony?

Study Day: January 21

A6- January 22:

Marriage and Cohabitation

(GF): Chapter 3 to pg. 99

(SCUCF): Readings 14 and 18

FOCUS ON JAPAN: What does a Japanese feminist have to say?

A7-January 24:

Domestic Partnerships within a Global Context

(GF): Chapter 3 from 100- end of Summary

(SCUCF): Readings 15 and 16

FOCUS ON JAPAN: How are Japanese romantic relationships projected in the popular culture?

Yokohama: January 26-27

In-Transit: January 28

Kobe: January 29-31

A8- February 1:

Transnational Family Concept

(GF): Essay, "Contested Norms and Values in Transnational Families", pg. 117

(SCUCF): Reading 20

FOCUS ON CHINA: What is the impact of social media, consumerism on the One-Child Family?

Shanghai: February 3-4

In-Transit: February 5-6

Hong Kong: 7-8

A9- February 9:

Globalizing Motherhood

(GF): Chapter 4 to pg. 136

(SCUCF): Readings 8, 17, and 22

On-ship Exercises and Writing Assignment: Motherhood
Stereotypes in Fashion
FOCUS ON VIETNAM: What is the impact of war on gender roles
in the Family?

Ho Chi Minh: February 11-16

A10- February 17:

Globalizing Fatherhood

(GF): Chapter 4 from pg. 137 to the end of the Summary

(GF): Essay, "Sex Trafficking: A Family Business", pg. 151

(SCUCF): Readings 24, 25, and 26

FOCUS ON SINGAPORE: How is masculinity in Singapore
changing?

Singapore: February 19-20

Study Day: February 21

A11-February 22:

The Politics of Global Parenting

(GF): Chapter 4 to the end of the Summary

(SCUCF): Readings 27 and 28

FOCUS ON BURMA: What story of family do the 135 Ethnic
groups in Burma tell?

Rangoon: February 24-March 1

A12-March 2:

Raising Children and Global Childrearing Practices

(GF): Chapter 5 to pg. 170

(SCUCF): Readings 13 29, 30, 31, and 32

FOCUS ON INDIA: What are the politics of having a 3rd gender in
India?

A13- March 4:

**Global Migration, Immigration, and Family Violence
Chapter 5 to the end of the Summary**

(GF): Essay, "A Migrant Mother's Story: Paula Rodriguez", pg.
184

(SCUCF): Readings 41, 42, 43 and 44

FOCUS ON INDIA: How is Homophobia a Weapon of Sexism?

Cochin: March 6-11

Study Day: March 12

A14-March 13: **Mid-Exam- Objective**

:

A15-March 15: **Grandparents and Multigenerational Families**
(SCUCF): Readings 33, 34, and 35
FOCUS ON MAURITIUS: What are the multi-generational networks that work in Mauritius?

Study Day: March 17

Port Louis: March 18

A16- March 19: **Divorce and Remarriage**
(GF): Chapter 6 to 195
(SCUCF): 35 and 36
FOCUS ON SOUTH AFRICA: What was the impact of the Truth and Reconciliation Campaign on South African families?

A17-March 21: **Blended Families and Family Identity**
(SCUCF): Readings 37 and 38
FOCUS ON SOUTH AFRICA: Does every family have a Nelson Mandela?

A18- March 23: **Social Policy, Development, and Family Well-Being**
(SCUCF): Readings 39 and 40
FOCUS ON SOUTH AFRICA: How did South African leadership us sports and the Vela Incident to improve family life?

Cape Town: March 25-30

Study Day: March 31

A19-April 1: **Families, Work, and Care Work (SCUCF):** Readings 45 and 46
FOCUS ON GHANA: What are the lessons for families in the Union Movements in Ghana and the Chinese Workers in Ghana?

A20-April 3: **Politics of the Home Life on a Global Context (SCUCF):** Readings 47 and 48
FOCUS ON GHANA: Why are religious fundamentalism and an Anti-Gay movement rising in Ghana?

A21- April 5: **Gender Changes and Working Families (SCUCF):** Readings 49 and 50
FOCUS ON GHANA: Connecting the dots: How has the AIDS education campaigns been successful for families in Ghana?

Tema (Accra): April 7-9

Takoradi: April 10-11

A22-April 12: **Poverty and Welfare Reform (SCUCF):** Readings 51 and 52
ON MOROCCO: What are the lessons of poverty-reduction programs and cultural identity in Morocco?

A23: April 14: **Poverty and The Needs of Contemporary Families (SCUCF):** Reading 53 and 54
FOCUS ON MOROCCO: Are the Berbers a new model minority?

A24: April 16 **Global Social Changes and the Future of Marriage and Family (GF):** Essay, “The Global Human Rights of Families”, pg. 212
FOCUS ON SOCIAL CHANGE IN PREVIOUS COUNTRIES: Identify current transnational movements and movement leaders.

Study Day: April 18

April 19: Global Lens Exams and Study Day

Casablanca: April 20-24

A25: A Day Finals

Take-Home Final Exam

April 29: Arrive in Southampton

FIELD WORK AND FIELD WORK ASSIGNMENTS

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field lab.

As part of the course requirements, there are two components to the Field Work for this course: 1) the mandatory Field Lab in India or Morocco as described below, and 2) the ongoing PAS sheet for this country which is group assignment due the next day of class.

- The first part of the experiential component of the course will be met in groups and with PORT ASSIGNMENT SHEETS (PAS). Before each departure, students will work within their assigned group and turn in their PAS the next day of class.
- Each PSA will be unique and specific to the port, in-class readings and discussions.
- Each PSA will have six questions and must responses must be “processed in the group” and typed!
- Assigned groups will be called upon in class to make a presentation of their reflections. And, every group will make a report before the semester is over.
- Finally, the PSAs will be evaluated by two criteria: First, response to the questions and the observations, conversations, in-port investigations requested, and in-depth critical and substantiated analysis using course concepts and ideas in the PSA write ups.

- **GROUPS CAN NOT BE CHANGED WITHOUT INSTRUCTORS PERMISSION!**

- **NO LATE PAPERS AND NO EXTENSIONS!**

Field Lab in India or Morocco

The Field Lab will occur in the port visit of India or Morocco. We will depart SAS ship by bus in the morning, and will return to the ships’ dock areas that afternoon. The purpose of the Field Lab is to visit a Mosque, Hindu or Buddhist Temple, a school and make a Family Home Visit in order to see up-close understanding the interplay between religion, schools, and family life in Indian or Moroccan identity.

Since the family is the central institution that transmits culture to the children, our Lab will explore the interactions between religious activities, philosophies, and rituals, with latent and manifest activities of education. And moreover, how are religious and school interactions reinforced in the everyday lives, conversations, attitudes, and values in middle-class Indian and Moroccan home.

Finally, this lab will also provide an opportunity for you to compare and contrast what you have observed and learned from the class readings, and observations in other ports with what you observe in your own triad between: religious, school, and family life.

Field Assignments for the Lab in in India or Morocco

- Each student will be in a Lab group to complete the Port Assignment Sheet (PAS) which is guided by Instructors theoretical questions from the readings, instructions for observations, and personal reactions to what you witness.
- Each student will take extensive notes throughout the day and participate in discussions.
- Each Student will use these notes to write an extensive five page field lab “brief” comparing the sites visited in India or Morocco to your own experience. Point by point, you will draw on our course readings and observations and experiences to describe and analyze how the pillars of socialization work in this country.
- The two questions your analysis will address are: What is obvious about faith institutions, parenting, schooling, and the sites that make them successful at mainstreaming people into the society’s culture? And, what is also obvious about how these pillars of socialization are not working as well for its youth?
- The Brief and brochures will be done individually. The PAS will be done in a group.

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)*

METHODS OF EVALUATION / GRADING RUBRIC

COURSE GRADE REQUIREMENTS:

Field Lab and Field Assignments	20%
Exams (Objective and Take-Home)	50%
In-Class Assignments	20%
Attendance and Participation	<u>10%</u>
Total	100%

RESERVE BOOKS AND FILMS FOR THE LIBRARY

- **I will bring my own films, short YOU TUBES, and pre-taped panel discussions.**

AUTHOR: Joan Ferrante

TITLE: *Sociology: A Global Perspective*

PUBLISHER: Wadsworth

ISBN #: 10-0495005614

DATE/EDITION: 2006

AUTHOR: Caroline B. Brettel & Carlyn F. Sargent
TITLE: *Gender in Cross-Cultural Perspective*
PUBLISHER: Prentice Hall
ISBN #: 0-13-0174874
DATE/EDITION: 2001

ELECTRONIC COURSE MATERIALS

- **I will not use electronic course materials.**

ADDITIONAL RESOURCES

Students will be expected to use any library and electronic resources that are available on the Ship.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind them to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

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