

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Fall 2013**

**Discipline:** Sociology

**SOC 2503:** Sociology of the Family

**Division:** Lower

**Faculty Name:** Dr. Elaine Leeder

**Pre-requisites:** Introduction to Sociology or lower division social science course

### **COURSE DESCRIPTION**

This course examines what the family is, what it has been and what it is becoming in a global context. The family is usually a group of people who have intimate social relationships and have a history together. However, a family is far more complex and needs to be understood historically, culturally, economically and for us in particular, sociologically. This course examines the family in socio/cultural context and tries to discover the changing nature of the family as societies and economies change. We will study the family in the United States but then make comparisons to the countries we visit, to see that the family changes (both through evolution and revolution) in time, place and context. We will read about families, visit families, and research the nature of family life in the countries we visit.

### **COURSE OBJECTIVES**

- To understand the history of the family in a global perspective
- To understand the social construction of the family and its flexibility in form and substance
- To understand that the family changes over time, often based on the economic needs of the society in which it resides
- To compare the “American” family to families in the ports we are visiting
- To understand that the family is a complex social institution impacted by the forces around it
- To begin to think about the future of the family

### **REQUIRED TEXTBOOKS**

**AUTHOR:** Leeder, Elaine

**TITLE:** The family in global perspective: A gendered journey

**PUBLISHER:** Sage

**ISBN #:** 0-7619-2837-5

**DATE/EDITION:** 2004

**AUTHOR:** Baca Zinn, Maxine, et al

**TITLE:** Diversity in families

**PUBLISHER:** Allyn and Bacon

**ISBN:** 978-0-205-69307-8

DATE/EDITION: 9<sup>th</sup> edition

## **TOPICAL OUTLINE OF COURSE**

### **A1- August 26: Definition of the family**

Leeder, Chapter one

### **A2- August 28: Definition of the family**

Leeder, Chapter one

August 29- September 1: St. Petersburg Russia

### **A3- September 3: Myths of the family; Prepare for Germany and Ireland**

Baca-Zinn, Chapter one

September 5-8: Hamburg, Germany

### **A4- September 9: Debrief on Russia and Germany visits; Theories on the family**

Leeder, Chapter three

Families across cultures: A 30 nation psychological study: Britain (on reserve)

Family diversity in family formation: The second demographic transition in Belgium and the Netherlands deBeer and Deven, (on reserve)

### **A5- September 11: Debrief on Belgium and France visits; History of the family in the west**

Leeder, Chapter four

Baca-Zinn, Chapter two

September 12-16: Antwerp Belgium and Le Havre France

### **A6- September 18: History of the family in global perspective; Debrief on Ireland, Belgium and France**

Baca Zinn, Chapter three

Families across cultures: A 30 nation psychological study: Spain (on reserve)

### **A7- September 24: History of the family in global perspective**

Leeder, Chapter five

## **FIRST PORT OBSERVATION DUE**

### **A8- September 26: Inequality in the family; Prepare for Portugal, Spain and Morocco**

Leeder, Chapter seven

September 27-October 1: Lisbon Portugal and Cadiz Spain

October 3-6: Casablanca Morocco

**A9- October 8: Race and class inequalities**

Baca Zinn, Chapter five

Leeder, Chapter seven

Film: Families in Ghana, 2009, Arden Films: Wilmington Delaware

**A10- October 11: Gender inequality**

Leeder, Chapter six

**A11- October 13: Social construction of intimacy: love and marriage historically**

Baca Zinn, Chapter seven

October 15-18 Tema and Tacoradi Ghana

**A12- October 20: Social construction of intimacy: contemporary marriage;**

Leeder, Chapter eight

Baca Zinn, Chapter eight

Handout on Zulu families

**A13- October 22: Marital dissolution; Prepare for South Africa**

Baca Zinn, Chapter eleven

**A14- October 25: Intergenerational relationships: parenting**

Leeder, Chapter nine

**SECOND PORT OBSERVATION DUE**

**IN CLASS MIDTERM**

October 26-20: Cape Town South Africa

**A15- November 2: Intergenerational relationships: parenting**

Baca Zinn, Chapter, nine

**THIRD PORT OBSERVATION DUE**

**A16- November 5: Sibling relationships**

Leeder, Chapter nine

**A17- November 7: Aging and grandparenthood' Prepare for Argentina**

Leeder, Chapter nine

Handout on Argentinian families

November 8: Study Day

**A18- November 25: Violence and the family**

Baca Zinn, Chapter ten

November 12-16 Buenos Aires, Argentina

**A19- November 17: Violence and the family**

Leeder, Chapter ten

**November 20-22 Rio de Janeiro, Brazil**

**November 25-27: Salvador, Bahia, Brazil**

**A20- November 28; Emerging families in the global era; Prepare for Brazil**

Baca Zinn, Chapter twelve

**FOURTH PORT OBSERVATION DUE**

**3-5 page paper due on the Field Work component on course**

**A21- November 30; What did we learn? The future of the family**

Leeder, Chapter 11

Baca Zinn, Chapter 13

December 2: Study Day

**A22 – December 3: Student Presentations**

**A23 – December 5: Student Presentations**

December 7: Study Day

**A 24 December 8: Final**

**December 9-11: Havana Cuba**

**FIELD WORK**

In the course of this voyage a field assignment will be made for an eight hour experience required for the course. Students will be introduced to family relations in the form of a visit to a marketplace, school or university or lecture from an academic from a university in the port who is a specialist in family relations.

*Goal:* For students to see family relations in operation in one specific port of call

*Activity and Measurement:* The students will meet a specialist in the field and observe families in operation. Later they will write a 3-5 page paper on the assignment

*Percentage of grade:* Twenty percent of the grade for this component

## **FIELD LAB**

Dating, marriage, and family life in Islamic countries are based on the basic tenants of the Islamic faith. The mosque in Casablanca is the third largest mosque in the world and is considered to be one of the most modern mosques with superb architecture. Students will receive an explanation about the basic beliefs of the Islamic people. Religion has a significant influence on everyday life of Islamic people, especially family life. Students will have the opportunity to compare and contrast this mosque with some of the other older mosques that they might have visited elsewhere. Basic precepts of Islam will be reiterated as students walk through the mosque. They will learn the protocol that Muslims have to go through when they come to worship on Fridays. Students are probably curious and intrigued about the structure and functioning of the Moroccan family. How is the Moroccan family different from other families in the Mediterranean region? Students will have the opportunity to see “first-hand” how a Moroccan family lives.

In this Field Lab, participants will have the opportunity to visit the home of a middle-class Moroccan family, spend an evening with them and have dinner with them. The ideal way to see how a family functions is to personally spend time with them, interact with them, and see how they live. The families that we will be visiting will speak English so communicating with them and asking them questions about their lifestyle will not be problematic. The participants will be able to ask them questions and find out more about their dating practices, marriage expectations, marriage customs, family life and Moroccan lifestyle.

## **FIELD ASSIGNMENTS**

Students will be expected to make four different field visits when they are in at least four ports. This assignment will be done independently or in small groups. Students will be asked to observe family life, looking for such phenomenon as gender roles, coupling patterns, uncoupling patterns, parenting and non-parenting, the nature of power and authority within the family, family violence, alternative family forms, family in poverty, and public policies on the family. A prompt will be provided to help the student determine what to look for. It may help the student to engage with others from the society we are visiting to ask such questions of the informant. It is an opportunity for the student to obtain entre into the personal lives of people around the world and learn how different families are, as well as their similarities

## **METHODS OF EVALUATION / GRADING RUBRIC**

Midterm Exam	20%
Final Exam	20%
Port Observations (4)	20%
Field Assignment (8 hours)	20%

<u>Class Participation</u>	<u>20%</u>
	100%

## **RESERVE LIBRARY LIST**

Note to librarian: all listed below found on Link + and Google Scholar

AUTHOR: Joop de Beer and Fred Deven  
 ARTICLE/CHAPTER TITLE: Belgium, and the Netherlands  
 JOURNAL/BOOK TITLE: Diversity in Family Formation: The Second Demographic Transition  
 VOLUME: Boston, Kluwer Academic Publishers  
 DATE: 2000

AUTHOR:  
 TITLE: Handbook of World Families  
 PUBLISHER: Thousand Oaks: Sage  
 DATE: 2005

AUTHOR: Bhalla, A.S.  
 TITLE: Poverty among immigrant children in Europe  
 PUBLISHER: Basingstoke: Plagrave Macmillan  
 DATE: 2009

AUTHOR: James Georgas  
 TITLE: Families across cultures: A 30 nation psychological study  
 PUBLISHER: Cambridge University Press  
 DATE: 2006  
 Chapter 12 on Britain; Chapter 20 on Ghana; Chapter 33 on South Africa and Chapter 35 on Spain

## **ADDITIONAL RESOURCES**

Film: Families in Ghana, 2009, Arden Films, Wilmington Delaware

## **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves 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]."

