

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	Human Development & Family Studies
Course Number and Title:	HDFS 101 Individual and Family Development
Division:	Lower
Faculty Name:	Lisa A. Daunhauer, ScD
Semester Credit Hours:	3

Meeting: A days, 0800-0920 in Vierjahres

Prerequisites: None

COURSE DESCRIPTION

“A frog in a well cannot discuss the ocean, because he is limited by the size of his well.”
—Zhuangzi. As emphasized by developmentalist Jeffrey Arnett, most of us do not fully comprehend the oceanic-like depth of diversity observed in human development! This course will help expand your understanding of the developing person across the lifespan from conception to death as framed in historical, cultural, environmental, and relational contexts. Research and numerous theoretical perspectives will be applied to studying physical, cognitive, and socioemotional change for each period of the lifespan. What will you gain by taking Individual & Family Development? In this course, you will explore human development from conception to death in both the United States and globally. You will learn: 1) theories related to human development and family functioning; 2) major physical, cognitive, and social-emotional development milestones across the lifespan; and 3) transferable skills such as critical thinking and research review in both oral and written forms.

LEARNING OBJECTIVES

This course will explore human development from birth to death in both the United States and globally. Upon successful completion of the course, students should be able to:

- a) Identify and describe the physical, emotional, social, and cognitive changes that occur throughout the life span.
- b) Distinguish among various research strategies used in the study of human development.
- c) Explain major theories, concepts, and topics of interest in the field.
- d) Find and interpret research articles in the field, and synthesize research with course material.
- e) Apply the knowledge and principles of life span development to improve the lives of others.

- f) Recognize the impact of cultural influence and the environment on human development.
- g) Write a technical paper that is in accordance to APA guidelines.

REQUIRED TEXTBOOKS

AUTHOR: Arnett, J. J.

TITLE: *Human development: A cultural approach*

PUBLISHER: Pearson

ISBN #: ISBN-13: 978-0-13-464134-8

DATE/EDITION: 2019, 3rd edition

*[Please note that the required text for this course **EXCLUDES** the **MyPsychLab** package.]

TOPICAL OUTLINE OF COURSE

Day	Topic	Reading	Exams, Assignments
Depart Ensenada, Mexico – January 5			
A1–Jan 7	Overview- Cultural Approach	CH 1	
A2–Jan 9	Theory & Research Methods	CH 1	
A3–Jan 11	Theory & Research Methods Genetics & Prenatal	CH 2, except section 3	
Honolulu, Hawaii – Jan 12			
A4–Jan 14	Genetics & Prenatal Birth & the Newborn	CH 3	Quiz 1
Jan 16–International Date Line crossing (Lost Day)			
A5–January 17	Birth & the Newborn Infancy	CH 4 NY Times story	
Study Day (No Class) – Jan 19			
A6–Jan 20:	Infancy	CH 4	Quiz 2
A7–January 22	Toddlerhood		
Kobe, Japan – January 24-28			
A8–January 29	Toddlerhood Fieldwork Prep	CH 5	
Shanghai, China – January 31 - February 1			
In-Transit – February 2-3			
Hong Kong, SAR – February 4-5			
A9–February 6:	Toddlerhood Early Childhood	CH 5 CH 6	Quiz 3
Ho Chi Minh City, Vietnam – February 8-13			
A10–February 14	Early Childhood (Preschool)	CH 6	
Community Programming (No Class) – February 16			
A11–February 17	Exam 1		Exam 1 (CH 1-6)
Yangon, Myanmar – February 19-23			

A12–February 24	Middle Childhood	CH 7	
A13– February	Middle Childhood		
Cochin, India – February 28 – March 5			
A14–March 6	Adolescence	CH 8	
Community Programming (No Class) – March 7			
A15–March 9	Adolescence	CH 8	
Port Louis, Mauritius – March 11			
A16–March 12	Emerging Adulthood	CH 9	Quiz 4
A17–March 14	Emerging Adulthood	CH 9	
A18–March 16	Young Adulthood	CH 10	
Cape Town, South Africa – March 18-23			
A19–March 24	Young Adulthood	CH 10	
A20–March 26	Middle Adulthood	CH 11	Quiz 5
A21–March 28	Middle Adulthood	CH 11	
Takoradi, Ghana – March 30 - April 1			
Tema, Ghana – April 2-3			
A22–April 4	Late Adulthood	CH 12	
A23–April 6	Late Adulthood	CH 12	Quiz 6
Study Day (No Class) – April 8			
A24– April 9	Course Reflection and Synthesis		Graded Participation
Casablanca, Morocco – April 11-14			
A25–April 15	Exam 2 (not cumulative)		Exam 2 (CH 7-12)
Arrive Hamburg, Germany – April 19			

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course is on Thursday, 25 January in Kobe, Japan

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 at least 20% of the contact hours for each course and are developed and led by the instructor.

The goal for the HDFS 101 field work is to observe aging and aging support services in an Asian culture.

Country: Japan (Kobe)

Objectives:

1. To learn about a Japan's elderly facilities and the services, it provides for seniors and their families and under what circumstances
2. To interact and work with a group of senior citizens of Kobe.
3. To experience and learn about Tai Chi as a traditional practice
4. To evaluate the age-friendliness of the City of Kobe.

Proposal Title #2: East China Normal University

Country: Hong Kong, projected date Feb 5

Idea: A guest speaker will be invited to discuss *Changes in Dating, Marriage, Family Life and Parenting in Contemporary China*. The speaker will address the issue on some of the recent changes occurring in marriage customs and regulations, the changing roles of women, and the importance or diminishing value of the extended family. The class may also discuss the One-Child Policy that China implemented in 1979 and the changes it has undergone.

After the lecture, the students will be taken to a Chinese bazaar, where they will go shopping for groceries for lunch with the hostess and guide. Then, the students will be broken up into groups of 5-7 students, and each group will assist the hostess in preparing lunch at the hostesses' residence. The students will then eat lunch with the hostess and discuss key family issues with her with the help of the interpreter. As part of this field class, the students will be taken to a Confucian temple and a Buddhist temple to see and learn how the Chinese worship.

Objectives:

1. Discuss the changes that are occurring in the Chinese society with regard to dating, marriage
2. Understand the "One Child Policy"
3. Participate in a field trip to visit a local Chinese market to shop for groceries.

Field Class Assignment Paper (20%). You will write a 2- page paper on your experience in the Field Class. First, briefly reflect on your own thoughts and experience with this stage of the lifespan from your own life and experience. Then, for reflection: what did you learn about child/youth wellbeing and child welfare programs in this cultural context during the field class? How does it link to course content and concepts? How did your conceptions of child well-being in children differ from the reality? For discussion, choose one of the following in regards to the field class experience: (a) examine a related developmental theme from a cultural perspective; (b) address the country-specific issue in depth, or (c) prepare a comparative analysis of a topic across cultures. Papers will be evaluated on the following criteria: writing style, organization/integration of material, depth of analysis, and quality of content, and references. This paper will be due at the end of the second ship day following the field class experience.

Independent Field Assignments

Field assignments will be worth 20% of your final grade in this course. For each port you will submit a field assignment for each of 10 countries (USA, Japan, China, Viet Nam, Myanmar, India, Mauritius, South Africa, Ghana, and Morocco). Each field assignment consists of a brief journal entry that is to be approximately 500 words in length, and that describes the way in which the country being written about deals with the field assignment question for

that port. All field assignments (journal entries) are to be submitted online via Moodle before the next class meeting after a country visit. Field assignment questions will be decided during the first few classes, in conjunction with the instructor, and the same question will form the basis for each of your 10 field assignments, allowing for comparisons across countries concerning the issue being examined. You will be submitting 1 field assignment for each of 10 countries visited.

METHODS OF EVALUATION

Class Participation

Class participation is mandatory and will be written (10 points each; assessed randomly; 10 of 12 opportunities counted). Students are given two free passes. There will be no make-up for class participation activities unless it is due to a documented absence. If you miss a class because you are not feeling well, please do not ask to make up class participation. Your free pass(es) can be used for this miss.

Quizzes

There are six quizzes, and the due dates are listed on the course.

Exams

This course will have two multiple-choice exams, each weighted equally. Exams are not cumulative. Exams will cover all textbook, lecture, and any guest-lecture material. Students who will have a sanctioned absence or other valid reason for rescheduling an exam need to request an earlier exam time well in-advance of the exam. Exams should only be missed in the case of emergencies and documentation from Student Case Management will be required to schedule a make-up exam, which may be in essay format.

Final grades will be calculated as follows:

<u>Assignment</u>	<u>points</u>	<u>percentage</u>
Class Participation (10 of 12 opportunities counted)	100	10
Quizzes (1-6; best 5 counted)	100	10
Exam 1	200	20
Exam 2	200	20
Field Class Assignment- Paper	200	20
Independent Field Assignments (1 each port)	200	20
Total Possible	1000	100

GRADING SCALE

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). Pluses and minuses are awarded as follows on a 100% scale:

Excellent Good Satisfactory/Poor Failing

97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

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 promptly before implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months before the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies fundamentally upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's 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.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

Title of Film: Life's Greatest Miracle
Distributor: NOVA

Title of Film: Mad Hot Ballroom
Distributor: Paramount Classics

Title of Film: Speaking in Tongues
Distributor: Patchworks Productions

Title of Film: Raising Julia
Distributor: YouTube

Title of Film: Videos of Death Rituals
Distributor: YouTube

ELECTRONIC COURSE MATERIALS

AUTHOR:

TITLE: Adolescents in India: A desk review of existing evidence and behaviours, programmes and policies.

PUBLISHER: Population Council & UNICEF

ISBN:

DATE/EDITION: 2013

LINK: http://in.one.un.org/img/uploads/Adolescents_in_India.pdf

AUTHOR: Custer, C.

TITLE: The facts about the elderly in China.

PUBLISHER: About News

ISBN:

DATE/EDITION: 2016

LINK: <http://chineseculture.about.com/od/businesseconomy/fl/The-Facts-About-the-Elderly-in-China.htm>

AUTHOR: DiFiore, A.

TITLE: Youth dating culture in urban Vietnam: Attitudes, behaviors and influences

PUBLISHER: SIT Digital Collections

ISBN:

DATE/EDITION: 2011

LINK: http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=2083&context=isp_collection

AUTHOR: Ganle, J.K.

TITLE: Chasing out traditional birth attendants in Ghana: Implications for maternal and newborn health.

PUBLISHER: The Journal of Global Health

ISBN:

DATE/EDITION: April 12, 2015

LINK: <http://www.ghjournal.org/chasing-out-traditional-birth-attendants-in-ghana-implications-for-maternal-and-newborn-health/>

AUTHOR: Gould, C. & Ward, C.L.

TITLE: Positive parenting in South Africa
PUBLISHER: Institute for Security Studies Policy Brief 77
ISBN:
DATE/EDITION: 2015
LINK: <https://issafrica.s3.amazonaws.com/site/uploads/PolBrief77.pdf>

AUTHOR: Hayes, J.
TITLE: Education in Myanmar
PUBLISHER: Facts and Details
ISBN:
DATE/EDITION: 2014
LINK: http://factsanddetails.com/southeast-asia/Myanmar/sub5_5f/entry-3117.html#

AUTHOR: Richard Lloyd Parry
TITLE: Middle-aged virgins: Japan's big secret – So few Japanese are having sex that the country is in peril. Can one man save it?
PUBLISHER: *The London Times*
ISBN:
DATE/EDITION: October 26, 2016
LINK: <http://infoweb.newsbank.com/resources/doc/nb/news/1604332CD8F4BBA0?p=AWN>
B

AUTHOR: Aris Teon
TITLE: Filial Piety in Chinese Culture
PUBLISHER: The Greater China
ISBN:
DATE/EDITION: March 14, 2016
LINK: <https://china-journal.org/2016/03/14/filial-piety-in-chinese-culture/>

AUTHOR: Ministry of Health, Ghana
TITLE: Ghana national newborn health strategy and action plan 2014-2018.
PUBLISHER:
ISBN:
DATE/EDITION:
LINK: http://www.mamaye.org/sites/default/files/Ghana%20Newborn%20Strategy_2014.pdf

AUTHOR:
TITLE: Myanmar
PUBLISHER: Youth Factsheets
ISBN:
DATE/EDITION: 2014
LINK: <http://www.youthpolicy.org/factsheets/country/myanmar/>

AUTHOR: Sampson, L.B. & Madigan, T.J.

TITLE: Dating attitudes and expectations among young Chinese adults: An analysis of gender differences.

PUBLISHER: The Journal of Chinese Sociology

ISBN:

DATE/EDITION: 2016, 3(12)

LINK: <https://journalofchinesesociology.springeropen.com/articles/10.1186/s40711-016-0034-1>

AUTHOR:

TITLE: Children have a right to be protected from corporal punishment

PUBLISHER: UNICEF South Africa

ISBN:

DATE/EDITION: February 2, 2012

LINK: https://www.unicef.org/southafrica/media_10381.html

ADDITIONAL RESOURCES

Potentially my students may need supplies to enhance their Field class day. For example, on a previous field class students designed an interactive English lesson (a game) for elders at a senior center in Hong Kong. This can be finalized once the field class destination is known.