

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 23
Discipline:	Human Development & Family Studies
Course Number and Title:	HDFS 101 Individual and Family Development
Division:	Lower
Faculty Name:	Diego Vega, PhD.
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

In this course, we will explore the development, diversity, and commonalities of humans across the lifespan. We will examine human development from physical, cognitive, social and emotional viewpoints. The major theories of development will be presented and compared. We will analyze the ways that our families influence us and how we, in turn, influence them. We will examine research findings related to the effects of culture and ethnicity on child development, adult development, and aging. In sum, we will examine all stages of development through the engaging lens of culture.

“A cultural view of development provides the greatest opportunity for understanding development over an individual’s entire lifetime.” Jeffrey Jensen Arnet,

Understanding human development and the major milestones throughout the lifespan will help us in all aspects of life, from relational and family experiences, in our personal pursuits, professional encounters, when interacting with the diversity of clients, students, patients, and customers that we will encounter in our career. In the class, we will learn to think and engage as a developmentalist – equipped with the proficiency and understanding of the developing person from infancy to later adulthood and all of the experiences in between. The goals of this course are to enhance critical thinking about human development, to provide a general awareness about cultural and ethnic influences upon development and family systems, and to increase our understanding of research and practice within the field of human development and family studies. Port of call visits will be used to further examine the concepts we discuss and will allow for observations of cultural differences and similarities. For example, rituals of birth, becoming an adult, marriage and death will be considered relative to each country we will visit.

LEARNING OBJECTIVES

Upon successful completion of the course, students should be able to:

- a) Describe the concept of Human Development and explain the importance of applying it throughout the lifespan.
- b) Identify and describe the physical, emotional, social, and cognitive changes that occur throughout the life span.
- c) Understand the reciprocal impact of family and peers on the individual throughout the lifespan.
- d) Distinguish among various research strategies used in the study of human development.
- e) Explain major theories, concepts, and topics of interest in the field.
- f) Find and interpret research articles in the field, and synthesize research with course material.
- g) Apply the knowledge and principles of life span development to improve the lives of others.
- h) Recognize the impact of cultural influence and the environment on human development.
- i) Thoughtfully analyze, compare, and contrast individual and family development in developed and developing countries of the world.
- j) 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

Embarkation Day – January 5

1: Introduction and overview of the course

Learning outcomes, expectations, syllabus and learning projects
Discussion of Field Work: Field Class and Comparative Experiential Project.
Voyage Community Values

Reading: none

2: A cultural approach to Human Development

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 1

Experiential Assignment #1 Due

3: Genetics and Prenatal Development

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 2

Reading: Thirani Bagri, Neha. (June 20, 2021). A controversial ban on commercial surrogacy could leave women in India with even fewer choices.

Tentative: interport student from India

4: Birth and the Newborn Child

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 3

5: Infancy

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 4

Experiential Assignment #2 Due

6: Infancy

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 4

Reading: Cultural Atlas. (nd). Kenyan Culture.

Tentative: interport student from Kenya

7: Toddlerhood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 5

8: Early Childhood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 6

9: Exam 1 (up to Class 8)

10: Early Childhood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 6

11: Middle Childhood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 7

Tentative: interport student from Aqaba

12: Adolescence

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 8

13: Emerging Adulthood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 9

Reading: Cultural Atlas. (nd). Cypriot Culture.

14: Emerging Adulthood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 9

15: Exam 2 (from class 9 to class 14)

16: Young Adulthood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 10

Reading: Cultural Atlas. (nd). Greek Culture.

Experiential Assignment #3 Due

Tentative: interport student from Greece

17: Young Adulthood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 10

18: Middle Adulthood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 11

Reading: Cultural Atlas. (nd). Croatian Culture.

19: Preparation for Field Class

20: Late Adulthood

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 12

Reading: Cultural Atlas. (nd). Spanish Culture.

21: Death and Afterlife Beliefs

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 13

22: Death and Afterlife Beliefs

Reading: Arnett, J. (2019). Human development: A cultural approach. Chapter 13

Field Class Paper DUE

23: The Well-Being of Children in Morocco

Reading: Loudghiri, K., Fazouane, A. & Zaoujal, N. (2021). The Well-Being of Children in Morocco: What Barriers?

24: Exam 3 (from class 16 to class 24)

25—**FINAL CLASS:** Summing up and what we have learned from our voyage.

Disembarkation Day — April 20

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 a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 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 each course.

Field Class Title: Discovering the age-friendly features of the visited city

Outcomes:

Field Class Learning Objectives:

1. To learn about a (city to be determined) 's elderly facility 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 (city to be determined)
3. To experience and learn about Thai Chi as a traditional practice
4. To evaluate the age-friendliness of the (city to be determined)

This field class will help students evaluate the age-friendliness of the (city to be determined) by participating in Tai Chi class and by sharing with the residents of a Senior Center.

Activities: Tai Chi is a graceful exercise that combines thought and action and is developed from an ancient martial art that reflects Taoist philosophy. The essence of Tai Chi is a combination of control and balance. We will join local people in a public park to practice Tai Chi with the guidance of a Tai Chi Master. During this practice we will have a break, then we will have a chance to discuss the history and benefits of Tai Chi with Tai Chi master, including the different forms of Tai Chi.

Afterwards, we will visit a senior center where we will meet with the center's director who will explain to us about the services they provide. We will have an opportunity to discuss how these issues are similar and different from the issues in our home countries in the class. We will also share some organized activities with the residents.

Assessment: You will then create a Public Service Announcement (PSA) to help raise awareness to the issues we saw in Shanghai and throughout the world. You will need to use both the field lab experience and the information we learn in class to create this PSA. The PSA can be in the form of a pamphlet, advertisement, song, video, etc. Be creative and more importantly effective

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Throughout this course, students will complete three 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. Introduce yourself by sharing something about your background and interests (e.g., academic major, international experience, career goals). What other courses are you taking in this voyage? In reviewing the syllabus, what topics or countries are you most interested in learning about and why? (5% of grade).

Experiential Assignment #2 will ask students to reflect on their own transition process from youth to adulthood, where or how do you see yourself in terms of transitioning from being a young person into adult life? How do you think your culture has influenced this transition? After discussing this material in class, students will then write a short reflection paper integrating the concepts with their own process of transition into adulthood. Detailed instructions will be given in class. (10% of grade)

Experiential Assignment #3 has two objectives. The first one is to involve the student in the research process. The second one is to help the student understand the contemporary situation of the world that we live in and understand the impact that some of the forces of globalization have on our lives. Students will complete a “mini-research” exercise on race and ethnicity following chapter 11 of the book “Sociological Research: Exercises for the global age”. Detail instructions will be given in class. Students may form small groups to work together for this assignment. (10% of grade)

METHODS OF EVALUATION

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

- 10% Attendance and Participation
- 45% Exams (three)
- 20% Field Class & Field Class Assignment
- 25% Comparative Experiential Project (three activities)

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).

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. Each exam is worth 15% of your grade.

GRADING SCALE

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 academic partner institution).

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

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
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	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. 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.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

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 letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

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.

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

AUTHOR: Chirico, J.
TITLE: Sociological Research Exercises for the Global Age
PUBLISHER: Sage
ISBN #: 978-1-4129-7765-4
DATE/EDITION: 2009

FILMS

TITLE OF FILM: Life's Greatest Miracle
DISTRIBUTOR: NOVA

TITLE OF FILM: Babies
DISTRIBUTOR: Studio Canal

TITLE OF FILM: Mad Hot Ballroom
DISTRIBUTOR: Paramount Classics

TITLE OF FILM: Gender revolution : a journey with Katie Couric
DISTRIBUTOR: National Geographic

TITLE OF FILM: Still doing it: the intimate lives of women over 65
DISTRIBUTOR: New Day Films

TITLE OF FILM: Tough guise violence, media, and the crisis in masculinity (most recent)
DISTRIBUTOR: Media Education Foundation

TITLE OF FILM: Families of India
DISTRIBUTOR: Master Communications, Inc.

ELECTRONIC COURSE MATERIALS

Alma M. L. Au, Stephen C. Y. Chan, H. M. Yip, Jackie Y. C. Kwok, K. Y. Lai, K. M. Leung, Anita L. F. Lee, Daniel W. L. Lai, Teresa Tsien, & Simon M. K. Lai. (2017). Age-Friendliness and Life Satisfaction of Young-Old and Old-Old in Hong Kong. *Current Gerontology and Geriatrics Research*. doi:10.1155/2017/6215917. Retrieved from <https://doi.org/10.1155/2017/6215917>

Cultural Atlas. (nd). Croatian Culture. (<https://culturalatlas.sbs.com.au/croatian-culture>)

Cultural Atlas. (nd). Greek Culture. <https://culturalatlas.sbs.com.au/greek-culture>

Cultural Atlas. (nd). Spanish Culture. <https://culturalatlas.sbs.com.au/spanish-culture>

Cultural Atlas. (nd). Kenyan Culture. <https://culturalatlas.sbs.com.au/kenyan-culture>

Cultural Atlas. (nd). Cypriot Culture. <https://culturalatlas.sbs.com.au/cypriot-culture>

Loudghiri, K., Fazouane, A. & Zaoujal, N. (2021). The Well-Being of Children in Morocco: What Barriers? *Child Indicators Research*, 14, 2285–2324. (<https://doi.org/10.1007/s12187-021-09844-x>)

Thirani Bagri, Neha. (June 20, 2021). A controversial ban on commercial surrogacy could leave women in India with even fewer choices. *Time*. (<https://time.com/6075971/commercial-surrogacy-ban-india/>)