



Internationalizing the Curriculum Project

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CFS 157 Marriage & Family Life – 3 Credits

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- Course Description: Study of marriage and the family as a social system, including models of family analysis, intro- and interpersonal relations, and cross-cultural and historical patterns. Prerequisites: None
- Texts:
 - Marriages and Families: Making Choices in a Diverse Society*, Mary Ann Lamanna & Agnes Riedmann, Wadsworth Publishing, 2000. (Required).
 - Marriage & Family 00/01*, Annual Editions by Dushkin/McGraw-Hill (Optional).
 - Maggie's American Dream*, by James Coomer, MD (Optional).

International Component Summary/Content Areas

International Focus: An international focus has been integrated into this course, allowing a student-directed approach that utilizes learning option choices. Learning options offer a wide range of opportunities designed to utilize the student's learning style through an exploration of international marriage and family issues. Instructional methods may include extended power point lectures, videos, work packets, web searches, case studies, and/or essays. Students may also choose to demonstrate new knowledge through the development of collages, sculptures, drawings, paintings, poetry, literature, sketching and/or role-play.

Topics, Description of Material and Integration, Approach, Special Assignments and Activities:

I. Families

Case Study: A Closer Look at Family Diversity: An Asian Immigrant Talks about Discrimination.

Web search: Exploring Family Units – an international look at how other family units are shaped in other cultures. Students prepare a presentation to share within a small group format.

Video: The Global Maternal Dilemma (TLC Series: "The Human Sexes with Desmond Morris") -- a global perspective of the issues of combining the needs for women to work outside of the home and the needs of caring for young children. In small groups, students explore the "price of motherhood" as an international issue.

II. Committing to Each Other

Video: Arranged Marriages (A& E Love Chronicles Series)

Web search: "Arranged and Inter-sect Marriages" the pros and cons of Muslim inter-religious marriages. Student-led class discussion accompanies this topic.

Case Study: "An East-Indian Student's Essay on Arranged Marriages"

III. Power and Violence in Families

Power point presentation with extended work packet: "Intimate Relationships: Issues of Power and Control"

Students, in pairs, conduct Internet search on international issues of family violence, and make mini-presentation to class

IV. Mating and Dating

Video: Patterns of Love (TLC Series: "The Human Sexes with Desmond Morris") -- a global view of mating rituals in contemporary society with an historical overview

Essay: Students complete independent research and write a compare/contrast essay and a focused essay that deals with an international marriage and family perspective.

V. Our Sexual Selves

Video: The Language of the Sexes (TLC Series: "The Human Sexes with Desmond Morris") -- a global view of sexuality and sexual practices. In pairs, students compare and contrast sexual practices of other countries to the United States.

Web search: Students conduct a web search on issues of female genital mutilation.

Success and Special Challenges

Students have initially resisted the essay requirements of the class, citing "this isn't an English class!" – however, I found that most of the resistance stemmed from students' "fear" of essays. Using web-based resources compiled by the GCC English Department, students were given outline and writing formats, resource guidance and willingness on the part of the instructor to serve as a facilitator and editor. Students submitted outlines, opportunities were provided for consultation with faculty and upon submission of completed outlines, students were allowed to rewrite and resubmit. This approach seemed to ease student fear and lowered the initial wave of resistance.

Tips/Suggestions to Instructor

Students, while having heard the words "culture, ethnicity, diversity," are still not certain how these issues impact them in today's society. Future internationalized Marriage and Family classes will include an exploration of the student's own culture and an increased exposure to other international marriage and family issues. Students seem truly unaware that rituals and practices in other cultures are "normal" for those cultures and they seem to suffer from "tunnel vision" in their ability to accept that while some practices fall outside the accepted norm in the United States, those practices are socially acceptable in other countries.

Resources

Attached

Syllabus/Course Outline

Attached

SYLLABUS AND COURSE OUTLINE: CFS157, MARRIAGE AND FAMILY LIFE













Course Description: This class is designed to help you understand the dynamics of marital and family relations. It focuses on conditions that enhance and impede healthy individual development and family well being. With a deeper understanding of your options throughout the life cycle, you will be better able to make effective decisions at each stage. During the semester we will:

- Explore family relationships throughout the life cycle including dating; mate selection, marriage, parenting, divorce, remarriage and widowhood.
- Develop a cross-cultural understanding of marriage and family relationships.
- Gain a perspective of families in the past, the present and as projected for the future.
- Develop an understanding of the difference between healthy and dysfunctional family systems.
- Increase awareness of diverse attitudes and values regarding intimacy, marriage and family relationships.

Teaching Method: My goal is to help you seek an understanding of the relevance of theory to your personal lives. This involves active participation in the learning process. Discussion is not only encouraged; it is expected. I look forward to lively discussion, meaningful exchanges of opinions and well-prepared students. It is your responsibility and obligation to the learning community to complete the required readings and/or activities prior to class; otherwise you will be unable to participate. Attendance is crucial.

My class may be different than any other college courses you have taken. Unless you have taken courses from other GCC faculty who employ the multiple intelligence approach to learning. Just as choices and options are part of real life, you will be presented with various learning options that will facilitate learning the content of this class.

The use of lecture time will vary, depending on the learning objective. Class time may be used for clarifying written materials, introducing new material, small group activity, discussion, independent work projects and/or identifying and applying principles and concepts. During the course of this semester many of the following experiences may be utilized:

-  Multi-media presentations
-  Power Point Lectures
-  Learning options
-  Small group discussions
-  Essays
-  Role playing
-  Collaborative learning activities
-  Independent work projects
-  Internet-based research/work packets
-  Self assessment tools
-  Interactive games
-  Individual and/or group student presentations

Cooperative Learning: Research shows that cooperative learning enhances the learning process. However, in order for cooperative learning to succeed, active participation by all students is essential. As an active participant, you will be offered opportunities to enhance your critical thinking skills, strengthen your relationship with other students, and deepen your understanding of the subject matter.

Textbooks:

- 📖 Marriages & Families: Making Choices in a Diverse Society by Lamanna and Riedmann
- 📖 Marriage & Family 00/01 Annual Editions by Dushkin/McGraw-Hill
Note: the Annual Editions are *optional*. Details to be given in class.
- 📖 Maggie's American Dream by James Coomer, MD
Note: this book is *optional*. Details to be given in class.

Course Expectations & Assumptions: The instructor's role in this class is to provide a framework that includes theory, best practices, activities and assignments for students to utilize in developing understanding, knowledge, and skills. I care very much about how, and what you learn in my class, but I believe that you are responsible for participating in learning from the activities I provide. I will make myself accessible for discussion and feedback as often as needed, and I encourage you to see classmates as equally valuable resources for your learning. I do not view you as a vessel in which I am to pour the nectars of knowledge. Rather as a facilitator of classroom learning, I see myself as a partner with you on this journey. The learning experience that can be yours will not solely happen within the four walls of my classroom; the intensity and depth of your learning must be intrinsically driven. The vast majority of your learning will come when you apply classroom discussions and activities, outside assignments and readings to real-life experiences.

This class requires an extensive amount of outside preparation and reading. It will be impossible to cover all chapters and all issues of marriage and family life in class. Be prepared to read many of the chapters and complete many assignments as self-directed experiences.

*International Focus:

1. Students choosing the term paper option will concentrate their efforts on one of the following topics:
 - Challenges of a World Economy
 - International Adoptions
 - Challenges of Ethnic Discrimination in Family Life (Global Context)
 - Terrorism and War ~ The Affect on Family Systems
 - Strengthening Marriages and Families: The Ongoing Challenges of Living in a Global World
2. All students will write two essays.
 - The first assignment, a compare/contrast essay, will focus on a study of dating, marriage rituals of an ethnic group different than yours. You will compare/contrast those rituals to those of your own ethnic group.
 - The second assignment, a focus paper, will concentrate on an international family issue that you discover in your textbook or through classroom discussion and/or videos presented in class.
3. Additionally, classes will view and evaluate videos that address the issues surrounding:

- Patterns of Love (Global Context)
- The Global Maternal Dilemma
- Arranged Marriages
- Languages of the Sexes

* Note: some assignments have an international component. Details to be discussed in class.

Grading/Evaluation: NON-HONORS SECTION ONLY

751 - 850 = A
 651 - 750 = B
 551 - 650 = C
 451 - 550 = D
 0 - 450 = F

HONORS SECTION ONLY

850 - 900 = A
 700 - 849 = B
 600 - 699 = C
 500 - 599 = D
 0 - 499 = F

Paper/Pencil Tests: Tests are optional – it is your choice to acquire points through test taking. Tests will cover assigned textbook chapters. There is a maximum of 5 short tests, as noted in the course outline. ScanTron answer sheets and a #2 pencil or softer are required.

Due Dates:

Due Dates will be announced. All Learning Options/Choices for this course have a written component – a reflective learning/understanding paper. Some Learning Options/Choices also have a presentation component. Some Learning Options/Choices only have a written component. Failure to submit your written Learning Options/Choices and Required Class Documents assignments (even if you have an official excused absence) at the beginning of the class period in which they are due will cause your grade to be lowered by 25% per day that they are late. Officially excused absences will be brought to the instructor’s attention at least two class periods prior to absences. Students with officially excused absences must submit their assignments prior to the due date or they are subjected to the late submission penalties as outlined in this section. Late assignments are considered received as of the date that the instructor receives the assignment. It is in your best interest to deliver late assignments personally to the instructor.

Learning Options/Choices that have a presentation component must be presented on the announced day. There are no make-up days for this component. Students who fail to present their learning options/choices on the scheduled day will forfeit 75% of the total points possible for the learning option/choice.

Extra Credit: Choosing and completing desired Learning Options/Choices, utilizing your best efforts, will keep you occupied. There is no need for additional assignments.

Work Standards of Submission: Students are provided with learning options/choices work standards. It is imperative that students review these standards and ask questions

BEFORE the work is submitted. Work that does not comply with work standards will lose points or not be accepted for credit. See Works Standards of Submission section.

Portfolios:

All WRITTEN work (INCLUDING THE CORRESPONDING EVALUATION OR GRADING SHEET) is to be kept in your classroom folder. A filing cabinet, marked with your class and section number, is located near the classroom door. The classroom filing cabinet stores all student classroom folders and is retained by the instructor at the end of the semester. ALL PORTFOLIOS ARE TO BE KEPT IN THE CLASSROOM AND UPON COMPLETION OF THE COURSE, REMAIN THE PROPERTY OF THE INSTRUCTOR. IT IS THE STUDENT'S RESPONSIBILITY TO DUPLICATE COPIES OF WORK THEY CHOSE TO RETAIN.

Portfolios are to be submitted on the date scheduled for the final exam. This date is noted in the course outline. Note: although your assignments may be submitted at different intervals during the semester and then returned to you, it is YOUR RESPONSIBILITY to retain all WRITTEN work and EVALUATION OR GRADING SHEETS and submit a completed portfolio at the end of the semester. You will be provided a file folder to use as your course portfolio. Keep in mind that your course portfolio REPRESENTS your work and is what you will use to justify your grade.

Portfolios are tallied at the end of the semester. Incomplete portfolios are tallied as they are presented on the final class meeting date. If you are not present on the final day of class, your portfolio will be tallied as is. You will not be granted the opportunity to contact the instructor after the final class day for the purpose of adding additional work to your portfolio. Failure to retain your work in the classroom folder is the sole responsibility of the student! Do not remove your class folder from the classroom.

Attendance:

Class attendance is essential. Learning is an active process and it is simply impossible for you to participate if you aren't here. I am not sympathetic to those who complain that the class is too early or the roads are too crowded at certain times of the day. If you weren't in class, you'd likely be working, and your boss wouldn't tolerate your inability to show up, either.

Family emergencies, job or health related issues sometimes prevent students from attending class. This is understandable. That's real life. You are allowed four (4) unexcused absences. Excused absences, as defined by the GCC General Catalog, section Official Absences, must be submitted to the instructor prior to the absence.

Attendance is taken at the beginning of each class. Upon the fourth (4th) absence the instructor retains the right to issue a withdrawal (with either a grade of W or Y). I strongly suggest that you be selective in the four absences allowed before a drop occurs.

Missed Work:

If you are unable to attend class, it is your responsibility to contact other class members, NOT THE INSTRUCTOR. It is in your best interests to exchange phone numbers with members of your class. If you are absent and fail to contact a class member outside of class, it is NOT appropriate to conduct a "catch-up" conversation with a class member during an on-going class session. This class is highly interactive; class discussions and activities are impossible to replicate. Work packets are an extension of class power point presentations. There are NO opportunities to recreate

this learning experience; therefore, students who are absent on the day of a power point presentation (with an accompanying work packet) will FORFEIT the points for the work packet. YOU ARE RESPONSIBLE FOR ANY CLASS/COURSE CHANGES ANNOUNCED DURING YOUR ABSENCE.

Inability to complete course:

If you are unable to complete the course, it is your responsibility to request an official withdrawal by the college official withdrawal deadline. Failure to file an official withdrawal may, at the discretion of the instructor, result in a failing grade.

A grade of "incomplete" will only be available in the event of a serious illness or other extenuating circumstances. Upon approval of the instructor, a contract that is discussed between student and instructor will be filed with Admissions and Records. Students must complete the requirements within 6 months of the end of the term, or as noted on the contract or the grade will be determined in accordance of the written contract.

Arriving Late or Leaving Early:

When you make an appointment with a friend, you expect him or her to be on time. Your employer, too, depends on you to arrive promptly each day. Likewise, I plan to start class on time and expect that you will be there. Occasionally, you may find it necessary to arrive late. In that case, I would certainly prefer that you come after class has started rather than miss the entire period. However, tardiness should never develop into a pattern.

The instructor will verbally notify those students who find that a pattern of tardiness has developed that all-subsequent tardiness will be viewed as an unexcused absence.

Please don't leave early unless you have checked with me prior to the beginning of class. Its called common courtesy!

Class Atmosphere:

Any true discussion involves personal exposure and thus the taking of risks. Your ideas may not jibe with your neighbors'. Yet as long as your points are honest and supportable, they need to be respected by all of us in the classroom. Encouragement, questions, discussion, and laughter are a part of this class, but scoffing is never allowable, just as rude or disruptive behavior will be viewed as a disruption of the learning process and the instructor will have the student removed from class

Other courtesies:

- ☺ Students are not permitted to bring children or unregistered adult guests to class meetings.
- ☺ Noting that personal disclosure may transpire, audio and video taping is not allowed.
- ☺ Pagers MUST be placed on "vibrate" mode. Cellular phones must either be turned off or placed on "vibrate" mode. The instructor considers class interruptions from pagers and/or cell phones as a personal sign of discourtesy.
- ☺ Side conversations, while the instructor or other students are talking, will not be tolerated. This will be considered a sign of rudeness.
- ☺ Student Conduct: Students always contribute to a positive classroom environment. However, in the event an individual's behavior becomes disruptive and interferes with the teaching and learning process, the situation will first be discussed privately with the student. If the

behavior continues, the student will be referred to the appropriate college administrator, as per the GCC Student Handbook.

Miscellaneous Issues:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, you need to notify the Disability Services and Resource office, located on the GCC campus. Telephone number is 623- 845-3577. The instructor is very approachable regarding accommodations (my son is a student who receives services from the Disability Services and Resource office). Talk with me – I will work with you, if you work with me!

Plagiarism is deliberately handing in another person’s material as your own. Plagiarism is NOT ACCEPTABLE IT IS STEALING. It belittles you. Any evidence of plagiarism will result in the assignment being rejected. Any evidence of repeated plagiarism will result in an F for the course.

Course Outline

CFS 157 MWF

(We will attempt to follow the outline; however, I reserve the right to make changes to suit the needs of the learner.)

Week/Dates	Topic/Activities
#1	Course Overview, Learning Styles Inventory, Learning Contract, 4 C’s of Accountability, Assignment Discussion, Discussion of International component
#2	Historical Overview of the Family
#3	Family Structures
#4	Gender Issues
#5	Sexuality
#6	Mating and Dating
#7	Marriage Issues – Committing to each other
#8	Marriage Issues
#9	Divorce and its impact on children
#10	Divorce and its impact on individuals
#11	Communication Issues
#12	Relationships between Parents & Children
#13	Family Violence
#14	Work, Families and Stress
#15	Families in the Future

RESOURCES: CFS157, MARRIAGE AND FAMILY LIFE

I found the following resources helpful; additionally, I found my book representatives very generous in supplying me with a wide range of resources on cultural issues. Ask – it worked for me!

- Arms, K. G., Davidson, J. K., & Moore, N. B. (1992). Cultural Diversity in families. Dubuque, IA: Wm. C. Brown Communications, Inc.
- Hraba, J. (1994). American Ethnicity. Itasca, Illinois: Peacock Publishers, Inc.
- Mordecai, C. (1999). Weddings: dating & love customs of cultures worldwide. Phoenix, AZ: Nittany Publishers.
- Morey, A. I. & Kitano, M. K. (1997). Multicultural course transformation in higher education. Needham Heights, MA: Allyn & Bacon.
- Videos: See titles under Topics section.