

Course Description and Rationale - This course will investigate patterns of courtship and marriage from evolutionary, cross-cultural and historical perspectives. Part of this course pivots on an age-old question - that of the relative effects of biological programming vs. cultural and personal life experiences in the shaping of ideas, values, and behavior. This issue has in the past sometimes been referred to by the somewhat simplistic phrase “nature vs. nurture.” Since the 1980s the nurture-nature debate has been invigorated by strong arguments, sometimes backed up with compelling evidence, by those on the pro-nature side of the debate. Many of these arguments focus on the arena of human courtship and mating. Though biological determinism in the past was often associated with racism and justifications for male domination over females, the most trenchant pro-nature arguments of today are not stigmatized by such associations. But they are also not unopposed by powerful arguments in favor of a culturally constructed view of human love and marital relationships.

This course fulfills the General Education C requirement - A key purpose of this requirement is to allow students to develop an awareness of the diversity of human cultures and specifically to deepen their understanding of one or more non-western cultures. In accordance with the C requirement standards you will write two essays, in one of which you demonstrate your understanding of a point of view that reflects your grasp of a basic cultural perspective or belief that is not typical of Western cultures. The second essay will require that you explain how a particular institution or cultural system functions to support the society wherein it exists, or promotes the interests of a specific group within that society.

Course Goals - This course will familiarize students with some of the cross-cultural and biological evidence pertaining to the roots of romantic love, courtship and marriage. Some typical patterns in contemporary love and marriage and in the historical development of these phenomena in the West will be reviewed and analyzed. Upon its completion a student will be able to (1) cite and evaluate studies that have aimed at explaining the genetic bases of male and female human courtship patterns; (2) explain how natural selection plays a part in favoring some genetic patterns in courtship behaviors of both humans and non-human species; (3) explain the significance of cross-cultural research in seeking universal human patterns of courtship-related behavior and identify some of the limitations of cross-cultural research; (4) correlate important love and marriage patterns with family structure and economic patterns in peasant and modern urban societies; (5) demonstrate a familiarity with the key cross-cultural terms for marriage and courtship arrangements and identify their relationships to other cultural features; (6) identify gender-related behavior patterns that foster equality or inequality between women and men in various societies; (7) explain how economic, technological and social historical patterns in the modern U.S. have helped shape courtship behavior; and, (8) identify key ideals in Western romantic ideology and explain how they do or do not correlate with real courtship and marriage experiences.

Texts

Why We Love: The Nature and Chemistry of Romantic Love by Helen Fisher

Intimacies: Love and Sex across Cultures edited by William Jankowiak

Passionate Uprisings: Iran's Sexual Revolution by Pardis Mahdavi

Additional Articles

The following articles are on electronic reserve and can be accessed via the Olin Library:

Charles Lindholm: "Love and Culture," from *Culture and Identity* (2001)

Bernard Chapais: "Evolutionary History of Pair Bonding," from *Primeval Kinship* (2008)

Glenn Wilson and Qazi Rahman, from *Born Gay* (2008)

Marjorie Shostak: "Taking Lovers," from *Nisa: The Life and Words of a !Kung Woman* (1981)

Robert L. Moore and Li Wei: "Modern Love in China," from *The Psychology of Love* (2011)

Gwen Raverat: "Propriety," from *Period Piece* (1991)

Beth Bailey: "Calling Cards and Money," from *From Front Porch to Back Seat* (1988)

Willard Waller: "The Rating and Dating Complex," *American Sociological Review* 2: 727-34 (1937)

Ann Swidler: "Love and Marriage," from *Talk of Love* (2001)

Dorothy Holland: "How Cultural Models Become Desire," *Human Motives & Cultural Models* (1992)

Academic Standards, Attendance and Participation - You should expect that class assignments will require two to three hours outside of class for every hour in class. Budget your time accordingly. Attendance is crucial for success in this course. Come to class prepared. Don't be shy about taking the initiative to help move the class discussion along. Raise points that you think are worth special attention and ask questions on points that are unclear. More voices make things more interesting, and everyone should have an opinion about the key issues in the material covered. Don't let unexpected circumstances such as illnesses throw you off. Prepare ahead in completing your assignments so that even if personal or other events cut into your schedule, you will be able to hand everything in on time.

Grades - Grades will be based on three in-class exams (25% each), the third of which is the final exam. Quizzes and other in-class and take-home writing assignments will, all together, be worth 25%.

Grading scale:	93-100	A	87-89	B+	77-79	C+	67-69	D+	0-59	F
	90-92	A-	83-86	B	73-76	C	63-66	D		
			80-82	B-	70-72	C-	60-62	D		

Credit Hour Statement - This course is a four-credit-hour course that meets 7.5 hours per week for six weeks. The value of four credit hours results from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average about 2.75 hours of outside work for every hour of scheduled class time, or about 10.6 hours a week (double that for our course which meets for two week's worth of time in one week). In this course, the additional outside-of-class expectations are Reading of three books and 10 supplementary articles (45 hours), four take-home assignments (34 hours), seven quizzes (21 hours) and three exams (24 hours).

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires commitment to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.” Material submitted electronically should contain the pledge, submission implying signing.

Plagiarism: You must distinguish clearly between your work and the work of others. To do otherwise may constitute plagiarism. The formal policy is: “If you fail to acknowledge borrowed material, then you are plagiarizing. Plagiarism is literary theft. When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote. When you paraphrase another’s words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea. A plagiarist often merely changes a few words or simply rearranges the words in the source.”
(*Harbrace College Handbook*, p. 407)

Video and Test Make-ups: Video and test make-ups are available only with excused absences.

*Be sure to refer to your **Rollins** email address regularly since assignments and other information will be sent to you at that address. This **class is available on Blackboard**. Check the Assignments and Course Materials sections of Blackboard regularly.*

TPJ Center Support: Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (Box 2613) - Thomas P. Johnson Student Resource Center. Appointments can be scheduled by calling 407-646-2354 or email: gridgateway@rollins.edu

Semester Schedule: The schedule on the following page provides a general outline for the items to be covered, the readings, take-home assignments and exams for the summer session. Changes in specific dates may occur and it is the student's responsibility to keep up with any changes by attending class regularly and consulting Rollins email.

COURSE OUTLINE

DATE	TOPIC	READING
May 19	Introduction: A Three-part Model of Love (S-P-A)	
May 21	Evolution & animal mating patterns Mating patterns: Humans & Other Primates Quiz 1: Fisher (pp. 1-50)	Fisher: pp. xi - 98
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May 26	Mate Choice & Marriage Quiz 2: <i>Jankowiak & Paladino</i> Take Home Assignment 1: Lindholm vs. Jankowiak	Fisher: pp. 99-180 <i>Jankowiak & Paladino</i> <u>Lindholm</u>
May 28	Models of Pair Bonding, Parental Care & Aggression Gender & Same-Sex Bonding Take Home 2: Chapais – Origins of Human Pair Bonding	Fisher: pp. 181-219 <u>Wilson & Rahman</u> <u>Chapais</u>
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June 2	EXAM 1 Levels of Social Organization: Hunting & Gathering, etc.	
June 4	Matrilineality, Polygyny & Polyandry Quiz 3: Wardlow	<i>Hewlett & Hewlett</i> <u>Shostak</u> <i>Wardlow, Tiwari</i>
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June 9	Chinese Ethnic Groups: Han, Lahu & Mosuo Essay 1: Tibetans, Mosuo and Us	<u>Moore & Wei, Du</u>
June 11	Gender, Romance & Economic Leverage	<i>Smith, Brennan</i>
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June 16	EXAM 2 Quiz 5: Kinzer	<u>Kinzer</u> Mahdavi: pp. 1-103
June 18	Iran's Youth Rebellion Quiz 6: Mahdavi	Mahdavi: pp. 104-310 <i>Jankowiak & Mixson</i>
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June 23	Essay 2: Iran Quiz 7: Waller	<u>Raverat, Bailey, Waller</u> <u>Swidler, Holland</u>
June 25	FINAL EXAM <i>The Great Happiness Space</i> – Love & Despair in Osaka's Clubs	

Readings in *italics* are from the Jankowiak book, *Intimacies*. Readings underlined are electronic sources that will be sent to you or available on Blackboard. For Kinzer, Bailey, Waller & Holland, the password is "love."