

Unification Theological Seminary: Registration for Winter Session Courses Open!

Thomas G. Walsh
December 23, 2022

The graphic features a dark grey background with a large white star in the center. At the top, the text "REGISTRATION OPEN" is in bold white, with "WINTER SESSION COURSES" below it in a lighter white. Two circular portraits are shown: on the left, Professor Lynn Walsh, a woman with glasses and a blue top; on the right, Dr. Mari Curry, a woman with dark hair in a purple top. Below each portrait is a black rounded rectangle with white text: "MARRIAGE, FAMILY AND HUMAN DEVELOPMENT" for Professor Walsh and "PRACTICUM IN TEACHING UNIFICATION THOUGHT" for Dr. Curry. At the bottom of each column, the names "Professor Lynn Walsh" and "Dr. Mari Curry" are written in white.

UTS is offering two online courses during our winter session: Join Prof. Lynn Walsh for PST 5303 Marriage, Family and Human Development (January 13 - 27, 2023) or join Dr. Mari Curry for EDU 5606 Practicum in Teaching Unification Thought (January 9 - 27, 2023).

Learn more or register now: Current students may register for these courses directly in Populi (UTS' Student Information System). New students are invited to email admissions@uts.edu to submit an application and receive instructions on registering for courses.

PST 5303 Marriage, Family and Human Development

To be held online via the Canvas platform from January 13 - 27, 2023 - [Syllabus](#)

Professor Lynn Walsh's Course, "Family and Human Development" looks at Marriage and Family in the broader context of Human Development and the International Community.

Professor Walsh has been an NGO leader on Family-related issues at the UN Headquarters in New York for over a decade. She currently serves on the Executive Committee and as Recording Secretary of its NGO Committee on the Family.

A trained social worker and a UTS graduate, Prof. Walsh brings valuable insights and shares what she learned from her work at the UN and in the discipline.

EDU 5606 Practicum in Teaching Unification Thought

To be held online via the Canvas platform from January 9 - 27, 2023

Join this 1-credit Practicum on teaching Unification Thought. Dr. Mari Curry, a UTS graduate, has served as a Vice President of Family Federation USA, as the National Director of Family Federation's Education Programs, and currently serves as President of the Research Institute for the Integration of World Thought (RIIWT)

Marriage, Family, and Human Development
Spring Intensive 2023

Marriage, Family, and Human Development
Spring 2023
3 Credits
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Syllabus

I. DESCRIPTION

Marriage and the family have been central pillars of society throughout millennia. Students will be introduced to the biological, psychosocial, socioeconomic, and cultural factors that influence human development, and which may strengthen or weaken peace-building capacities such as self-discipline and empathy. Focus will be given to the role of cohesive families as essential for building healthy, stable, just, and inclusive societies. The class will examine research and best practices indicating ways in which family structure and relationships are relevant to efforts to achieve the United Nations Sustainable Development Goals including poverty eradication, educational attainment, reduction of violence, and women's empowerment. With this in mind, attention will be given to family-related issues and the work of UPF, as well as that of other NGOs and Faith-based Organizations at the United Nations. Social policies and trends, related to marriage and the family will be discussed. Approaches to human flourishing will also be explored, that is, the ability to live a pro-social life of deep meaning, fulfillment, and service to others in the family, community, and world.

No pre-requisites

II. OUTCOMES

Upon the completion of the course, students will be able to:

1. Demonstrate scientific and theoretical knowledge of the interplay between the parent-child relationship and personality development through the lifespan including socioemotional and peace-building capacities such as self-discipline and empathy.
2. Articulate what a healthy family is and explain the difference that marital commitment makes to a couple's stability, satisfaction, sexual fidelity, conflict management, economic status, and ability to contribute to society compared to cohabitating, transitory, and other couple formations.
3. Evaluate how family related policies, cultural influences, and social trends have affected marriage and the family.
4. Give examples of how stable families contribute to human development and the achievement of the United Nations Sustainable Development Goals such as violence reduction, poverty eradication, educational attainment, mental health, children's wellbeing, and women's empowerment.
5. Describe and analyze national policies and programs or initiatives of NGOs and faith-based organizations such as community services, educational projects, media campaigns, and best practices which have measurably promoted and strengthened the family and human development.

Assessment Rubrics

Outcomes	Needs Improvement	Progressing	Good	Excellent
1. Demonstrate scientific and theoretical knowledge of the interplay between the parent-child relationship and personality development through the lifespan including socioemotional and peace-building capacities such as self-discipline and empathy.	Demonstrate some theoretical knowledge of the interplay between the parent-child relationship and child development.	Demonstrate some scientific and theoretical knowledge of the interplay between the parent-child relationship and child and adolescent development and well-being. Apply this understanding to moral development.	Demonstrate scientific and theoretical knowledge of the interplay between the parent-child relationship and child and adolescent development, well-being, and pro-social capacities. Apply this understanding to moral development and relationship skills.	Utilize a strong scientific and theoretical knowledge to analyze the interplay between the parent-child relationship and child and adolescent development, well-being, and pro-social capacities. Apply this understanding to specific examples such as self-discipline empathy, self-sacrifice, and conflict management.
2. Articulate the key elements of a healthy family. Explain the difference that marital commitment makes to a couple's stability, satisfaction, sexual fidelity, conflict management, economic status, and ability to contribute to society compared to cohabitating, transitory, and other couple formations.	Describe at least two key elements of a healthy family. Explain some differences between the general outcomes for couples when married compared to couples cohabitating.	Describe at least four key elements of a healthy family. Explain several differences between the general outcome and quality of the relationship for couples when married compared to couples cohabitating. Demonstrate some knowledge of the impact of couple instability on social issues.	Describe in depth at least four key elements and dynamics of a healthy family. While referring to research, correlate several differences between the general outcomes and quality of the relationship for couples when married compared to couples cohabitating and other couple formations. Demonstrate knowledge of healthy couple formation and the impact on social stability.	Describe and analyze at least four key elements and dynamics of a healthy family and how these are maintained. Utilizing specific data, explain numerous differences between the outcomes and quality of the relationship for couples when married compared to couples cohabitating and other couple formations. Explain healthy couple formation and dynamics and the impact of couples' stability on society.
3. Describe and evaluate how family related policies, cultural influences, and social trends have affected marriage and the family. Evaluate how policies and social trends have weakened the family and affected human development in the world as reflected in the UN Human	Describe how one social trend has weakened the family and negatively affected human development in at least one region in the world.	Articulate and evaluate how one family related policy and a few social trends or cultural influences have weakened the family and could be negatively correlated to human development in at least two regions in the world with reference to global data.	With reference to global data, articulate and analyze how some family related policies and key social trends or cultural influences have specifically weakened the family and can be negatively correlated to human development and achieving a few of the SDGs in several regions in the world	With supportive data from HDR, SDGS and/or World Family Maps, articulate and analyze how several and specific family related policies, key social trends, and cultural influences can be negatively correlated to human development and achievement of SDGs

Development Report (HDR) and Sustainable Development Goals (SDGs).				in several regions in the world.
4. Give examples of how stable marriages and families contribute to human development and the achievement of the United Nations Sustainable Development Goals (SDGs) such as decreasing violence, poverty eradication, educational attainment, and women's empowerment.	Give one example of how stable marriages and/or families generally contribute to human development and the achievement of one of the SDGs.	Give two examples of how stable marriages and families generally contribute to human development and the achievement of one or two of the SDGs with reference to supportive data..	With reference to supportive data several examples, explain how stable marriages and families specifically contribute to human development and the achievement of at least two of the SDGs such as decreasing violence, poverty eradication, educational attainment, and women's empowerment..	With reference to supportive data and several examples, explain how stable marriages and families specifically contribute to human development and the achievement of at least three of the SDG such as decreasing violence, poverty eradication, educational attainment, and women's empowerment.
5. Describe and analyze national policies and programs or initiatives of NGOs and faith-based organizations such as community services, educational projects, media campaigns, and best practices which have measurably promoted and strengthened the family and human development.	Describe a national policies and programs or initiative of NGOs or faith-based organizations such as community services, educational projects, media campaigns, and best practices which have promoted and/or strengthened the family.	Describe and analyze national policies and programs or initiatives of NGOs or faith-based organizations such as community services, educational projects, media campaigns, and best practices which have promoted and/or strengthened the family.	Describe and critique national policies and programs or initiatives of NGOs or faith-based organizations such as community services, educational projects, media campaigns, and best practices which have measurably promoted and/or strengthened the family.	Describe and critique national policies and programs or initiatives of NGOs or faith-based organizations such as community services, educational projects, media campaigns, and best practices which have measurably promoted and/or strengthened the family. Offer specific suggestions for improving the effectiveness in any of these initiatives.

III. REQUIREMENTS

1. Pre-Intensive Assignments:

A. Students are required to watch all pre-recorded video presentations/lecture and read assigned readings before the intensive.

B. Students will submit video or power point introducing themselves, their family, and a positive role model in their family or life. See Assignments for details below.

C. Students will write a paper on their observations from the Human Development Index Report and the status of their country and one other. See Assignments for details.

2. Intensive Assignments

A. Students answer all discussion questions and respond to at least two students' submissions per question on the Discussion Board.

B. Students write two reflections on the class discussion.

C. Students attend the zoom interview with Susan Roylance, the author of the two required books. On January 24 at noon EST.

WRITTEN ASSIGNMENTS

1. Pre-intensive Written Assignments

A. Digital Story of your Family

Choose a particular family member, couple, event, or tradition which taught you positive values, attitudes, morals, practices, etc. Remember, trials and challenges can shape us positively as well as positive role models. Create a power point or 2 ½ to 3 ½ minutes video with your narration about your experience and how it shaped you. In the beginning please briefly you introduce yourself by stating where you are from, whether you are living with your parents, married, have children, etc. This presentation is due the first day of class and will be shared on the discussion board that day.

2 ½ to 3 ½ minutes video or power point (6 -10 sides) with your narration. 50 pts. Due January 13.

B. Paper Examining and Comparing UN Human Development Index and the Status of the Family in Two Countries

1. Define what Human Development is in the UN global sense.

2. Explore the Human Development Indexes, Human Index Reports, World Family Maps, and other sources of your choice, to gain knowledge of the status of your country and another country that contrasts yours. The second country would contrast yours because of GDP, region, culture, government system, etc.

3. Research some of the indices related to the general HDI categories of "long and healthy life, knowledge, and/or decent standard of living". From other sources such as the World Family Maps (published several different years with different foci) research the status of the family (rate of marriage, divorce, cohabitation, single-motherhood, etc.) of both countries. You do not have to (and cannot) cover all the issues but choose what interests you and focus on those.

4. Summarize what you found referring to the data. Give your analysis. Does there appear to be a correlation between the status of families and one or more of the indices? Why do you think there is a correlation? What did you find that you expected and what surprised you?

5 - 6 pages including citations, 1,250 - 1,500 words, 200 pts. Due January 13.

2. Intensive Written Assignments

C. Discussion Board

Answer Discussion Board Questions, usually 2- 3 questions. Post on the Discussion Board your answers to each module's questions on the first day of the Module. Give at least two responses to other students for each question by the next day and continue the discussion into the third day of the Module. Discussion should indicate knowledge of the reading material and give effort to in your responses to expand the discussion with your thoughts and questions.

60 pts. Per Module, total of 300 pts.

D. Two Reflection Papers

Articulate your new insights following the class discussions and responses.

1. After all the discussion from of Module Two and Three write a reflection. 300 words. Due January 22. 100 points
2. After all the discussion from on Module Four and Module Five write a reflection. 300 words. Due January 27. 100 points

3. Post-Intensive Written Assignment

E. Final Paper on Why the Family is Important for the Attainment of the SDGs and what Can Be Done to Promote and Strengthen the Family for that Purpose

Submit paper proposal for approval on or before January 22. Students are welcome to propose alternative ideas.

7-10 pages, word count of 2,000 – 2,600, including citation page. Due February 24. Total 250 pts.

1. Submit a brief summary of your proposed final paper with key bullet points on or before January 22.
2. Focus on a Problem: Choose an area related to one or two of the SDGs: (economic development, mental health, community or domestic violence, poverty, sexual violence, poor education, youth unrest, maternal mortality, care of the elderly or disabled, gender inequity, climate, etc.). Discuss the prevalence of this problem supported by data. Approximately 300 – 400 words
3. Argue how a weakening or decline of healthy families specifically contributes to this (these) problem. Support your argument with data. Approximately 500- 600 words
4. Factors and Attempts which have Failed and/or Weakened the Family: Choose one or two either policies, programs, educational platforms, cultural influences, religious institutions, etc. that have caused or exacerbated part of the problems, or only partially helped alleviate the problem - by weakening the family. Describe and analyze these factors as to why and how they weaken the family. Supportive citations are a plus. Approximately 400- 600 words
5. Pro-family Alternatives: Explore existing programs, campaigns, educational or service projects (not discussed in detail in the class) that are effective and give evidence for their effectiveness Could they be improved in specific ways? You could suggest new policy strategies or improvements which could improve their effectiveness. You could suggest and describe a new program or educational effort that would better strengthened the family in order to achieve the SDGs. Include evidence that this approach would have a positive impact. Hopefully this could be something you might consider advocating or actually carrying out in your nation or community. 400-600
5. Optional Creation of Your Program: Write a preliminary or detailed design for a pro-family community project, social service, cultural program, educational curricula, national or local policy, family intervention, etc. Describe your target population and why this specific approach would be appropriate. This could be something that you could promote or administer in your country or mission. Approximately 300- 400 words - can be included in your total minim word count.

IV. GRADING

Grading is based upon:

1. Power point or video on you and your role model: 50 pts.
2. Paper on Two Countries Human Development and Family Status: 200 pts
3. Discussion board participation: 300
4. Two reflection papers: 200 pts.
5. Final Paper on The SDGs, Human Development and Family Strengthening Strategies: 250 pts.

Grading Rubric:

In calculating the final grade for the course, letter grades for assignments are converted into the following numerical equivalents, and the total is then converted back to a letter grade:

A 97 A- 91.5 B+ 87

B 82	B- 77	C+ 72.5
C 67.5	C- 62.5	D+ 57.5
D 53	D- 50	F 0

This scale severely penalizes Fs. Therefore, it is better to hand in a poorly done assignment than not to hand one in at all.

In computing the cumulative grade point average (G.P.A.) the following quality point scale is used:

A 4.00	A- 3.67	B+ 3.33
B 3.00	B- 2.67	C+ 2.33
C 2.00	C- 1.67	D+ 1.33
D 1.00	D- 0.67	F 0.00

Incompletes are given only when there are compelling medical or personal reasons.

*See college catalog for a detailed grading policy.

NETIQUETTE

When posting online or by email, you need to follow the same ethical standards and laws as you would in face-to-face communications. Your language should be respectful of faculty members and fellow students. Do not post private or confidential information about anyone, and do not provide personal information that could put yourself at risk. The Seminaries LMS has robust security measures to protect communication between teacher and student. Yet please be aware that anything that you post in discussions and groups in which other students participate can be retrieved by others and copied.

Do not download and share course materials without permission of the instructor, as this may violate copyright. UTS reserves the right to delete postings on UTS maintained sites that are considered insensitive, harassing or illegal. Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the Student Code.

Academic Integrity

It is the college policy that “Each student’s work shall be the product of his or her own effort. Plagiarism and other acts of academic dishonesty are serious violations of academic integrity. The penalty for a violation of this nature is suspension or dismissal.”

Students will receive an “F” grade for plagiarism or academic dishonesty. What constitutes plagiarism and how to avoid it will be explained at the first class meeting. Paraphrasing, citation, quotation, and other writing methods of writing will be introduced. Incident of plagiarism or other dishonesty will be reported to Academic Dean and penalized according to the college policy. All your works are checked by anti-plagiarism computer program.

VI. TEXTS

Required Texts:

Both texts are available digitally for free online at <http://www.familycapital17sdgs.org/>

Both are available on Amazon.com with prices from \$5.00 to \$20.00

Roynance, Susan, Editor, The Family and the MDGs: Using Family Capital to Achieve the 8 Millennium Development Goals, Doha International Institute for Family Studies and Development: Doha, Qatar, 2012
ISBN 978-0-615-60137-3 51995

Roylance, Susan, Editor, Family Capital and the SDGs: Implementing the 17 Sustainable Development Goals, World Congress of Families: Rockford, Il., 2016
ISBN 978-0-692-77260-7 51995

Articles, reports, and other resources will be made available on Canvas for other required reading.

Many helpful resources are listed in the Bibliography.

VII. INTENSIVE PLAN OF STUDIES: Five Three-day Modules

1. January 13 - 15: Human Development: Global Problems and Social Trends
2. January 16 - 18: Marriage as Fundamental to Societal Stability
3. January 19 - 21: Parenting and the Development of Optimal Human Capacities
4. January 22 - 24: The Family's Impact on the Sustainable Development Goals and Human Development
5. January 25 - 27: Solutions and Prevention from Nations and NGOs: Policies, Programs, Education, and Initiatives

The instructor may make changes to the schedule.

MODULE 1 January 13 - 15: Human Development: Global Problems and their Measurement and Trends

Lecture 1: What is Human Development? What are the key global problems? What indices should we examine which relate to family?

Videos:

HDI video overview

HDI video 2018 and Video 2021

Readings:

Human Development Index Report 2012- 22, Introduction and peruse the report to gain familiarity
<https://hdr.undp.org/system/files/documents/global-report-document/hdr2021-22overviewenpdf.pdf>

HDI Report 2018-2019, Introduction and peruse report to make some comparison

Mahbub Ul Haq, Reflections on Human Development, Preface and Chapter 2

Roylance, Susan, The Family and the MDGs, pp. iii. – 27

Roylance, Susan, Family Capital and the SDGs, pp. iii. – 6

Lecture 2: Why have some major political bodies ignored the family? What social trends or ideologies that have weakened or attacked marriage and the family?

Readings:

Yenor, Scott, "Sex, Gender, and the Origin of the Culture Wars: An Intellectual History, June 30, 2017 ,Heritage Foundation, https://www.heritage.org/gender/report/sex-gender-and-the-origin-the-culture-wars-intellectual-history?_ga=2.170462816.1145551173.1508162745-1173877983.1499298644

"Healthy, Happy, Hot", International Planned Parenthood Foundation

Video:

Mary Eberstadt, What Causes Secularism? Austin Graduate School of Theology: 27 minutes
<https://www.youtube.com/watch?v=4Me9hsoDIP8>

MODULE 2 January 16 - 18: What is a Healthy Marriage and Family and Does it Matter?

Lecture 3: What are human beings? What is marriage? What is sex? What is the family and what functions do they serve in society?

Readings:

Arp, Claudia et al., Family Enrichment: Programmes to Foster Healthy Family Development, Chapter 6, pp. 150-168. Scanned

Anderson, Ryan, Marriage: What is it, Why it Matters and the Consequences of Redefining It. March 11, 2013: Heritage Foundation: <http://www.ohiofamilyrights.com/Reports/Special-Reports-Page-3/Marriage-What-It-Is-Why-It-Matter--and-the-Consequences-of-Redefining-It.pdf>

West, Christopher, Our Bodies Tell Us God's Story: Discovering the Divine Plan for Love, Sex, and Gender, chapters 1, 7, and Conclusion

Lecture 4: Sex Differences: Challenges or Complementarity? What makes a Marriage Strong?

Readings:

Brizendine, Louann, Love, Sex and the Male Brain, March 25, 2010 (scanned) <https://ginecoweb.com/wp-content/uploads/PDF/Love%20Sex%20and%20the%20male%20Brain.pdf>

Bouton, Catherine, Peeling Away Theories on Gender and the Brain, April, 2010, New York Times, http://www.cordelia-fine.com/uploads/9/5/1/2/95121544/nyt_review.pdf

Levenson, R. W., Carstensen, L. L., & Gottman, J. M. (1993). Long-term marriage: Age, gender, and satisfaction. *Psychology and Aging*, 8(2), 301–313. <https://doi.org/10.1037/0882-7974.8.2.301>

Gottman, John, <https://www.johngottman.net/wp-content/uploads/2011/05/Psychology-and-the-study-of-marital-processes.pdf> (long but abstract and summary are helpful)

Video:

Summary of Gottman's 7 Principles, 8 Minutes

<https://duckduckgo.com/?q=gottman+method+7+principles&t=chromentp&atb=v314-1&iax=videos&ia=videos&iai=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dxqy80nR1hug>

MODULE 3 January 19 - 22: Unique Role of Parenting for Optimal Human Development

Lecture 5: Early Childhood, Parenting, and Human Development; What factors promote optimal child development?

Readings:

Ulanowsky, Carole, Infant Mental Health: Evidence for Enquiry: Factors Affecting Optimal Development, retrieved from What About Children?

Videos:

Still Face Experiment with Young Children and Mother:

<https://duckduckgo.com/?q=still+face+experiment+youtube&atb=v314-1&iar=videos&iax=videos&ia=videos&iai=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DydwBVAYLHTs>

Attachment Theory: Ainsworth Stranger Experiments with Young Children:

<https://duckduckgo.com/?q=ainsworth+strange+situation+experiment&atb=v314-1&iar=videos&iax=videos&ia=videos&iai=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DPnFKaaOSPmk>

Lecture 6: What parenting units and parenting styles are the most effective for moral and character formation?

Readings:

Alberto Alegre, Parenting Styles and Children's Emotional Intelligence: What do We Know? The Family Journal, Volume 19, Issue 1, p. 56 -62

Trouble with Discipline? Focus on character, not punishment – Thomas Lickoma
<https://mercatornet.com/parenting-discipline-character/81582/>

Alvare, Helen, "Equality Alongside Diversity to Build a Stronger Union: The Role of the Family in the Melting Pot", in Witte, John, eds. The Impact of the Family on Character Formation, Ethical Education, and the Communication of Values in Late Modern Pluralistic Societies, Wipf and Stock: Eugene: OR, pp. 275-290

Making Mothers Matter, Gender equal parenting, 4.10.22:<https://makemothersmatter.org/making-the-case-for-gender-equal-parenting-vital-for-early-childhood-development-and-a-transformative-tomorrow/#>

Due January 22: Proposal for Final Paper. In order to receive the instructor's approval for your paper, submit a one or two paragraphs summary and bullet points or outline of the main points.

MODULE 4. January 23 - 25: Sustainable Development Goals and Human Development as Impacted by the Status of the Family

Lecture 7: How does the status of the family impact Human Development and SDGs such as Demographics, Mental Health, Economy, National Security, Community Violence, Domestic Violence, Maternal and Infant Mortality, Climate?

Readings:

The Demographic Future: What Population Growth—and Decline—Means for the Global Economy

Nicholas Eberstadt, Foreign Affairs, Vol. 89, No. 6, The World Ahead (November/December 2010), pp. 54-64 (11 pages)
Published By: Council on Foreign Relations

Yang, Harry, China's Population Crisis May Be Its Achilles Heel, Brown Political Review, November 4, 2022
<https://brownpoliticalreview.org/2022/11/chinas-population-crisis-may-be-its-achilles-heel/>

Population Growth and its Implications for Global Security, [Robert J. Walker](#), American Journal of Economics and Sociology, First published: 06 September 2016 (abstract)

World Family Map 2014, Family Instability and Child Health in the Developing World, Laura H. Lippman, W. Bradford Wilcox, and Renee Ryberg, Child Trends,
https://www.socialtrendsinsitute.org/upload/2014_WorldFamilyMap_SocialTrendsInstitute_english.pdf

World Family Map 2013: World Family Change and Child Well-being Outcomes, One, Two or No Parents: Children's Living Arrangement and Education Outcomes around the World, Lippman, Laura, Ryberg, Renee, Wilcox, Bradford, Child Trends, <https://resourcecentre.savethechildren.net/pdf/7198.pdf>

Video: Demographics; Sam Sturgeon, Wheatley Institute, 2012 Is the Family Really at Risk: Examining Demographic Trends in Family, Why matters around 36:00 to 40:00
<https://www.youtube.com/watch?app=desktop&v=HQNyRrlvwYU>

Video: Nicholas Eberstadt, De-Population Bomb, Hoover Institute, 2022,
<https://www.youtube.com/watch?v=uNdnlrkx-wg> (excellent but one hour)

Lecture 8 - Live Zoom meeting on January 25, Wednesday at noon EST. We will be interviewing Susan Roylance, the editor of both of the MDGs and SDGs books. She will be sharing about her husband's and her many years working in Africa and presently Guatemala with projects which reduce poverty and hunger and bolster the family. Attendance is mandatory however it will be recorded if it is impossible to attend.

MODULE 5. January 26 - 28: Anthropological Solutions and Prevention from Nations and NGOs: Policies, Programs, Education, and Initiatives

Lecture 9: What role can NGOs take to promote marriage and the family to better achieve the SDGs?

Readings:

Reports and videos: (UPF's programs at the UN)

Honoring Mothers' and Fathers' Hard and Gratifying Journey. View the presentation by Drs. Cowan:
<https://www.upf.org/united-nations/global-day-of-parents/2022/10238-insightful-research-discussed-during-upf-s-un-global-day-of-parents-webinar>

Families and Technologies: The Harmful Impact of Social Media. View both speakers and Ambassador of Oman
<https://www.upf.org/united-nations/international-day-of-families/2021/9542-challenge-of-porn-and-harmful-social-media-focus-of-un-webinar>

UPF and other NGOs projects in the Field:

UPF Report: Service clean-up program in Japan;
<https://www.upf.org/united-nations/international-day-of-families/2018/8025-upf-japan-observes-un-international-day-of-families-2018>

UPF Report: Interfaith support of the family in Nepal:
<https://www.upf.org/united-nations/international-day-of-families/2016/7088-international-day-of-families-observed-in-nepal>

UPF Report: Marriage education and Blessing in Congo:
<https://www.upf.org/united-nations/international-day-of-families/2021/9524-three-hundred-guests-upf-congo-s-commemoration-of-un-international-day-of-families>

Video:

Care for Life program <https://careforlife.org/>

Lecture 10: What pro-family and pro-natal policies, programs, and initiatives have been or could be affective in achieving the SDGs?

Readings:

Fractured Generations: Crafting A Family Policy for Twenty-First Century America
[Allan C. Carlson](#), Transaction Publishers 2013

UPF Video and report: Fertility Decline and Sex-Ratio Imbalance: Geopolitical Ramifications. View Ambassador of Hungary and Lyman Stone.
<https://www.upf.org/marriage-and-family-reports/9849-fertility-decline-and-sex-ratio-imbalance-geopolitical-ramifications>

Selected chapters in the Roylance books will be added here.

VIII. BIBLIOGRAPHY:

Books:

Barron-Cohen, Simon. *The Essential Difference: The Truth about the Male and Female Brain*. New York: Basic Books, 2003.

Bradbury, Bruce, Corak, Miles, Waldfogel, Jane, and Washbrook, Elizabeth. *Too Many Children Left Behind: The U.S. Achievement Gap in Comparative Perspective*, New York: Russell Sage Foundation, 2015.

Carlson, Allan C. *Fractured Generations: Crafting A Family Policy for Twenty-First Century America*. Illinois: Transaction Publishers, 2013.

Cherlin, Andrew J. *The Marriage-Go-Round: The State of Marriage and the Family in America Today*, New York: Alfred A. Knopf, 2009.

Eberstadt, Mary. *How the West Really Lost God: A New Theory of Secularization*. PA: Templeton Press, 2013.

Eberstadt, Mary. *Primal Screams: How the Sexual Revolution Created Identity Politics*. MA: Templeton Press, 2009.

Girgis, Sherif, Anderson, Ryan, George, Robert P. *What is Marriage? Man and Woman: A Defense*. New York: Encounter Books, 2012.

Glendon, Mary Ann and Blankenhorn, David, eds. *Seedbeds of Virtue: Sources of Competence Character, and Citizenship in American Society*. New York: Madison Books, 1993.

Haq, Mahbub Ul Haq. *Reflections on Human Development*, Oxford: Oxford International Press, 1995

High Noon. *Core of the Universe: God's Vision for Love, Sex, and Intimacy*. WA: High Noon, 2021.

Karen, Robert. *Becoming Attached: First Relationships and How They Shape Our Capacity of Love*. New York: Oxford University Press, 1998.

Kaufman, Eric and Wilcox, Bradford W. *Whiter the Child? Causes and Consequences of Low Fertility*. Boulder: Paradigm Publishers, 2013.

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Websites: more to be added

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