

## CHFD 3920: Issues in Family Systems Spring 2008

Instructor: Jaime L. Dice

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Class Location: Dawson Hall, Room 206

Email: jdice@uga.edu

Office Hours: By appointment

Class Time: 9:05-9:55

### Required Text

Anderson, S. A. & Sabatelli, R. M. (2002). *Family Interaction: A Multigenerational Developmental Perspective*. Boston: Allyn and Bacon.

Additional readings are posted on WebCT and are noted in the syllabus.

### Course Description

Using lecture, readings, and discussion, in this course we will explore the multiple tasks that families undertake throughout their lives. We will examine family issues over the lifespan with a special emphasis on family research and theory, transitions in families, intergenerational relations, and diversity in families. In addition, we will consider the effects of various social issues on the American family.

### Course Objectives

1. To examine major theoretical approaches to the study of families.
2. To identify adaptations in family structure and interactional patterns during family transition.
3. To explore the impact of various social issues on American families.
4. To consider the diversity within and between families.
5. To gain an understanding of intergenerational family dynamics.

### Course Expectations

Students are expected to actively participate in class discussion and to respect the viewpoints of others. In completing the readings, students should attempt to identify major concepts and definitions. Completion of this course requires the following: 1) attend class and participate in discussions and activities, 2) read assigned readings and select additional readings, 3) present on 2 articles during the semester, 4) complete all written assignments, and 5) complete 5 exams.

### Grades

<u>Assignment</u>	<u>Points</u>
Attendance	90
Meeting	10
Exams	600
Quizzes	200
2 Article Reviews	100
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TOTAL	1000

<u>Grade</u>	<u>Percentage</u>
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	59% and below

## **Course Assignments**

1. **Class Attendance and Participation** (90 points): There are 39 class days. Attendance will be taken 18 of those dates. Each day attendance is taken you have the opportunity to earn 5 points, and days will be selected at random. Your total points in this category will be based on the number of days you are present when attendance is taken and if you participate in class discussion.
2. **Meeting** (10 points): Students will sign up to meet with the instructor before the midpoint for 15 minutes.
3. **Exams** (600 points): Five in-class exams will be given. The first four will be worth 100 points each and will not be cumulative, though some knowledge from previous class periods will be necessary to respond to questions. The final exam will be worth 200 points and is cumulative. All questions will be derived from class lectures, assigned readings, student presentations, and other class-related activities.
4. **Quizzes** (200 points - 20 quizzes): Quizzes will be posted on WebCT. Quizzes will cover only material from the textbook or other assigned readings that you are expected to have read before the quiz. Each quiz will be 10 questions in length and will be worth 10 points. Please be aware that sharing information regarding the content of quizzes with others is a violation of UGA's policy on academic honesty and will not be tolerated.
5. **2 Article Reviews**

**Assigned article review** (50 points): For this assignment, you will read and summarize a current article from a peer-reviewed, scientific journal that you will select from the list of articles on the syllabus. The review should be about one to two pages and in bullet point or outline form. In addition, you will write 3 exam multiple choice questions about the article. Bring a printed copy of your review and questions to turn in on the date it is due with the grading rubric page stapled to the front and filled out with your name and the date. In addition, you will post your review on the discussion board on WebCT for your classmates to read. The title of your discussion posting should include the author's names and dates as they are written on the syllabus. You are also expected to actively contribute to the in-class discussion on the date your article review is due. The grading rubric page is included at the end of this syllabus.

**Your choice article review** (50 points): For this assignment, you will locate, read, and summarize a current article (1997 – 2008) from a peer-reviewed, scientific journal. The review should be at least one page and in bullet point or outline form with the sections listed below. In addition, you will write 3 exam multiple choice questions about the article. Bring a printed copy of your review and questions to turn in on the date it is due with the grading rubric page stapled to the front and filled out with your name and the date. In addition, you will post your review on the discussion board on WebCT for your classmates to read. The title of your discussion posting should include the author's names and dates as they are written on the syllabus. You are also expected to actively contribute to the in-class discussion on the date your article review is due. The grading rubric page is included at the end of this syllabus.

## **Course Policies and Procedures**

### **Academic Honesty:**

Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, or using any source of information that is not common knowledge. Students who assist other students in academically dishonest acts are in violation of the policy. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty is: [http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

Students with Special Needs:

Students with special needs should inform the professor immediately to ensure a class environment that will be conducive to an optimal learning experience.

Protection of Private Information:

If you have requested a restriction of your personal information please call or email the instructor as soon as possible and we will have another way of taking role and addressing names in class.

Please note that 810 numbers will now be used instead of social security numbers for all identification purposes at the University. Please contact the instructor if you are unsure of how to locate your 810 number or if you prefer to use some other form of identification.

E-mail & Web Access Requirement:

Lecture outlines may be posted on WebCT. Additionally, class announcements will be made via email through WebCT. Students who do not have a MyID need to go to the following web site: <https://www.arches.uga.edu/myid/> and follow the instructions. Once you have a MyID email it to the instructor so you can be added to the class. Please inform your instructor if you notice any problems with your grades as they are recorded.

Accessing Articles in the Online Databases

1. Go to <http://www.libs.uga.edu/>
2. If you are on campus, you will not need a password to access the GALILEO database. If you are off campus, you will need a password. To get the password, click PasswordforGALILEO@UGA under Research Help.
3. Go to <http://www.libs.uga.edu/>
4. Select the PsychInfo Database
5. Type keywords in the Search box

Missed or Late Assignments:

You are responsible for turning in written assignments at class time. Turning in late assignments will NOT be permitted without approval of the instructor prior to the date the assignment is due. If you have a conflict with any assignment due dates or test dates please see the instructor at least three days in advance to make alternative arrangements. If an assignment is missed due to a medical or family emergency, the student is expected to make every effort to notify the instructor prior to the due date. If the student wishes to turn the assignment in late, the student must provide proof of the emergency.

No make-up exams will be given without a valid excuse which must be written by your doctor, a law enforcement officer, or other professional in which an explanation is given regarding the seriousness of the issue that prevented the student from completing the exam. Written explanations from family members and friends will not be accepted. Students are expected to contact the instructor by phone or email prior to the exam. It is the student's responsibility to schedule the make up exam with the instructor within three days from the original exam date.

Format for Assignments

All assignments must be typed, double spaced, in 12 point Times New Roman font. Please bring a printed copy of your paper to class on the date due.

Questions on Grading and Assignments:

If you have questions or concerns about an assignment that has been graded, you may address these concerns in writing by providing the original work and your comments.

**Tentative Schedule & Assignments**

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC</b>	<b>WORK DUE</b>	<b>CLASS READING DUE</b>	<b>ASSIGNED REVIEW DUE</b>	<b>YOUR CHOICE REVIEW DUE</b>
<b>1</b>	January 7	Introduction – Orientation to class				
	January 9	Defining Family				
	January 11	Variety in Families: Poly, Gay, & Single Parent Families	Quiz 1	A&S CH 1		
<b>2</b>	January 14	Brain Development Guest Speaker: Diane Bales				
	January 16	Contextual Models: Race, Ethnicity, and Culture	Quiz 2	A&S CH 5 (p. 72-81)	Wilson & Koo, 2006	
					White & Gilbreath, 2001	
					Stacey & Bilarz, 2001	
					Patterson, 2001	
	January 18	The Parent-Child Relationship Discipline, Values, Process vs. goods	Quiz 3	A&S CH 12	Sayer et al., 2004	
				Simons et al., 2000		
				Hilton & Desrochers, 2002		
<b>3</b>	January 21	<b>DR. MARTIN LUTHER KING DAY</b>		<b>NO CLASS</b>		
	January 23	Guest Speaker				
	January 25	Attachment	Quiz 4	Ainsworth, 1989	NICHD, 1997	
<b>4</b>	January 28	Single Parent Households	Quiz 5	A&S CH 17	Lansford et al., 2001	
					Greeff & Ritman, 2005	
					Hampden-Thompson & Pong, 2005	
					Kleist, 1999 (in library: )	
	January 30	Single Parent Households				
February 1	<b>EXAM 1</b>					
<b>5</b>	February 4	Transition to Adolescence and Adulthood	Quiz 6	A&S CH 6 (p. 91-101)	Simons, Simons, & Wallace, 2004	

					Bynner, 2005		
					Manning & Lamb, 2003		
	February 6	Guest Speaker			Bulcroft & Teachman, 2004		
					Seltzer, 2001		
	February 8	Guest Speaker	Quiz 7	A&S CH 11	Nomaguchi & Milkie, 2003		
					Cairney et al., 2003		
					Bouchard et al., 2006		
<b>6</b>	February 11	Transition to Parenthood Individualism vs. Unity vs. anti parenthood			Cowdery & Knudsen-Martin 2005		
					Glade et al., 2005		
					Harwood, McLean, & Durkin, 2007		
	February 13	Mate Selection	Quiz 8	A&S CH 7	Sprecher, et al., 2006		
	February 15	Cohabitation versus Marriage/Changing Face of Marriage			Hall, 2006		
<b>7</b>	February 18	Guest Speaker: Couple Relationships					
	February 20	<b>EXAM 2</b>					
	February 22	Transition to Marriage - Mandatory Premarital Counseling	Quiz 9	A&S CH 8	Huston, 2001		
<b>8</b>	February 25	Communication and Intimacy	Quiz 10	A&S CH 9			
	February 27	Intimate Partner Violence Guest Speaker					
	February 29	Conflict/Quarreling	Quiz 11	A&S CH 10	Pauli-Pott & Beckmann, 2007		
					Du Rocher Schudlich et al., 2004		
<b>9</b>	March 3	Divorce and Family Stress	Quiz 12	A&S CH 16	Amato, 2001		
					South, Trent, and Shen, 2001		

					Williams & Dunne-Bryant, 2006	
	March 5					
	March 7	<b>EXAM 3</b>				
	March	<b>SPRING BREAK!!!</b>				
	March					
	March					
<b>10</b>	March 17	Vacations, Holidays, & Traditions				
	March 19	Middle Adulthood	Quiz 13	A&S CH 13	Goetting, 1986	
	March 21	Middle Adulthood				
<b>11</b>	March 24	Mental Health – Guest Speaker	Quiz 14			
	March 26	Middle Adulthood				
	March 28	Later Life	Quiz 15	A&S CH 14	Allen et al., 2000	
<b>12</b>	March 31	Religion			Dollahite, Marks, and Goodman, 2004	
	April 2	Death, Loss, and Bereavement in Families	Quiz 16	A&S CH 15	Betz & Thorngren, 2006 Neimeyer, 2006	
	April 4	Caregiving			Bookwala & Schulz, 2000	
<b>13</b>	April 7	Caregiving				
	April 9	<b>EXAM 4</b>				
	April 11	Family strategies	Quiz 17	A&S CH 2	Jacobs & Gerson, 2001	
<b>14</b>	April 14	Family strategies				
	April 16	Structural Models of Family Functioning	Quiz 18	A&S CH 3		
	April 18	Structural Models of Family Functioning				
<b>15</b>	April 21	Remarriage and Stepparenting	Quiz 19	A&S CH 18	Jeynes, 2006 Taanila et al., 2002	
	April 23	Remarriage and Stepparenting				
	April 25	Intergenerational Models of Family Functioning	Quiz 20	A&S CH 4	Bianchi, 2006	
	April 28	Review				
	May 5 8:00 - 11:00 am	<b>FINAL EXAM</b>				

## Calculating Your Grade

Assignment	Your Points				Possible Points
Attendance					90
Meeting					10
Exam 1					100
Exam 2					100
Exam 3					100
Exam 4					100
Exam 5					200
Quiz 1					10
Quiz 2					10
Quiz 3					10
Quiz 4					10
Quiz 5					10
Quiz 6					10
Quiz 7					10
Quiz 8					10
Quiz 9					10
Quiz 10					10
Quiz 11					10
Quiz 12					10
Quiz 13					10
Quiz 14					10
Quiz 15					10
Quiz 16					10
Quiz 17					10
Quiz 18					10
Quiz 19					10
Quiz 20					10
Article Review 1					50
Article Review 2					50
<b>Total</b>					<b>1000</b>

SAMPLE ARTICLE REVIEW
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Your Name

Date

Knapp, S. J. (2002). Authorizing family science: An analysis of the objectifying practices of family science discourse. *Journal of Marriage and Family*, 64, 1038-1048.]

#### 1. Introduction

i. (summarize in a few bullets – What are the main vocabulary words and their definitions?)

ii.

iii.

#### 2. Main Issues

i. (summarize in a few bullets - What are three main issues the author wants you to be aware of? How does the author think this study will contribute to the field of family studies?)

ii.

iii.

#### 4. Conclusions and Implications

i. (summarize in a few bullets - What are approximately three outcomes of this study? [three new things this study found out] OR What are three main conclusions or important changes the author thinks need to be made in order to study this topic more effectively?)

ii.

iii.

#### 5. Reviewer Opinions

i. (summarize in a few bullets - What do you think about the research conducted in this article? For example, did it change your opinion? Teach you anything new? Leave you wondering anything about the topic?)

ii.

iii.

Note: If these instructions do not seem to apply to your article because yours is organized differently, use these questions and topics as a guide to write about the most important information in your reading.

Assigned article reviewName:Date:

Section	Points Earned	Points Possible
Introduction and Terms		10
Main Issues		10
Conclusions and Implications		10
Reviewer Opinions		10
Exam Questions		5
Discussed in Class		5
Total		50

Your choice article reviewName:Date:

Section	Points Earned	Points Possible
Introduction and Terms		10
Main Issues		10
Conclusions and Implications		10
Reviewer Opinions		10
Exam Questions		5
Discussed in Class		5
Total		50