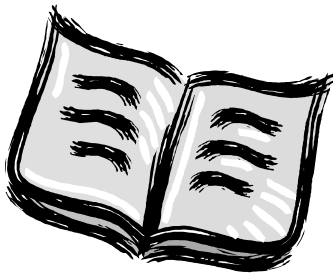


**THE UNIVERSITY OF GEORGIA**

CHFD 3920
Issues in Family Systems
Dept. of Child and Family Development
The University of Georgia
Fall, 2006

Instructor: Mariana Souto-Manning, Ph.D.
Office: 106 Family Sciences II, House D
Phone: (706) 542-1297
E- mail: chfd3920@gmail.com
Class Meets: MWF 1:25-2:15
Location: Room 208; Dawson Hall

**Textbook:**

Anderson, S. A. & Sabatelli, R. M. (2007). *Family interaction: A multigenerational developmental perspective*. Boston, MA: Allyn & Bacon.

Course Description:

- Family processes and transitions throughout the life span. Emphasis is on contemporary issues relevant to families.

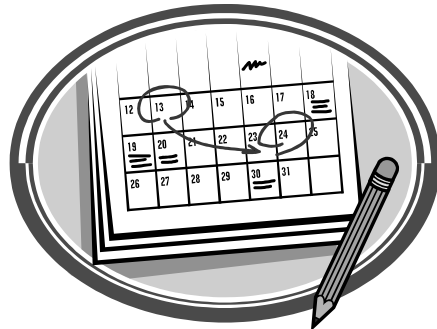
Course Objectives:

- To examine major theoretical approaches used in the study of families;
- To explore the impact of various social issues on American families;
- To identify the adaptations in family structure and interaction patterns during times of transition;
- To gain an understanding of intergenerational family dynamics.

Course Requirements:

- 1) Students are expected to come to class prepared to share ideas and discuss assigned readings. I encourage and welcome discussion, diversity of opinions, and critical thinking. Therefore, it is expected that you complete all readings by the assigned date and attend class regularly.
- 2) Students will take three exams (two during the semester and one final exam) which will cover lectures and readings.
- 3) Students will participate in collaborative group research projects and present findings to the class.
- 4) Students will complete all assigned readings and come to class prepared to discuss the readings. Students are responsible for all material in the text even though it may not be discussed in class.

- 5) Attendance and participation in class discussions are expected. Students will complete admit slips each class, which will account for attendance and participation (5 points per class; 225 points total). Excused absences will be handled by the Office of Student Affairs (<http://www.uga.edu/studentaffairs/about/faq.shtml#3>).
- 6) Students will complete in-class and out-of-class assignments that will be assigned throughout the semester. These activities will be counted for a portion of the course grade. Throughout the course, topics discussed in lecture and presented in the readings will be further explored through individual activities and small group activities that will be completed during selected lessons in or out of class. Because assignments build on material covered during class sessions and contribute to class participation, in-class assignments may not be submitted late by students who have missed class (except in cases of documented emergencies/excused absences).
- 7) Academic honesty is expected of all students enrolled at the University of Georgia. Detailed information about academic honesty at The University of Georgia can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.



COURSE OUTLINE

WEEK

Day/Date

Lecture Topic

Reading Assignment

Group Presentation

PART ONE: DEFINING THE FAMILY

WEEK ONE:

8/16-18

Defining the Family (Introduction)

WEEK TWO:

8/21-25

Family as a System (Chapter 1)

Due on Friday, August 25: Topics for group presentations

WEEK THREE:

8/28-9/1

Family Strategies (Chapter 2)

Due on Friday, September 1st: Group presentation information

PART TWO: MODELS OF FAMILY FUNCTIONING

WEEK FOUR:

9/4 (Labor Day – No Class)

9/6-8

Structural Models (Chapter 3)

WEEK FIVE:

9/11-15

Intergenerational Models (Chapter 4) and Contextual Models: Family Diversity (Chapter 5)

9/15 – Presentation 1: Sexual Orientation, Marriage, and Children



PART THREE: FAMILY DEVELOPMENT STRATEGIES

WEEK SIX

9/18-22

The Transition from Adolescence to Adulthood (Chapter 6)

9/22 – Presentation 2: Premarital sex

WEEK SEVEN

9/25-29

Mate Selection and Family Development (Chapter 7)

9/27 – Presentation 3: Cohabitation and Marriage

WEEK 8 (October 4 is mid-term)

10/2-6

The Transition to Marriage: The New Marital System (Chapter 8)

10/4 – Presentation 4: Mandatory Premarital Counseling

WEEK 9 (October 9 is the midpoint withdrawal deadline)

10/9-13

Communication and Intimacy (Chapter 9)

WEEK 10

10/16-20

Conflict in Marriage (Chapter 10)

10/16 – Presentation 5: Spanking as a discipline strategy

3/18 - Presentation 6: Should children who are at risk for abuse remain with their families?

WEEK 11

10/23-25 (No class on Friday - Fall Break)

Families with Young Children (Chapter 11)

WEEK 12

10/30-11/3

The Parent-Child Relationship System (Chapter 12)

11/1 – Presentation 7: Adolescent Pregnancy

WEEK 13

11/6-10

Family Tasks During Middle Adulthood (Chapter 13)

11/8 Presentation 8: Maternal Employment

WEEK 14

11/13-17

Family in Later Life (Chapter 14)

11/13 – Presentation 9: Fathers: What are their roles?Guest Speaker on Friday, November 17th.

WEEK 15

11/20 – Divorce (Chapter 16)

Guest Speaker on Monday, November 20th.**PART FOUR: ALTERNATIVE FAMILY DEVELOPMENTAL PATHWAYS**

WEEK 16

11/27-12/1

Death, Loss, and Bereavement (Chapters 15)

11/27 - Presentation 10: Is divorce harmful to children?

WEEK 17

12/4-6

The Single-Parent Household & Remarriage & Stepparenting

Chapters 17 & 18

12/4 – Presentation 11: The effects of remarriage on children

WEEK 18

12/8 – 12:00 to 3:00pm





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

Class Policies:

1. Attendance is expected. For each class missed, 5 points will be deducted from your final grade. Additional in-class assignments may not be made-up. After three consecutive absences, you will be dropped from the course.
2. Students are responsible for all material presented in class, as well as assigned readings.
3. All work assigned must be completed on time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** The merits of any exceptions will be handled by the Office of Student Affairs (<http://www.uga.edu/studentaffairs/about/faq.shtml#3>).
4. Students must take all exams at the scheduled date and time*
5. According to the Academic Honesty policy, cheating and/or plagiarism are not permitted.

ASSIGNMENTS	POINTS
Exam One	225
Exam Two	225
Final Exam	225
Collaborative Presentation	100
Participation	225 (45 admit slips @ 5 pts each)
<i>POSSIBLE TOTAL</i>	<i>1000</i>



Grading Scale:

A = 911-1000
 A- = 900-910
 B+ = 890-899
 B = 811-889
 B- = 800-810
 C+ = 790-799
 C = 711-789
 C- = 700-710
 D = 600-699
 F = Below 600

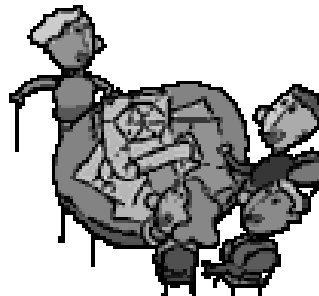
Class Exams, Attendance, & Quizzes

** Class Exam Policy*

- Exams consist of multiple choice and written response questions and will be based on required readings, class lectures, and group presentations.
- Students must take all exams at the scheduled date and time.
- In the case of serious illness or emergency, students may request to take the missed exam (1 or 2) during the semester. Documentation is required and authenticated by the Office of Student Affairs.
- Students with special circumstances (legitimate excuses) must contact Dr. Souto-Manning prior to the exam to make arrangements for a make-up exam.

** Attendance Policy/Participation Points for Class Lectures*

- Throughout the semester, topics will be explored through activities that will be completed in-class or as homework assignments. Assignments build on material covered during class sessions and contribute to class participation. With the exception of documented excuses (handled by the Office of Student Affairs, <http://www.uga.edu/studentaffairs/about/faq.shtml#3>), students who have missed class may not submit in-class assignments late.
- The participation grade will consist of attendance, class participation, small group participation, homework assignments and quizzes.



Collaborative Small Group Presentation

Debate Presentation Information

Students will participate in small group presentations of Family Issues. The purpose of this project is to critically analyze current family issues, summarize the information from research of empirical studies, and present findings to the class. Each topic will be presented in a debate format, with each group presenting both sides of the issue. Groups will be graded on their ability to critically think about issues and the impact on families and individual members. Groups will be determined based on matching students' interests as closely as possible.

Group Guidelines

Students are required to **meet several times** with their group members outside of class to form debate structure, manage responsibilities, conduct research, create and plan the presentation. Each group will then orally present their findings to the class (10-15 minutes) in a debate format, facilitating class discussion around the provided evidence supporting each side of the particular family issue. Group

members will choose one chairperson/representative. Each student will be graded on their participation in the group project as well as how the group works together to research, organize, and present an informative and thought provoking debate and report to the class. You are required to inform Dr. Souto-Manning of the name of the chairperson and the related responsibilities (roles) agreed upon by the group.

The following information should be Web-CT mailed to the entire class and to Dr. Souto-Manning by September 1st: name of chairperson, weekly scheduled group meeting time, chairperson responsibilities, and choice of topics.

Chairperson

Each group should choose a chairperson and decide on the chairperson's responsibilities. At the very least, the chairperson would be the communication liaison between the instructor and the group. Below are suggestions of chairperson responsibilities.

Potential Chairperson Responsibilities:

- | | |
|--|---|
| ✓ Organize group meetings | ✓ Arbitrator |
| ✓ Assign tasks | ✓ Lead by example |
| ✓ Send out reminders of group meetings | ✓ Tiebreaker |
| ✓ Monitor tasks | ✓ Make sure Dress Rehearsal happens |
| ✓ Facilitate meetings | ✓ Facilitate discussion |
| ✓ Delegate responsibilities and goals | ✓ Request assistance from group members |
| ✓ Keep focus | ✓ Keep track of responsibilities |
| ✓ Monitor attainment of goals | |

- Equal participation among group members is expected, and members will be asked to evaluate each other's contribution. Each person should participate in the planning, research (e.g., each person is responsible for finding at least one source), preparation and presentation.
- Members should meet as a group several times to plan the project.
- Once the research has been conducted each group will type a one to two page outline.
- Prepare a handout of findings based on empirical objective information from research that describes the evidence supporting each side (i.e., pro and con) of the issue as well as an annotated reference document. (handout and references described below)
- Each individual will create a Source Summary (described below).

Source Summaries:

Each person in the group will locate at least one scholarly source supporting either the pro or the con side of the issue, make copies of the source, and type the reference for each source (APA style manual), along with a "Source Summary" (e.g., a one page outline summarizing the relevant information from each source). Each person in the group must write a source summary on one scholarly source that is not being used as sources by anyone else in the group. Source Summaries should be handed into Dr. Souto-Manning on the day of the presentation. One copy of the full original source is to be handed in with the summary.

Handout:

- Once the research has been conducted each group will create a handout for classmates.
- The handout consists of 2 parts: summary and annotated references.
 - Summary should include a one to two page outline of findings based on empirical objective information from the research that describes the evidence supporting each side (i.e. pro and con) of the issue.
 - Annotated References:** a reference sheet of all citations included in the handout and in the presentation. This document of resources used in the presentation should include annotations (a brief descriptive paragraph following each reference citation.) and be typed in accordance to the APA style manual. The document should be sent as a separate WORD attachment through WEB-CT.
 - ** *Evidence to support your conclusions should come from at least four scholarly sources (e.g. **peer-reviewed** research studies published as articles in professional journals such as *FamilyRelations*, *Journal of Marriage and Family*, *Journal of Family Psychology*, *Journal of Family Issues*). Non-research based Internet information, newspaper articles, and other types of periodicals (e.g., *Psychology Today*) **may only be used for “extra” or supplemental sources.***

Due BEFORE Presentation:

- One MS-WORD copy of the outline handout as well as the annotated reference document should be posted separately on the Discussions page of CHFD 3920 Web-CT as attachments. This is due **one CHFD 3920 class period prior to the presentation** (make sure all group members' names are on the paper). Students in the audience should print out a copy of the outline and bring it to class on the day of the presentation. Printing out the annotated references is optional.

Due ON THE DAY OF the Presentation:

- Source summaries
- Evaluation of fellow group members. (Evaluation form can be found on Web-CT)
- University Policies

**Academic Honesty**

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 at The University of Georgia can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Final Exams

Final exam schedule: **University policy requires that final examinations be held for courses as scheduled and listed in the University final examination schedule for each semester.

Final Exam Conflicts: University examination policy pertaining to students with three final examinations scheduled on the same calendar day or two examinations at the same time. Students in this situation may petition an instructor to reschedule one exam at a different time. If one of the conflicting final examinations is a “mass” exam, then that examination should be rescheduled first. The policy providing for this, including links to the petition and what the student must include in it may be found at: <http://www.curriculumsystems.uga.edu/FinalExamConflicts/FinalExamConflicts.html>

FERPA

Protection of Private Information: If you have requested a restriction of your personal information, please contact the instructor as soon as possible. An alternative method of taking role and distributing tests and assignments will be determined by the professor and student.

ADA

In accordance with the Americans with Disabilities Act of 1990, students who need special accommodations should notify the instructor.

POTENTIAL TOPICS FOR GROUP PRESENTATIONS

Choose the three topics that you are most interested in from the list below. Put a 1 next to your first choice, 2 next to your second choice, and a 3 next to your third choice. Please indicate at least eight possibilities. **Due date** is August 25, 2006.

- _____ 1. Marriage and children across sexual orientations
- _____ 2. Premarital sex
- _____ 3. Cohabitation and marriage
- _____ 4. Mandatory premarital counseling
- _____ 5. Spanking as a discipline strategy
- _____ 6. Should children who are at risk for abuse remain with their families?
- _____ 7. Adolescent pregnancy & marriage
- _____ 8. Maternal Employment and child development
- _____ 9. Fatherhood: Roles of father
- _____ 10. Is divorce harmful for children?
- _____ 11. The effects of remarriage on children



Presentation Evaluation Sheet***Presentation/44 points:***

- _____/8 Summarize three points of the intro &/or summary (three major identifiable success points);
 APA style.
- _____/8 Both sides of the argument are clearly stated and supported
- _____/8 Primary arguments are research based and APA style is properly employed
- _____/4 Research directly cited in presentation
- _____/2 Logical flow of presentation: well organized & presented
- _____/4 Creative, engaging & interesting
- _____/4 Convincing/ & respect shown for other's position
- _____/2 Enthusiasm and professionalism in presentation
- _____/4 Time limit respected and dialogue encouraged

Chairperson/8 points:

- _____/4 Chair info sent to Dr. Souto-Manning by September 1st
- _____/2 Names of group members posted
- _____/2 Responsibilities defined and e-mailed to Dr. Souto-Manning by deadline

Handout/48 points:

- _____/8 Hand out one to two page outline of empirical findings from the research that describes the
 evidence supporting each side (i.e. pro and con) of the issue
- _____/4 One MS-Word copy of the outline posted via Web-CT as an attachment by due date
- _____/4 Group members' names and presentation title are on the paper
- _____/8 Annotated References:** APA Style. A brief descriptive paragraph follows the reference
 citation
- _____/4 Research directly cited in handout
- _____/8 Evidence to support conclusions from at least **four** scholarly sources
- _____/4 Info clearly summarized in handout
- _____/8 Source Summary

TOTAL : ____/100

APA Formatting in a Nutshell

APA formatting embedded within your text uses parenthetical documentation so that your reader may locate the source of an idea or quote. The parenthetical documentation often contains only the author's name and/or the year of the work being cited (but not always).

When you mention an author's name, you need to put the citation right after the author's name. For example: When Rosenblatt (1938) mentioned transaction, she was using a term from her mentor John Dewey.

When you mention a person's idea, but not their name, you put the citation at the end of the sentence that describes the idea. For example: Readers transact with texts based on their personal and cultural histories (Rosenblatt, 1938).

When you use a direct quotation from a person, you need to mention the name as well as the page number where you found the quote. For example: Rosenblatt (1938) said, "There is no such thing as a generic reader" (p. 65).

Display a quote of 40 or more words in a freestanding block of typewritten lines, and omit the quotation marks. Start such a block quotation on a new line and indent the block about ½ inch from the left margin. The entire quote should be double-spaced. For example:

In this article I will discuss what happened when a student-teacher interned in a third-grade classroom in which literature studies were used as the primary engagement for reading in the classroom. The student-teacher said:

When I interned in the third-grade classroom, I was so impressed with the way the children conducted their literature studies. They came to each session with questions, illustrations, and comments that they had marked in copies of their book with sticky-notes. They were engaged with the story and couldn't wait to start their discussions. (Thompson, 2004, p. 22)

When you are using ideas from an electronic source, you also include the author's name and the year. However, since many electronic sources do not have page numbers, use paragraph number. For example: (Myers, 2000, ¶ 5).

APA Formatting for the reference list (bibliography): This is list of all of the references you made within your paper. Your reference list contains the complete bibliographic information for a source, so that your reader can find out all of the pertinent information about a book, article, or electronic source. It is double-spaced. References are organized in alphabetical order by authors' last name (or title when there is no author).

Book with no author:

The publication manual of the American Psychological Association (5th ed.). (2001).

Washington, D.C.: American Psychological Association.

Books with authors:

Jewett, P. (2004). *Children's literature from South Carolina*. New York: Scholastic.

Books with more than one author:

Agosin, P., & Brinson, J. (2004). *Challenges of teaching the classics to secondary students: How to connect student concerns to the canon*. Boston: Little Brown, Co.

Edited books:

Ferguson, T. & Ford, K. (Eds.). (2004). *How to incorporate enactment strategies in the secondary English classroom and maintain your cool while being cool*. San Francisco: Jossey-Bass.

Chapter in an edited book:

Souto-Manning, M. (2005). Education. In I. Stavans (Ed.), *Encyclopedia Latina: History, culture and society in the United States* (pp. 127-133). Danbury, CT: Grolier Press.

Journal articles:

Souto-Manning, M. (2006). A Latina teacher's journal: Reflections on language, culture, literacy, and discourse practices. *Journal of Latinos and Education*, 5(4), 293-303.

Articles with two authors:

Souto-Manning, M. & Lee, K. (2005). "In the beginning I thought it was all play": Parents' perceptions of the project approach in a second-grade classroom. *The School Community Journal*, 15 (2), 7-20.

Articles with three to six authors:

Cahnmann, M., Rymes, B., & Souto-Manning, M. (2005). Using critical discourse analysis to understand and facilitate identification processes of bilingual adults becoming teachers. *Critical Inquiry in Language Studies: An International Journal*, 2(4), 195-213.

Articles in an Internet-only journal:

Frederickson, B.L. (2000, March 7). Cultivating readers. *Reading in the Elementary Schools* 3, Article 001a. Retrieved November 20, 2000, from <http://journals.apa.org/reading/volumb3/3001a.html>.

ERIC Document:

Mead, J.V. (1992). Looking at old photographs: Investigating the teacher tales that novice teachers bring with them (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082).

EndNote: This is a software program that can function as a library for you. Each time you use a book or article in a paper, you can enter it into this program. Of course, your library of books and articles grows and grows. Then as you are writing your papers, it allows you to choose the formatting style you want (in this case APA, but there are dozens more to choose from). EndNote will make your in-text citations for you and at the same time start to build your bibliography.

The website address is: www.endnote.com. However, if you decide to buy this program, do so from one of the university bookstores and you can get student prices – about 35% of the regular price.