

CHFD 3920

Issues in Family Systems  
Department of Child and Family Development  
The University of Georgia  
SPRING 2007

Instructor: N. L. Hollett, Ph.D.

Contact info: Web-CT mail –CHFD3920 Web-CT

Phone: 542-4844

Classroom: Room 101 Dawson Hall

Office: 262 Dawson Hall

Time: T/Th 8:00-9:15

Textbook:

\* Anderson, S.A. & Sabatelli, R.M. (2007). Family Interaction.

\*note that this is the 4th edition

Course Description: An advanced study of family issues over the lifespan with an emphasis on family research and theory, transitions in families, and intergenerational relations. In addition, we will consider the effects of social issues on the American family.

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; and

To gain an understanding of intergenerational family dynamics.

Course Requirements:

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.

1. Students will take three exams (two during the semester and a final exam) that will cover lectures and readings.
2. Students will participate in collaborative group research projects and present findings to the class.
3. 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 lectures.
4. Attendance and participation in class discussions.
5. Students will complete in-class and outside of class assignments that will be assigned throughout the semester. These activities will be counted for part of your 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 inside or outside 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 may have missed class, (except in cases of documented emergencies).

6. Academic Honesty: Academic honesty is expected of all students enrolled at the University of Georgia.

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 can be found at:

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

#### COURSE OUTLINE:

Day/Date Reading Assignment	Lecture Topic/Group Presentation
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#### PART ONE: RESEARCH AND THEORIES OF FAMILY FUNCTIONING

##### WEEK ONE:

1/9 1/11  
Ch 1

Introduction/ Defining the Family

Group presentation topics due/ & Family Uniqueness

Narrative Due (1/11)

##### WEEK TWO:

1/16 1/18  
Ch 2

Family Strategies

##### WEEK THREE:

1/23 1/25  
Ch 3

Structural Models of Family Functioning:

1/25 Chairperson info due

##### WEEK FOUR:

1/30 2/1  
Ch 4

Intergenerational Model of Family Functioning

##### WEEK FIVE:

2/6 2/8  
Ch 5

Contextual Models: Family Diversity

##### WEEK SIX:

2/13

Contextual Models (cont.)

2/15

EXAM ONE Including Ch's 1-5

PART TWO: Adolescent transitions, families in early adulthood, and marriage.

WEEK SEVEN:

2/20 2/22 Transition from adolescence to adulthood  
Ch 6

2/20 Marriage - Sexual Orientation

2/22 Premarital sex

WEEK EIGHT:

2/27 3/1 Mate Selection  
Ch 7

Transition to Marriage Ch 8

2/27 Cohabitation versus marriage

3/1 Adolescent pregnancy - marriage

WEEK NINE:

3/6 3/9 Communication and intimacy Ch 9

3/9 Mandatory premarital counseling

3/13 3/15 SPRING BREAK

WEEK TEN:

3/20 3/22 Conflict Ch 10

WEEK ELEVEN:

3/27 EXAM TWO Including Chapters 6-10

PART THREE: Parenthood, Middle & later years of family development and Alternative family developmental pathways

3/29	Transition to Parenthood	Ch 11
3/29	Maternal Employment	
3/29	Discipline: Is spanking detrimental or necessary?	

COURSE OUTLINE:

Day/Date	Lecture Topic/Group Presentation
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Reading Assignment
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WEEK TWELVE

4/3	4/5	The parent-child relationship	Ch 12
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TBD

TBD

WEEK THIRTEEN:

4/10	4/12	Family in Middle Adulthood	Ch 13
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4/10	Children at risk for abuse
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4/12	Fatherhood
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WEEK FOURTEEN

4/17	4/19	Family in Later Life	Ch
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14

4/19	How harmful is divorce to children
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419	The effects of Remarriage on children
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WEEK FIFTEEN

4/24 4/26

Death, loss, & Bereavement in the family

Ch 15

Remarriage: Step parenting

Ch 18

FINAL EXAM:

May 8th 8:00- 9:30

Including Chapters 11-15, & 18

Class Policies:

1. Attendance is expected.
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**. In the event of a documented emergency, late assignments will be accepted (a doctor's note is required for all medical emergencies).
4. Students must take all exams at the scheduled date and time\*
5. Cheating and/or plagiarism will not be permitted.

ASSIGNMENTS	POINTS	DUE DATE
Exam One	100	2/15
Exam Two	100	3/27
Exam Three	100	Final Exam Date 5/8
Participation/in-class projects	50	Throughout the semester
Collaborative presentation	50	Throughout the semester

Class Grades Breakdown:

A:	358-400
B+:	350-357
B:	326-349
B-:	318-325
C+:	310-317
C:	286-309
C-:	278-285
D:	238-277
F:	237 and below

## Class Exams, Lecture Attendance, & Quizzes

### \*Class Exam Policy

Exams consist of multiple choice and written response questions and will be based on required readings and class lectures. 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. Students with special circumstances (legitimate excuses) must contact Dr. Hollett 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, 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 the issues and their 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 conduct 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 should choose one chairperson/representative. Each group member should participate in the planning, research (e.g., each person is responsible for finding at least one source), preparation and presentation.

You are required to inform Dr. Hollett of the name of the chairperson and the related responsibilities agreed upon by the group. The following should be Web-CT mailed to Dr. Hollett by January 25th: Name of the chairperson, weekly scheduled group meeting time, and chairperson responsibilities.

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.

### 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. You are required to inform Dr. Hollett of the name of the chairperson and the related responsibilities agreed upon by the group.

### Potential Chairperson/ responsibilities

Organize group meetings	Assign tasks
Send out reminders of group meetings	Monitor tasks
Facilitate meetings	Delegate responsibilities and goals
Keep focus	Monitor attainment of goals
Arbitrator	Lead by example

Tiebreaker

Organize dry run

Facilitate discussion

Request assistance

Group Members:

#### Responsibilities

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 research-based source), preparation and presentation.

Members should meet as a group several times to plan project.

Once the research has been conducted each group will type a one to two page outline Handout described below of their findings based on empirical objective information from the 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 complete 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), 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. Hollett 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:

- o Presentation Summary/handout should include a one - two page outline overview of your findings based on empirical objective information from the research that describes the evidence supporting each side (i.e., pro and con) of the issue.
- o 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 description paragraph following each reference citation.) and be typed in accordance to the APA Style. The document should be sent as a separate WORD attachment through Web-CT.

o \*\* Evidence to support your conclusions should come from at least four scholarly research-based sources (e.g., peer-reviewed research studies published as articles in professional journals such as Family Relations, 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:

· A WORD copy of the outline as well as the annotated reference document should posted separately in the Discussions page of CHFD 3920 Web-CT as attachments. This is due one CHFD3920 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 reference is optional.

Due ON THE DAY OF the Presentation:

Source Summaries

Evaluation of fellow group members (Evaluation form can be found on Web-CT)

40 copies of a classroom evaluation form (Form can be found on Web-CT)

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.

à The link to more detailed information about academic honesty can be found at:

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

Final Exams

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>

## Student Needs

1. Any student with a disability who needs an accommodation or other assistance in this course should contact Dr. Hollett as soon as possible so that your needs can be met.
  
2. The computer lab, located in Dawson Hall, is available to students enrolled in CFD courses. The lab includes computers for both MAC and PC users. Also, a list of computer labs available to students across campus may be obtained from the Dawson Hall computer lab.

Presentation Evaluation Sheet

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

Presenters: \_\_\_\_\_

Presentation:

- \_\_\_\_\_/5 Both sides of the argument clearly stated
- \_\_\_\_\_/5 Summarize 3 'Big Guns' points intro &/or summary (3 major identifiable selling points)
- \_\_\_\_\_/5 Primary arguments research based
- \_\_\_\_\_/2 Research directly cited in presentation
- \_\_\_\_\_/3 logical flow of presentation: well organized & presented
- \_\_\_\_\_/5 creative & interesting
- \_\_\_\_\_/2.5 convincing/ & respect shown for other's position
- \_\_\_\_\_/2.5 presentation format conducive to influencing target audience

Chairperson:

Chair info sent to Dr. Hollett by January 25th.

Presentation Summary/ Handout:

- \_\_\_\_\_/4 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.
- \_\_\_\_\_/1.5 research directly cited in handout
- \_\_\_\_\_/2.5 A WORD copy of the outline should be posted via Web-CT as an attachment: Due date: one CHFD3920 class period prior to the presentation
- \_\_\_\_\_ group members names and title are on the paper
- \_\_\_\_\_/2.5 Annotated References:\*\* APA Style. A brief description paragraph should follow the reference citation.
- \_\_\_\_\_/2 Evidence to support conclusions from at least four scholarly sources.
- \_\_\_\_\_ Info clearly summarized in handout
- \_\_\_\_\_/7.5 Source Summary

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## POTENTIAL TOPICS FOR GROUP PROJECTS

- 1) 2/20      Marriage - Sexual Orientation: Should gays and lesbians be allowed the right to marry and/or raise children (adopted and/or biological)?
- 2) 2/22      Premarital sex: Is it better to wait until marriage?
- 3) 2/27      Cohabitation versus marriage –Which is better? Does cohabitation lead to better relationships?
- 4) 3/1        Adolescent pregnancy - marriage: Should pregnant teens marry the fathers of their babies?
- 5) 3/9        Mandatory premarital counseling: Should premarital counseling be mandatory -does premarital counseling lead to more marital stability and/or happiness?
- 6) 3/29      Maternal Employment and child development: Does maternal employment have a negative effect on child development?
- 7) 3/29      Discipline: Is spanking detrimental to children or a necessary discipline strategy? For example is the old saying “spare the rod spoil the child” true?
- 8) 4/10      Should children who are at risk for abuse remain with their families? Where who should the line be drawn between family preservation and children’s well-being?
- 9) 4/12      Fatherhood: Are fathers really necessary? Do children need active fathers in their lives or can children develop into healthy adults without active involved fathers?
- 10) 4/19     How harmful is divorce to children: Does divorce create long-term negative effects for children?
- 11) 4/19     Effects of remarriage on children. Are stepfamilies inherently problematic for children’s development?

## Student Presentation Preference Form

DUE: January 9, 2007

Student Name: \_\_\_\_\_

### POTENTIAL TOPICS FOR GROUP PROJECTS

Choose the three topics that you are most interested in. Put a 1 next to your first choice, 2 next to your second choice, and a 3 next to your third choices. DUE Tuesday August 22nd.

- \_\_\_\_\_ 1) Marriage - Sexual Orientation
- \_\_\_\_\_ 2) Premarital sex
- \_\_\_\_\_ 3) Cohabitation versus marriage –Which is better?
- \_\_\_\_\_ 4) Adolescent pregnancy - marriage
- \_\_\_\_\_ 5) Mandatory premarital counseling
- \_\_\_\_\_ 6) Should children who are at risk for abuse remain with their families?
- \_\_\_\_\_ 7) Maternal Employment and child development
- \_\_\_\_\_ 8) Is spanking detrimental to children or a necessary discipline strategy
- \_\_\_\_\_ 9) Fatherhood: Are fathers really necessary?
- \_\_\_\_\_ 10) How harmful is divorce to children
- \_\_\_\_\_ 11) Effects of remarriage on children