

CHFD 3930: Family Intervention Spring 2009

Instructor: Dr. Jennifer Gonyea
Office: Dawson 114D
Location: Dawson
Graduate Assistant: Pei Fen Li

Email: WebCT Mail
Office Hours: by appointment
Class Time: TR 09:30am – 10:45pm

Required Readings:

- Miller, R. S., Perlman, D., & Brehm, S.S., (2007). *Intimate Relationships*, (4th Ed.). Boston: McGraw Hill. (ISBN 10: 0-07-293801-3)
- Additional required readings are posted on WebCT (full reference information on readings is available on WebCT with the policies).
- Computer Access for Virtual Classroom experiences

This course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.

Objectives:

- Understand current knowledge about interpersonal relationships.
- Understand theories and methods used to generate knowledge about relationships with an emphasis on intimate relationships.
- Understand the basic processes of forming and maintaining relationships.
- Gain knowledge about the basic processes of social cognition, verbal and nonverbal communication, interdependency, friendship, and love.
- Gain knowledge about stresses and strains in relationships as well as how power and violence are manifested in relationships.
- Understand how relationships are dissolved and enhanced.
- This class is NOT designed to teach you how to meet your perfect mate. Instead, you will have an in depth understanding of various types of intimate relationships and their corresponding rewards and challenges.

Completion of this course requires the following of you: 1) attend class and participate in discussions and activities, 2) take WebCT quizzes for each chapter, 3) take four exams, 4) conduct a relationship analysis project and write an 8-10 page paper, and 5) take a final exam (optional, unless you fail to achieve an average of 70 on the four regular exams).

All students are required to have a University email account and must be able to access WebCT. Most course materials will be placed on WebCT. Students will also be subscribed to a listserv for the class. This listserv will be used for all email communication. If you use an email address different from your UGA address, notify the instructor.

Class Session Topics

Date	Topic	Readings	Assignments Due
1/08 Th	Introduction & Syllabus	Chapter 1 in text	
1/13 Tu	Building Blocks of Relationships	Chapter 1 in text Whitmere, 2008 Zimmerman, et al. Mar and Venus article.	WebCT Quiz 1
1/15 Th	Research Methods	Chapter 2 in text	WebCT Quiz 2
1/20 Tu	Research Methods	Chapter 2 in text	
1/22 Th	Attraction	Chapter 3 in text	WebCT Quiz 3
1/27 Tu	Attraction	Chapter 3 in text Sprecher, Sullivan, & Hatfield (1984) Mate Selection Preferences Kamen, Modern marriage: From meal ticket to best friend	
1/29 Th	Social Cognition	Chapter 4 in text	WebCT Quiz 4
2/03 Tu	Social Cognition	Chapter 4 in text	
2/05 Th	EXAM 1	Covers chapters 1- 4 and supplemental readings	
2/10 Tu	Communication	Chapter 5 in text	WebCT Quiz 5
2/12 Th	Communication	Chapter 5 in text Gottman Chapter 5 (<i>What makes marriage work</i>) Gottman chapter 14 (<i>The four horsemen of the apocalypse</i>) Macklin handout on negative velcro loop	
2/17 Tu	Interdependency	Chapter 6 in text	WebCT Quiz 6
2/19 Th	Interdependency	Chapter 6 in text	
2/24 Tu	Friendships Across the Lifecycle	Chapter 7 in text	WebCT Quiz 7
2/26 Th	Love	Chapter 8 in text	WebCT Quiz 8
3/03 Tu	Love	Chapter 8 in text	
3/05 Th	EXAM 2	Covers chapters 5 – 8 and supplemental readings	
3/10 & 3/12		Spring Break No Class	
3/17	Sexuality	Chapter 9 in text	WebCT Quiz 9

Tu			
3/19 Th	Sexuality	Pitts & Rahman (2001) Which behaviors constitute having sex among university students in the UK? Peplau and Spalding – The close relationships of lesbians, gay men and bisexuals MIDPOINT WITHDRAWAL DEADLINE	
3/24 Tu	Stresses and Strains	Chapter 10 in text	WebCT Quiz 10
3/26 Th	Stresses and Strains	Chapter 10 in text Cowan & Cowan, Becoming a parent	
3/31 Tu	Power in Intimate Relationships	Chapter 11 in text Schulman (2003). No finance? No romance.	WebCT Quiz 11
4/02 Th	Power in Intimate Relationships	Chapter 11 Love between equals – Chapter 1 Tichenor (1999) Status and income as gendered resources.	
4/07 Tu	Conflict and Violence	Chapter 12 in text	WebCT Quiz 12
4/09 Th	Conflict and Violence	Chapter 12 in text	
4/14 Tu	EXAM 3	Covers chapters 9 -12 and supplemental readings	
4/16 Th	Dissolution and Loss of Relationships	Chapter 13 in text Amato, The consequences of divorce for adults and Children	WebCT Quiz 13 PAPERS DUE!!
4/21 Tu	Loneliness HAND OUT TAKE-HOME EXAM	Chapter 14 in text Flora & Segrin (2000) Take home exam covers chapters 13, 14 & 15 and supplemental readings	WebCT Quiz 14
4/23 Th	Maintaining and Repairing Relationships	Chapter 15 in text Furstenberg, The future of marriage	WebCT Quiz 15
4/28 Tu	Wrap up and review Evaluations, etc.		TAKE HOME EXAM DUE
4/30 Th		Monday Schedule – No Class	
5/07	FINAL EXAM	8 am – 11 am	

Attendance

Because students' presence in class is crucial to their learning, attendance will be taken on 15 randomly chosen days when there is no exam. Attendance will be worth 100 points total (6.67 points for each attendance check). Should you be absent and believe it should be excused, you are required to submit written documentation for the absence the following class period. Acceptable documentation is discussed below.

Quizzes and Examinations

Quizzes

You must complete 15 quizzes on WebCT. Access to all quizzes starts on the first day of class and access to each quiz will close at 8am on the day of the class for which the reading is first due. This is shown on the schedule below. The quizzes will consist of 5 multiple choice questions and you will have 10 minutes to complete the quiz. Note that when you take a quiz you will receive 5 randomly selected questions drawn from a large pool. If you are unhappy with your score you may take it again, but you are very unlikely to get the same questions. WebCT is set up to record the highest quiz score, so if you take it twice, the highest score is yours. **NOTE: You must disable any pop-up blocker on your computer for the quizzes to appear.**

This exercise is to ensure that you have sufficient knowledge of class topics to be able to contribute to class discussions and gain the maximum learning from the class experience. You may discuss readings in groups if you wish, but the quizzes must be your own work. They are open book quizzes, but you will only be able to attempt the quiz twice. No make-up quizzes will be allowed except in the case of a *serious illness or emergency*. Documentation of such a circumstance must be submitted. Acceptable documentation is discussed below.

Exams

There will be four semester examinations in this class, each worth 100 points. The exams will be essay format. The last semester exam is a take home. **If you are not in class the day the take home is handed out, it will be considered 'late' and you will lose the appropriate amount of points.** Questions will be derived from assigned readings, guest lectures, class activities, audiovisuals, etc.

No make-up exams will be given except in the case of a *serious illness or emergency*. Documentation of such a circumstance must be submitted and a make-up arranged within one week of the regularly scheduled exam. Acceptable documentation is discussed in the policies handout online.

All exams must be written in blue or black ink or dark pencil. Remember, if it can't be read, it can't be graded.

Final. The final exam for this class will be given in the regular room on **Thursday, May 7, at 8:00 am**. The table below shows the possible points for the course to include 100 for the final. However, if you actually take the final you will have an opportunity to earn a bonus of 50 points. Therefore, depending on your total number of points prior to the final, you may be able to raise your grade by one letter if you take the final exam.

Paper Project

Case Analysis. The primary objective of this project is to have you do an analysis of a specific intimate relationship synthesizing the ideas and concepts covered in the text and supplemental readings. You will select the relationship to analyze (e.g., one of your own, that of a friend or a relative, or characters from fiction, etc.). Based on the content of the textbook or readings, describe multiple aspects of this relationship such as: how they got together, the growth of the relationship, interdependence, relationship maintenance, and/or the erosion or ending of the relationship, relationship issues (e.g., power, jealousy, fairness), how the partners' life histories or social networks have affected their current relationships, and/or ways the relationships could be improved. If the relationship is still ongoing, you might want to indicate your prognosis of its future. What justification have you for this prediction? Feel free to add more areas of inquiry to this brief list of relationship aspects.

There are several ways you can approach this. Ideally you would develop interview questions, interview both relationship partners, and then interpret the findings of the interview using the theories and research findings from the text. Or, if you know the relationship well, you could simply make your own observations of it and interpret those.

SEE WEBCT FOR GENERAL GUIDELINES AND FOR SPECIFIC OUTLINE OF EXPECTATIONS

Note: The paper should be WebCT-mailed to me by class time on the due date. The file name should be as follows: 3930_lastname.doc. I will use track changes to grade your paper and email the feedback to you.

Alternate Assignment 1

Note: Due date and online submission (for written portion) are the same as for Paper Project above

Develop a collection of at least 26 recordings of songs that illustrate concepts in all but the first two chapters of our textbook. There should be *minimum* of two songs per chapter. These must be submitted on a CD or DVD as playable files. These should be organized on the disc in the order of the chapters and concepts in the chapters. The songs can be of any genre.

You must also submit a brief description of each piece of music (including title and artist) and describe its relevance to the readings. This written portion of the assignment must be typed in a 12-point font, but it should be single spaced, not double spaced as for the paper in the syllabus. The songs should be listed in the order they are arranged on the disc. You should include a title page with your name and other appropriate information. Your paper also should include a brief discussion of what you learned from completing this assignment.

All materials for this assignment are due at the same time as the paper.

In grading I will assess your fulfillment of the various components of the assignment, the relevance of the chosen songs to the readings as described in your written sections, and your description of what you learned.

Alternate Assignment 2

Note: Due date and online submission (for written portion) are the same as for Paper Project above

Develop a collection of at least 13 video clips that illustrate concepts in all but the first two chapters of our textbook. There should be a *minimum* of one clip per chapter. These must be submitted on a DVD as playable files. These should be organized on the disc in the order of the chapters and concepts in the chapters.

You must also submit a brief description of each video clip (including movie title) and describe its relevance to the readings. This written portion of the assignment must be typed in a 12-point font, but it should be single spaced, not double spaced as for the paper in the syllabus. The clips should be discussed in the order they are arranged on the disc. You should include a title page with your name and other appropriate information. Your paper also should include a brief discussion of what you learned from completing this assignment.

All materials for this assignment are due at the same time as the paper.

In grading I will assess your fulfillment of the various components of the assignment, the relevance of the chosen clips to the readings as described in your written sections, and your description of what you learned.

Grading

	Points Possible	Your Points
Quizzes	150	
4 exams (100 points each)	400	
Paper	100	
Attendance	100	
Subtotal	750	
Final Exam	100*	
Total	850	

*There are 50 possible bonus points on the final.

The table below shows the points required for letter grades (numbers in parentheses are for students who do not take the final).

NOTE: All scores will be rounded to nearest whole percent. To be fair to all students, grade cutoffs are final. I know it is painful to miss getting a higher grade by only 1-2 points (or maybe even a few tenths), but these cutoffs will be held to strictly. Sorry, no exceptions, so don't even ask.

Grade	Points Required	Percentage
A	799 (705)	94%
A -	765 (675)	90%
B +	739.5 (652.5)	87%
B	705.5 (622.5)	83%
B -	680 (600)	80%
C +	654.5 (577.5)	77%
C	620.5 (547.5)	73%
C -	595 (525)	70%
D	510 (450)	60%
F	Less than 510 (less than 450)	< 60%

Class policies and other information

To save paper, the class policies are posted on WebCT. It is your responsibility to make sure you read and understand these. The class policies include information on the following:

- Classroom rules about respecting diversity of culture, values & opinions
- Questions on Grading & Assignments
- Timeliness
- Attendance
- Documentation for Absences
- Withdrawal Deadlines
- Incompletes

UGA Academic Honesty Policy

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to serve these goals. Academic honesty is defined broadly and simply -- the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. Academic honesty is vital to the very

fabric and integrity of the University. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior. All members of the University community are responsible for and involved in bringing about an honest university, and all must work together to ensure the success of the policy and code of behavior. All members of the University community are responsible for knowing and understanding the policy on 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. To do so go to:

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

Specific information on requirements and prohibited activities are discussed at the web site in sections 5 and 6. Violations include plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person, using any source of information that is not common knowledge, writing a lab observation with another student, giving a false excuse for failing to show up for an exam or class, and obtaining advance exam copies by unauthorized means. Students who assist other students in academically dishonest acts are in violation of the policy. Assistance by another person, when authorized by the Faculty Member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source.

A violation of these regulations is grounds for filing a report to the Vice-President for Academic Affairs.

References for Supplemental Readings

This list is available on WebCT.