

CHFD 6630: Theories of Family Relations

Spring 2008

Instructor: Jennifer L.J. Gonyea

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Required Texts:

Sourcebook of Family Theory & Research (Eds. Bengston, V.L., Acock, A.C., Allen, K.R., Dilworth-

Anderson, P., & Klein, D.M.)

Klein, D. M., & White, J. M. (2007). Family Theories (3rd Edition). Thousand Oaks, CA: Sage

Publications.

Recommended Reading:

Boss, P., et al. (1993). Sourcebook of Family Theories and Methods: A Contextual Approach.

Plenum Press: New York

Burr, W. R., et al. (Eds.) (1979). Contemporary Theories About the Family, Vol 1 & 2. New York:

Free Press

Course Description: This course is an exploration and application of major behavioral theories of the study of family and interpersonal relationships. The content of this course focuses on the process of evaluating and building of family theory. In particular, the application of family theory to research, clinical, and practical situations.

Course Objectives: Students will gain

1. A working knowledge of selected theories of family studies.
2. Familiarity with the basic principles of major conceptual frameworks in the field of family studies,
3. The ability to think critically about the socio-historical and eco-political backgrounds of each of the frameworks.

4. The ability to apply the major family studies frameworks to various research, clinical, and practical

family life situations.

5. The ability to conceptualize research questions from theoretical perspectives and/or orientations.

6. An awareness of the interconnectedness of theory and methods.

Course Evaluation

	Points

Literature Summaries	100
Lead Class Facilitator	50
Out of Class Critiques (2)	50

Presentation of Theoretical Paper 50

Sections of Paper 50

Final Theoretical Paper 100

Total 400

CLASS SCHEDULE

NS = Bengston et al WK = White & Klein

Class Meeting	Topic	Assigned Reading
1/14	Introduction to Course Review of Assignments – Assign facilitation What is Theory?	NS Chapters 1 & 2
1/21	Frameworks for thinking about family theory	WK Chapter 1 NS Chapter 3: C. Broderick (1988) B. Adams (1988)
1/28	Overview of the history of family studies theories	Holman & Burr (1980) Sprey (1990) Paper Topic
2/4	Functionalist Framework Facilitator _____	WK Chapter 2; Boss et al Sourcebook (Ch 9) Kingsbury & Scanzoni Boss et al Sourcebook Pittman
2/11	Social Exchange Framework Facilitator _____	WK Chapter 3 NS Chapter 16 Markey & Markey (2007) Floyd & Wasner (1994)
2/18	Symbolic Interaction Facilitator _____	WK Chapter 4 Boss et al. Sourcebook (Ch 6) Burke & Cast (1997).

		Literature Review Draft
2/25	Family Life Course & Family Development Facilitator_____	WK Chapter 5 Boss et al, Chapter 10
3/4	Family Stress Theories Facilitator_____	NS Chapter 4, 5 McCubbin, & Patterson (1983) Peters & Massey (1985) Conceptual Model
3/11	SPRING BREAK!! No Class	
3/18	Systems Framework & Communication Theories Facilitator_____	WK Chapter 6 NS Chapter 9 - 12 Boss Sourcebook (Ch 22)
3/25	Bioecological Framework Facilitator_____	WK Chapter 9 NS Chapter 8, 21, 23 Swick & Williams (2006).
4/1	Multicultural Frameworks & Feminist Family Theory Facilitator_____	WK Chapter 8 NS Chapter 17, 18, 20 Catlett & McHenry (1996) Valentine (2007).
4/8	Conflict Framework Facilitator_____	WK Chapter 7 NS Chapter 13-15 Ridley & Feldman (2003) Buehler & Trotter (1990).
4/15	Class Presentations Presenter: _____	

	<p>Presenter: _____</p> <p>Presenter: _____</p>	
4/22	<p>Class Presentations</p> <p>Presenter: _____</p> <p>Presenter: _____</p> <p>Presenter: _____</p>	
4/29	<p>Class Presentations</p> <p>Presenter: _____</p> <p>Presenter: _____</p>	

	Presenter: _____	
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Assignments

Literature Summaries

Each week you will turn in a summary of the readings assigned for that class period. You are not

limited in length and should give ample summary to indicate that you have read and understood the

reading. If you have questions about the reading, please submit them in your paper *and* bring them

up in class. This assignment is to develop your writing and critical thinking skills as well as help you

articulate theoretical language – even for those theories/models to which you do not subscribe.

Please email your summaries by 5pm the day *before* the class period for which the reading is

assigned: jlgonyea@uga.edu

Model Critiques

Each student will select two traditional models to critique. You may use the Klein and White and/or

the Boss 1st Edition Sourcebook, but must also include *at least* two other sources to complete the

following tasks:

1. Provide a brief overview of the historical context of the chosen theory
2. State the theoretical propositions guiding this chosen theory.
3. Identification of major concepts, including definition of each concept
4. Provide three examples of concrete ways that this theory can be applied to family related issues.

5. Link each of these examples to one or more of the theoretical propositions.
6. Identify and discuss the strengths and limitations of the theory
7. Due Date: 1 week after covering that model in class. Worth: 25 points each

NOTE: Do NOT simply re-state the information contained in the texts. Also, both additional models

MUST be different from your facilitation AND your paper.

Class Facilitation

You are required to provide a framework that reflects a provocative, critical, substantive, reaction to

the readings for the selected class session. To facilitate this process, you MUST review additional and

complementary research that may stimulate interest and encourage class discussion. DO NOT

SUMMARIZE ASSIGNED READINGS. Each student will have already read them and summarized them,

therefore you must present the model and use something NEW. Your facilitation of class will provide

the scaffolding for a group discussion of the model.

Theoretical Paper

Each student will write a theoretical paper focusing on a family related topic. This paper will be

based on a comprehensive literature review of your selected topic. The paper should be double-

spaced, 12 point font (including references) *and should give ample coverage to your topic*. Use APA

guidelines for organizing the text of your paper and references. Guidelines for completing paper are

described below:

- Identify a specific *family related issue* and justify why this issue phenomenon is an important

one to study.

- After providing a comprehensive review of articles related to your selected topic, develop a

conceptual framework that integrates and ties your topic into a larger body of literature by

reviewing the literature related to your idea or question.

- Use the literature review to identify and define relevant *concepts* and the interrelationship

among concepts.

- Develop a *theoretical model* that illustrates the interrelationships of concepts and justify the

model. This model is to be included in your final paper as a figure.

- Your theoretical model should explain all relevant research associated with your topic and

provide directions for future research.

- Include a complete reference list using APA writing style.

Papers will be graded on the relevance to course content, quality of writing, logic, integration of

theoretical concepts, and quality of theorizing. Paper 100, Presentation of paper 50

NOTE: Please feel free to consult with me as you are developing your research question and also in

the development of your theoretical paper. There are due dates throughout the semester to prevent

students from feeling adrift until the end of the semester.

Class Policies:

- Attendance at ALL classes - Your presence in class is crucial to your learning and to

the class who will benefit from maximum involvement, therefore your attendance is

expected unless there is an illness or an emergency

- READ ALL assigned materials prior to class and ACTIVELY PARTICIPATE in class

discussions - Students are expected to come to class prepared to share ideas and discuss assigned readings. Lively discussion, diversity of opinions and critical thinking are encouraged and welcomed. It is expected that you will complete all readings by the assigned date and come to class prepared to discuss the reading.

Use as a guide the course schedule or any announced revisions to know how to prepare. Volunteers in discussions will be solicited on a regular basis so be prepared.

- Complete ALL assignments and examinations in accordance with established deadlines. Unless you can demonstrate an illness or emergency (documented), I will not accept late work.

➤ Incompletes: The *UGA Graduate Bulletin* states that a grade of Incomplete “indicates that a student was doing satisfactory work but, for non-academic reasons beyond his or her control, was unable to meet the full requirements of the course. If an I is not satisfactorily removed after ONE semester, the Incomplete will be changed to the grade of F.” This is the policy regarding receiving a grade of ‘incomplete’ for this class. Circumstances leading to an incomplete will require documentation.

➤ TURN OFF CELL PHONES AND PAGERS before coming to class.

➤ Relationships are value-laden, especially when tied to child and family issues. It is important that we all feel comfortable expressing our personal views. This requires that we respect the views of others.

➤ ASK QUESTIONS!!! If you are having difficulty, seek my help *before* it becomes a problem.

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.

Students are responsible for reading the University policy on academic honesty at

http://www.uga.edu/ovpi/academic_honesty/academic_honesty.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.

Additional Student Needs

Student accommodations: Students with a disability or health-related issue who need an

accommodation should contact me as soon as possible so that your needs can be met.

