

Family Development - Hum Dev 353

Section 1: Course ID # 3605

Section 2: Course ID # 3607

Spring 2008

- Instructor:** Denise Bartell
Office: MAC C317
Phone: 465-5041
E-mail: bartelld@uwgb.edu
Office Hours: TTh 11:00 a.m. – 1:00 p.m.
W 12:30 - 2:30 p.m.
Additional hours available by appointment
- Class Meetings:** Section 1: T Th 2:00-3:15 p.m.
Section 2: T Th 3:30-4:45 p.m.
MAC 217
- T.A.'s:** Erin Mitchler (Section 1)
Amanda Yocius (Section 2)
- Prerequisites:** Hum Dev 210, Psych 102 or Sociol 202
Recommended: Junior standing
- Required Text:** *Marriages & Families* (9th Edition). Lamanna, M.A. & Riedmann, A. (2005). Thomson-Wadsworth Publishing.

OVERVIEW OF THE COURSE

Course Description

Family Development is an overview of the study of the American family from a developmental perspective, with particular emphasis on family members' life cycle changes. The course will address topics that include, but are not limited to: dating, courtship and marriage, parenting and parent-child relations, the "empty nest" experience, and aging and the family.

These topics will address typical developmental tasks facing individuals in American families during different stages the life cycle, as well as key factors involved in successful development at each stage. In addition, the course will touch upon key challenges facing contemporary families (e.g. families and work, divorce and remarriage). Within this framework, an emphasis will be placed on the application of research and theory on the family to understanding family

development in our society and on developing the ability to think critically about popular conceptions of the family.

Course Objectives

After completing this course, you should:

1. Understand basic concepts and information concerning the processes of family development and the influence of family on individual development across the lifespan.
2. Understand the basic nature of a variety of key contemporary issues facing families in our society.
3. Understand how aspects of social context influence family life in the U.S., including but not limited to: ethnicity, socio-economic status, historical events/trends, socio-political beliefs and social policies.
4. Be able to effectively use scholarly information on the family, including being able to evaluate the validity of a family-related argument using information gained in class.
5. Improve the quality of your writing, both in terms of your ability to effectively use information in analysis, integration and synthesis of family-related material, and in terms of the general quality of your writing.
6. Become an “informed consumer” of family-related information in society; be able to take the theoretical and empirical information gained in this class and use it to analyze family-related situations that include but are not limited to: personal experiences in families, family-related work and service experiences, and societal perceptions/images of families.
7. Develop an understanding of, and a basic respect for, the variety of viewpoints that exist on family-related issues, being able to identify the valid aspects of each view regardless of whether you personally agree with them, and treating these other viewpoints and the individuals who hold them with respect.

Human Development Learning Outcomes

In this course we will address the following learning outcomes for the Department of Human Development (see <http://www.uwgb.edu/humdev/outcomes.htm> for more information on these learning outcomes):

Basic Skills

- ◆ Use APA Style effectively when writing papers.
- ◆ Use library facilities and computerized databases (e.g., PsychINFO) to locate pertinent information in the field.
- ◆ Present material effectively in class participation and in individual and group oral presentations.

Theoretical Knowledge

- ◆ Learn to evaluate alternative approaches to promoting optimal human development.
- ◆ Conceptualize the field in terms of the complexity of reciprocal biopsychosocial interactions.

Research

- ◆ Have the ability to accurately interpret and use research.

Application

- ◆ Have the ability to apply information gained in this major towards future career and personal goals.
- ◆ Engage in positive citizenship.
- ◆ Be proficient in solving multidisciplinary problems.

- ◆ Understand the ethical issues involved in application.

Diverse Context

- ◆ Understand and be able to apply key components of cultural diversity (e.g., social class, ethnicity, gender, sexual orientation).
- ◆ Develop an understanding of the ways in which historical periods influence human development.

COURSE REQUIREMENTS

Reading Assignments

You are expected to complete all assigned readings **prior to** the day they are covered in class. The reading assignments are due on the day that they are first listed in the course calendar. Most of the readings will come from the text, but you will occasionally be required to complete a reading located on our D2L site or on E-Reserve.

Out-of-Class Assignments/In-Class Activities/Class Participation

You are expected to **ATTEND EVERY CLASS**, to come to class prepared to discuss the material you have read and to participate fully in all class activities and discussions. Student participation in class is essential in order for us to fulfill the objectives of the course, and, as such, I ask that each student participate in our large class discussions at least once a week.

Over the course of the semester you will be asked to complete a variety of activities in class. If you are not in class on the day an activity is completed, you **will not** have the opportunity to make it up. You will also be asked to complete a few assignments outside of class time. You will be expected to come to class with these assignments completed and to hand them in during that class. If you are not in class on the day the assignment is collected you **will not** receive credit for that assignment.

The number of points you can earn for each activity will vary, depending upon the amount of work required to complete the assignment, among other factors. You will **be able to miss up to 3 points** on these assignments without negatively affecting your activity grade. At the end of the semester, you will receive a grade for activities/participation based upon your cumulative work on the class activities and the quality of your participation in class.

(35 points total)

Exams

Three exams will be given as listed on the course calendar. Exams will consist of multiple choice and essay questions. The essay portion of each exam will be a take-home format, and the questions will be distributed approximately 1 week before each exam. The first 2 exams **WILL NOT** be cumulative, but the final exam will consist of both non-cumulative **AND** cumulative sections.

All information discussed in lectures, class discussions, guest lectures, readings, and any other material presented in class is fair game for the exams.

You will receive a review sheet approximately one week before each exam. These review sheets are outlines of the material covered on the exam, and are meant to be an organizational tool for your studying. There will also be a review session, led by the T.A.'s for the course, a few days before each exam. However, if attendance at these sessions is low, they may be discontinued after the first exam. In addition, I am more than happy to work with you on any material you are having trouble with, so please take advantage of my office hours, send me an email, etc.
(100 points each)

Bi-weekly Journal

Approximately every other week you will be expected to respond to some aspect of that week's content in a journal. These entries may include, but are not limited to: (1) reflections about or responses to the material covered, (2) ideas about how other aspects of course material may relate to the week's content (e.g., how does attachment to parents influence romantic relationships in adulthood), (3) ideas about how the content of this class may relate to things you have learned in other classes, (4) insights into your personal family experiences that have resulted from learning about the course material, (5) analyses of media portrayals of the topic (e.g., a movie, song lyrics), (6) a response to a supplemental scholarly source that you have read about the topic, or (7) a critical analysis of family-related information presented in a newspaper, magazine.

You will be expected to complete 6 entries over the course of the semester. The journal, in its entirety, must consist of a variety of types of entry, so you cannot have 6 entries that all deal with analyses of your personal family experiences. In addition, each entry should deal clearly and accurately with an aspect of the course material, should explicitly discuss that material, and should reflect significant critical thought about the topic.

Each entry must be approximately 1 typed, single spaced page (12 point font), and please put each new entry on a separate page. At the top of each entry, clearly identify: (1) the entry number (i.e., 1-6), (2) the date written and (3) the topics from class discussed in the entry. All entries should be compiled into a single word document.

Your 6th journal entry should critically reflect upon your work in the previous 5 entries, as well as in the class in general. In it, you should address how you feel your knowledge and attitudes about family development have changed over the course of the semester, and evaluate how well you feel you have been able to achieve the course objectives.

You will be asked to submit the journals for grading periodically over the course of the semester, in a folder clearly labeled with your name and section number. Each time you submit your journals for grading you must include all previous graded versions of entries with your new entries.

You will be graded on the quality of your writing in this work, so edit carefully.
(30 points)

Program Development Project

Over the course of the semester you will work in small groups to design a program that addresses some family-related issue in the local community. At the end of the semester each group will give a brief class presentation on their program. You will receive more detailed instructions for this assignment during the first weeks of class.

(65 points)

For all written assignments:

This is writing emphasis course that can be used to fulfill an upper-division writing course requirement. As such, **ALL WRITTEN WORK** that you complete outside of class (e.g., papers, journals, exam essays and take-home activities) will be graded on the quality of writing and the clarity of expression of ideas, as well as on the effective use of course and supplemental materials.

Since your written work will determine almost half of your grade in the class, it is very important that you make sure it is written in clear and concise language, that it is free of spelling and grammatical errors, that you use APA style for headings, references and parenthetical citations, and that you fully complete each assignment (i.e., completely answer every question posed, cover every aspect required in each assignment). In addition, I strongly encourage you to come see me with any questions you may have about these assignments, for assistance in your literature searches, and to review drafts of your papers, etc. Doing so has been shown to have a significant positive effect on grades :>)

For assistance in editing your written work, you can also set up a meeting with one of the UWGB Writing Center assistants (Writing Center 465-2338, CL 109). I strongly encourage you to seek out the assistance of the Writing Center if you would like to improve the style and clarity (e.g., grammar, flow, organization) of your writing. If you choose to do so, make sure to set up an appointment ahead of time, and bring a copy of your assignment along with a draft of your paper (the draft does not have to be complete to be reviewed).

Late work will be penalized 1 letter grade for each day late unless you notify me and receive an extension **BEFORE the work is due**.

D2L Page

There is a D2L site for the course, where I will post the syllabus, assignments, readings, exam review sheets, etc. Please check the site regularly, as I will also use it to post class announcements.

GRADING SCHEME:

Class Activities	/ 35 points
Journals	/ 30 points
Program Development Project	/ 65 points
Exam 1	/ 100 points
Exam 2	/ 100 points
Final Exam	/ 100 points
TOTAL	<hr/> / 430 points

Final grades will be assigned using the following scale:

A	393 – 430 points (91.5-100%)
AB	376 - 392 points (87.5-91.4%)
B	350 - 375 points (81.5-87.4%)
BC	333 - 349 points (77.5-81.4%)
C	307 - 332 points (71.5-77.4%)
CD	290 - 306 points (67.5-71.4%)
D	256 - 289 points (59.5-67.4%)
F	≤ 255 points (59.4% or less)

Classroom Etiquette

Please turn off all cell phones and pagers prior to the beginning of class, and store them off your desks.

Please do not talk to your neighbors during lectures or when other students are talking. It is distracting and also impolite.

Please limit coming in late and leaving class early. Not only do these things limit your ability to perform successfully in the class, but they are also distracting to fellow classmates and to your professor.

If you miss a class, it is your responsibility to get copies of them for a classmate. **DO NOT** ask me for a copy of the notes, I do not provide them to students.

DO NOT pack up your things before the end of class. Doing so is not only distracting and disrespectful to your professor, but it will cause you to miss what goes on during the last few minutes of class, which is often when the most critical information is presented. We will be working until the end of class every day, but I will make sure to end on time :>)

I expect that you will be respectful, at all times, of the contributions of fellow students. Although it is perfectly acceptable to hold different viewpoints, we want to create an atmosphere where everyone feels comfortable sharing their ideas.

Disability Policy

Every reasonable effort will be made to accommodate students with disabilities in this class, and any student with a documented disability that requires accommodation should contact the Disability Services Office at 465-2841. If you have any questions about disability services you can contact the Coordinator of Disability Services at 465-2849.

COURSE CALENDAR		
Part I: The Fundamentals of Family Development		
T 1/22	Introduction to the course	Chapter 1
Th 1/24 T 1/29 Th 1/31	Theoretical Perspectives & Research Methods (not covered in class)	Chapter 3
T 2/5	American Families in Social Context	Chapter 2
Th 2/7	Socio-Political Perspectives on Family	<i>Why Don't They Just Get Married?</i> (reading on D2L)
Part II: The Development of Romantic Relationships		
T 2/12 Th 2/14 T 2/19 Th 2/21	Attraction, Love, Commitment, Mate Selection	Chapter 5 Chapter 7 Chapter 9 (pp. 235-258)
T 2/26	EXAM 1	

Th 2/28 T 3/4 Th 3/6	Marriage	Chapter 8
T 3/11	Communication and Conflict	Chapter 13
Part III: The Development of Parent-Child Relationships		
Th 3/15	The Transition to Parenthood	Chapter 10
T 3/25 Th 3/27 T 4/1	Child-Rearing and the Parent-Child Relationship	Chapter 11
Th 4/3 T 4/8	Aging Families: Marriage, Parent-Adult Child Relationships and Grandparenthood	Chapter 18
Th 4/10	EXAM 2	
Part IV: Family Challenges		
T 4/15	Family Stress and Resilience	Chapter 15
Th 4/17	Family Violence	Chapter 14
T 4/22 Th 4/24	Divorce, Remarriage and Blended Families	Chapter 16 Chapter 17
T 4/29 Th 5/1	Work and Family	Chapter 12
T 5/6 Th 5/8	Group Presentations & Class Review	
Final Exam: Section 1: Thursday, May 15 th , 1-3 p.m. Section 2: Tuesday, May 20 th , 1-3 p.m.		

Note: This calendar serves as a guide for the course and is subject to change, with student notification, to meet the needs of the course.