

Family Development - Hum Dev 353 (Course ID # 11790) Fall 2009

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Office Hours:	MW 12-1; TR 2-4 Additional hours available by appointment
Class Meetings:	MAC 206
Prerequisites:	Hum Dev 210, Psych 102 or Sociol 202
Recommended:	Junior standing
Required Text:	Lamanna, M.A. & Riedmann, A. (2005). <i>Marriages & Families</i> (9 th Edition). Thomson-Wadsworth.
T.A.:	Leanna Strick

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 a variety of basic concepts concerning the processes of family development, as well as major theories used in the study of different aspects of family development.
2. Understand how aspects of social context influence family life in the U.S., including but not limited to: gender, ethnicity, socio-economic status, historical events/trends, and social policies.
3. Understand the nature of a variety of key contemporary issues facing families in our society.
4. Be able to act as an "informed consumer" of family-related information, including the ability to assess the validity of information and arguments presented about current family-related issues in society today, and to efficiently find and use empirically-validated information in this assessment.
5. Be able to represent, both in writing and in oral communication, a well-organized, logical, evidence-based argument about a family-related issue.

6. Have a better understanding of the basics of effective writing for the social sciences, including the general quality of writing (e.g., grammar, clarity) and the ability to write effective analyses of family-related situations, and to effectively integrate and synthesize course and scholarly material in written work.
7. Be able to use the knowledge and skills gained in this class to better understand, interact within, and work with family-related situations that include, but are not limited to: personal experiences in families and family-related work and service experiences.
8. Develop a better understanding of, and respect for, the diversity of perspectives that exist on family-related issues in our society, treating those who hold these views with respect while learning how to logically evaluate these different perspectives and how to disagree with certain perspectives in an informed yet respectful manner.

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.

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 per 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.

(30 points total)

Exams

Two exams will be given as listed on the course calendar. Exams will be in multiple choice and short answer/essay questions. 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 a few days 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. 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, or talk to me before or after class if you have any questions.

(100 points each)

Papers

The purpose of these assignments is to provide you with opportunities to actively use the course material to understand different aspects of family development, and to develop skills in creating well-thought out, logical arguments and effective analyses using course and other scholarly material. As such, each paper should explicitly and accurately use course material in the analysis, and should reflect significant critical thought about the topic. More information about each assignment will be forthcoming.

I will keep track of the types of spelling, grammatical and other types of errors made in each assignment on the Paper Grading Rubric. If you continue to make errors that have been identified in earlier papers, you will lose proportionately more points on each paper every time the error occurs. So make sure that you read through all feedback and make adjustments on your subsequent papers over the course of the class.

(170 points total)

For all written assignments:

This is a 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, 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 that you use clear and concise language, that your writing is free of spelling and grammatical errors, that you use APA style for references and parenthetical citations, and that you fully complete each assignment (i.e., completely answer every question posed, cover every component 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. Doing so has been shown to have a significant positive effect on grades :->

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 page 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	/ 30 points
Papers	/ 170 points
Midterm Exam	/ 100 points
Final Exam	/ 100 points
TOTAL	/ 400 points

Final grades will be assigned using the following scale:

A	366– 400 points (91.5-100%)	C	286–309 points (71.5-77.4%)
AB	350–365 points (87.5-91.4%)	CD	270–285 points (67.5-71.4%)
B	326–349 points (81.5-87.4%)	D	238–269 points (59.5-67.4%)
BC	310–325 points (77.5-81.4%)	F	≤ 237 points (59.4% or less)

Classroom Etiquette

Please turn off all cell phones and other personal electronics prior to the beginning of class, and store them off your desks. DO NOT take out your phones, etc. at any point during class. If you do, I will ask you to leave class.

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

You may use computers to take notes during class. But if, at any point during the semester, I become aware that students are using the computer for any non-class-related purposes, I will ban their use in class for the remainder of the semester.

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

Please 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 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

R 9/3	Introduction – Defining Family	Chapter 1
T 9/8 R 9/10	Theoretical Perspectives & Research Methods (not covered in class)	Chapter 3
T 9/15	Socio-Political Perspectives on Family	<i>Is The American Family in Trouble?</i> (reading on D2L)
R 9/17 T 9/22	American Families in Social Context	Chapter 2

Part II: The Development of Romantic Relationships		
R 9/24 T 9/29 R 10/1	Attraction, Love, Commitment, Mate Selection <ul style="list-style-type: none"> • R 9/24 – Paper #1 DUE! 	Chapter 5 Chapter 7 Chapter 9 (pp. 235-258)
T 10/6 R 10/8 T 10/13 R 10/15	Marriage <ul style="list-style-type: none"> o T 10/13 – Topic Summary for Paper #2 DUE! 	Chapter 8
T 10/20	Communication and Conflict	Chapter 13
R 10/22	MIDTERM EXAM	
Part III: The Development of Parent-Child Relationships		
T 10/27	The Transition to Parenthood	Chapter 10
R 10/29 T 11/3 R 11/5 T 11/10	Child-Rearing and the Parent-Child Relationship <ul style="list-style-type: none"> • T 11/10 – Draft of Paper #2 DUE! 	Chapter 11
R 11/12	Aging Families	Chapter 18
Part IV: Family Challenges		
T 11/17	Family Stress and Resilience	Chapter 15
R 11/19 T 11/24	Family Violence	Chapter 14
T 12/1 R 12/3	Divorce, Remarriage and Blended Families <ul style="list-style-type: none"> o T 12/1 – Paper #2 Final Draft DUE! 	Chapter 16 Chapter 17
T 12/8	Work and Family	Chapter 12
R 12/10	Final Class Wrap-up and Review <ul style="list-style-type: none"> • Paper #3 DUE! 	
Final Exam: Thursday, December 17th from 8:00-10:00 a.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.