

Messiah College
HDFS 101 – Foundations of Marriage and Family
Fall 2007

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Location: Boyer 330
Section 1: MWF 9 – 9:50
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Office Hours: MWF 8 –9 and 11 - 12;
or by appointment

Course Description

The purpose of this course is to provide an overview of the distinct perspective of and the content area within the field of family science. The course provides a fundamental description of family forms and issues across the life course, guided by historic and contemporary perspectives. The course will focus on the discovery and application of knowledge about the family including its history, theories/frameworks, methodologies, emerging applications, and trends within a changing world. Multicultural diversity and Christian integration are also examined.

General Education Objectives

Because FAM 101 fulfills a General Education Social Science requirement at Messiah, the General Education Committee has established several objectives for the course.

By the completion of this course the students should demonstrate the ability to

1. explain various social scientific research methodologies and the philosophical assumptions underlying them.
2. articulate theoretical frameworks that describe socio-cultural aspects of human experiences
3. analyze important variables contributing to one or more social problems/issues.
4. critically evaluate the use of social scientific research in popular media

Specific Course Objectives

1. To gain familiarity with the field of family science.
2. To deliberate on a working definition of “family.”
3. To examine historical, contemporary, cultural, and political family issues from a Christian perspective.
4. To understand the theoretical paradigms and research methods used in family science.
5. To gain new awareness and appreciation for the cultural diversity of families.
6. To identify developmental issues for families across the lifespan.
7. To evaluate and compare various dating, engagement, marriage, and parenting practices.
8. To recognize and describe common patterns of family interaction, and to practice interpersonal skills which strengthen marital and family relationships.
9. To identify and evaluate gender role expectations and their implications for relationships.
10. To gain new understanding and appreciation for the history and traditions of one’s own family.
11. To actively explore and articulate personal beliefs and opinions about course-related family issues.
12. To feel prepared and empowered to make critical life choices.

Class Format

This class meets three times a week. Class time will consist of lectures, class discussions, and activities based in part, on the topics of your readings for that day. Therefore, it is important that you read the assignments prior to class. However, lectures and class discussions will also cover material that is not presented in the textbook, therefore, it is important that you attend class. Please feel free to ask questions at any time. *It is important that if you have a question or comment that you share it with the class rather than ask the person beside you. Students who engage in side conversations during class rather than share their comments with the class are disruptive to both myself as well as their classmates. Any question or comment you have will benefit all students.*

Required Readings

Olson, D. H. & DeFrain, J. (2006) *Marriage and families: Intimacy, diversity, and strengths*. (5th ed.). New York: McGraw Hill.

Morgan, K.L. (1980). *Children of strangers: The stories of a black family*. Philadelphia: Temple University Press.

Balswick, J., & Balswick, J. (2007). *The family: A Christian perspective on the contemporary home*. (3rd ed.) Grand Rapids, MI: Baker. **(Note: You may purchase this text, or access the required chapters from the reserve desk at the library)**

Required article on reserve:

Baker, H. C., Kotkin, A., Yocom, M., & Zeitlin, S. (1976). *Family Folklore Interviewing Guide and Questionnaire*. Folklife Program Office of American Folklife Studies, Smithsonian Institution.

Readings of Interest: (Ask your professor if you are interested in borrowing a copy to learn more!)

Anderson, R. S., & Guernsey, D. B. (1985). *On being family: A social theology of the family*. Grand Rapids, MI: Eerdmans. (Chapter 4 “Together in Covenant”)

Augsburger, D. (1971). *Cherishable: Love and marriage*. Scottdale, PA: Herald Press. (Chapter 5 “Conflict”)

Bellah, R. N. (1993). The church as the context for the family. In K. Scott & M. Warren (Eds.) *Perspectives on marriage: A reader*. (pp. 158 – 167). NY: Oxford.

Christian, L. G. (2007). Understanding families: Applying family systems theory to early childhood practice. In D. Koraleck (ed.). *Spotlight on Young Children and Families*. (pp. 4 – 11). Washington, DC: NAEYC.

Hamon, R. R. (1999). Strengthening families: Illustrating scholarship on family strength with Biblical texts. *Family Ministry*, 13, 10 – 22.

Hollinger, M. A. (2002). “Family Science: Historical Roots, Theoretical Foundations and Disciplinary Identity.” *Journal of Teaching in Marriage and Family*, 2 (3), 299-328.

McQuilkin, R. (1990, October 8). Living by vows. *Christianity Today*, pp. 38-40.

Smedes, L. (1994). *Sex for Christians: The limits and liberties of sexual living*. (Rev. ed.). Grand Rapids, MI: Eerdmans. (Chapter 2, “Let us Rejoice and Be Glad in it”)

Course Requirements

1. Attendance/Participation (50 points)

Individual contributions to class discussion and group exercises are deemed important because different perspectives enhance the quality of class interaction. Class provides an opportunity to clarify ones understanding, as well as to project one's own critical evaluation and digestion of the material. By regularly attending class, students will also be at an advantage in overall understanding of course content relating to lectures, discussions, and other materials, which will be included in the examination process. In this class, students will be expected to attend classes regularly. In addition, students are expected to come to class prepared for the topic of that day, which includes reading all assigned material for that day. ***Be aware that participation in class is much more than simply attending class – it involves contributing to class discussion, asking questions, and taking an active role in class activities.*** Students who simply attend class, but rarely participate will have class participation/attendance grades that reflect poor participation.

2. Examinations (300 points – 100 points each)

Three examinations will be given on the dates designated on the course calendar. Examinations will primarily be of an objective nature. Some exams may have short essays. Questions will be based on textual and supplemental readings as well as class lectures and discussions. **Each** of the three exams is worth **100 points**. Makeup exams will only be given under extenuating circumstances, with advanced notice, unless a doctor's note is provided. Makeup exams taken under **ANY** circumstance will be all essay.

3. Book Reaction Paper (50 points)

After reading *Children of Strangers*, each student is required to write a 3 - 4 page paper (typed, double spaced) indicating what you have learned from this book. **DO NOT** spend time summarizing the book. **Points will be deducted** from papers in which students summarize the text, rather than reacting and critically evaluating it. This paper has 3 parts:

Part 1 (5 points): Write a ½ page personal reaction to the content of the book. This reaction should incorporate information that you have learned from either the textbook or class up to this point.

Part 2 (21 points): While reading “*Children of Strangers*,” students will develop **THREE** well-thought out questions regarding Morgan's book. These questions should be between 3 – 6 sentences long, each, be based on what Morgan has written about, and clearly tied to specific information from the textbook (Olsen & DeFrain). (**You should reference both texts in ALL your questions.**) These questions should provide a critical base for some class discussion. These questions will be turned in, on a separate page at the front of your book reaction and will be shared with the class on the day the book reaction is due. This part of the assignment will be evaluated on its insightfulness and ability to encourage others to think critically. Each question must reflect a different aspect and concept of the texts.

Part 3 (24 points): Choose ONE of your 3 questions and write a 2 page critical analysis based on that question. On your list of questions on page 1 of your assignment, **be sure to bold the question to which you are responding**. The analysis should specifically include references to Morgan and Olson & DeFrain. You may only use information from the chapters of the textbook which have been covered in class to date as well as notes from class. A couple of examples of the kinds of statements expected in the analysis are

“ Although Morgan (pp. XX & YY) describes her family's life like....., Olson & DeFrain (pp. XX) suggests that most families in the city experience life differently. Olson & DeFrain claim

that” A possible explanation for this difference between research and Morgan’s family may be explained by _____ theory, discussed in class. For example.....

“Morgan’s description of her family(p. XX) is a clear example of _____ as described by Olson & DeFrain (pp. XX).” [then explain why it is a clear example]

In other words, I am concerned about your ability to apply the theory and research from the text to a real situation to help you understand what is happening in light of that theory and research. Papers will be graded on your demonstration of critical thinking, application ability, and uniqueness.

4. **Family Folklore Album (150 pts.)**

Explore your own family folklore and summarize the most important stories in an 10 page paper. The book *Children of Strangers* provides an example of the range of family themes and stories which might be included. Another helpful resource is the *Family Folklore Interviewing Guide* prepared by the Folklife Program of the Smithsonian Institution in Washington, DC (which is on reserve in the library). In addition to concrete suggestions in the interviewing guide (see Appendix A of syllabus), you might also wish to create your own set of basic questions for interviews with particular family members.

After data collection is complete, organize and present the stories in a family folklore album. Illustrative photos might also be inserted to place family members and events in context. What intergenerational family themes seem to emerge from these stories? What insights does this give you about your family? What connections do you see between the stories your family tells and particular concepts, terminology, readings, research findings or theoretical paradigms from the course? Be sure to **cite information from the text or class** time by using the text page number and authors’ name, or lecture date. In addition, be sure to **explain how each story fits into the concept or theme**.

The final two pages of the paper should feature a separate section entitled “Personal Reflections.” Sit back and take a few moments for reflection. Now that your interviews are written up and systematically analyzed, consider what new insights you may have gained about your family. Were there fragments of family history that you heard for the first time? What most surprised you? Disappointed you? Made you the most proud? Did the project give you a new overall perspective on your family? Be sure to use concepts, terms, and research from class and the text (with citations!) to gain insights into how each story fits the concept. Don’t discuss new stories here. The reflection section is for you to reflect on stories you have already written.

The folklore album is due in class on the date designated in the course schedule. A 10% deduction is taken for each day the paper is late.

See appendix B for break-down of grading for this project and additional information.

Please make an appointment to meet with me if you have any questions or concerns regarding this project. I understand that some students have difficult family situations. If this is the case come and see me as soon as possible.

5. **Student Choice Paper (25 pts.): Exploring Human Development and Family Science**

This assignment will allow you to explore the field of family science and to apply concepts from human development and family science to contexts outside of the course. Students will have three options to choose from. Please see Appendix C for details and grading criteria.

6. Extra Credit (Optional) – up to 10 points

See professor for details **BEFORE** Nov. 5th 2007.

NOTE: All assignments are due, without exception, at the beginning of the class period on the due date. All written work submitted must be typed in 12-point font, and double-spaced, with 1-inch margins. Computer problems, printer errors, etc. are not valid reasons for late work; a late paper will not be excused due to technical difficulties. NO work will be accepted more than 5 days late. A late day begins immediately after the work has been collected. Projects handed in after the beginning of class will be counted one day late and will be subject to a 10% reduction per day.

Course Grading

Attendance/Participation	50 pts.
Exams (3 @ 100 points each)	300 pts.
Student Choice Paper	25 pts.
Book Reaction Paper	50 pts.
Family Folklore Album	150 pts.
Total Points Possible	575 pts.

93% -100%	A	73% - 76%	C
90% - 92%	A-	70% -72%	C-
87% - 89%	B+	67% - 69%	D+
83% - 86%	B	60% - 66%	D
80% - 82%	B-	Less than 60%	F
77% - 79%	C+		

NOTE: Please be aware: because students have access to extra credit in this course I do NOT round up grades. For example, a 92.5 is an A- and an 89.99 is a B+. (You must inquire on your own for the extra credit opportunity and see syllabus.)

Students with Disabilities

AMERICANS WITH DISABLITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101). If you have any questions, call extension 5382.

Policy Regarding Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College, and will be dealt with according to Messiah College guidelines. These violations include:

1. ***Plagiarism:*** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased or purchased from another source, including on-line sources without the proper acknowledgment of that source.
Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.
2. ***Cheating:*** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work.
Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam.
3. ***Fabrication:*** Submitting altered or contrived information in any academic exercise.
Examples: falsifying sources and/or data, etc.
4. ***Misrepresentation of Academic Records:*** Tampering with any portion of a student's record.
Example: forging a signature on a registration form or change of grade form.
5. ***Facilitating Academic Dishonesty:*** Helping another individual violate this policy.
Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
6. ***Computer Offenses:*** Altering or damaging computer programs without permission.
Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.
7. ***Unfair Advantage:*** Attempting to gain advantage over fellow students in an academic exercise.
Examples: lying about the need for an extension on a paper, destroying or removing library materials, etc.

Course Schedule of Readings, Lectures, Assignments, and Exams*

Date	Topic	Readings
Sept. 5	Course Introduction	Syllabus
Sept. 7, 10	Perspectives on Intimate Relationships	O: Chapter 1 B: Chapter 1
Sept. 12, 14, 17	Understanding Marriage and Family Dynamics	O: Chapter 3, Appendix B
Sept. 19, 21	Cultural Diversity: Family Strengths and Challenges	O: Chapter 2 Start Morgan: pages 1 – 60
Sept. 24, 26	Contemporary Gender Roles Proposal for Student Choice Paper Due (Sept. 24)	O: Chapter 7 B: Chapter 11
Sept. 28	Discussion: <i>Children of Strangers</i> Book Reaction Due	Morgan: pages 61 – 122
Oct. 1, 3	Friendship, Intimacy, and Singlehood	O: Chapter 9
Oct. 5	Exam 1	
Oct. 8	Discussion: Family Folklore Album	Baker (on reserve)
Oct. 10	Communication, Power, and Conflict	O: Chapters 4, 5
Oct. 12	Mid-Fall Recess: No Class	
Oct. 15, 17, 19	Communication, Power, and Conflict (cont.)	B: Chapter 14
Oct. 22, 24, 26	Dating, Pairing, and Cohabitation	O: Chapter 10
Oct. 29, 31	Understanding Sexuality	O: Chapter 6 B: Chapter 12
Nov. 2, 5, 7	Marriage Student Choice Project Due (Nov. 5th)	O: Chapter 11 B: Chapter 5
Nov. 9	Exam 2	
Nov. 12, 14	Young Families	O: Chapter 12 B: Chapter 6
Nov. 16, 19	Midlife and Older Families	O: Chapter 13 B: Chapter 8
Nov. 21, 23	Thanksgiving Recess: No Class	
Nov. 26	Midlife and Older Families (Cont.)	
Nov. 28, 30	Marriage, Work, and Economics	O: Chapter 8
Dec. 3, 5	Family Violence and Sexual Abuse	O: Chapter 14 B: Chapter 16
Dec. 7, 10	Coming Apart: Separation and Divorce; Single Parents Family Folklore Album Due (Dec. 7th)	O: Chapter 15 B: Chapter 17
Dec. 12, 14	Marriage and Family Strengths and Needs	O: Chapter 16
	Section 1: Dec. 18th, Final Exam: 8:00 – 10:00 AM	
	Section 2: Dec. 17th, Final Exam: 8:00 – 10:00 AM	

*** I reserve the right to change or modify this course schedule. Students who choose not to attend class are responsible for checking with the instructor for any changes.**

Appendix A

Appendix B
Grading Criteria for Family Folklore Project

Your paper should include a total of 10 pages of text. Papers that include photos or other family mementos will be longer. Stories should be indented and single-spaced, while narrative and reflections should be double-spaced and left-justified.

Quality of Stories and Presentation – Are the stories relevant? Did you include the most thought-provoking stories? Did you obtain stories from sources other than yourself? Do the stories tell something or make a larger point about your family? Is your paper set up in a visually stimulating way? If you choose to include pictures or other mementos, are they placed in logical places and integrated with the stories? Is your paper presented creatively and in a way that characterizes your family? 35 points

Identification of Themes and Insights – Were you able to connect the stories together in ways that clearly identify themes found within your family? (For example, did you identify any themes that reflect one of your family’s strengths or points to your family’s identity?) What themes do the stories demonstrate? What do the stories say about your family’s identity? 40 points

Reflection and Connection to Class- Did you discuss insightful reflections about your family. How does your family compare/contrast to the information from the course? You **must cite** information from class, e.g. (Strong, 312) or (lecture, 9/17). 40 points

Quality of writing – Is your paper well written? Is the paper organized well? Do the sentences make sense? Is it free from grammatical errors and typos? 15 points

Notes from interviews – You must turn in handwritten notes from you interviews with your family members. Interview notes must include the date and time (beginning and end) during which the conversation occurred. 20 points

Total 150 points

Appendix C

Student Choice Paper Options and Grading

Proposal: Students must submit a TYPED 1-2 sentence proposal stating what option they will choose for the student choice project. All proposals are due on the date designated on the course schedule.

Paper Requirements: All student choice papers are due on the designated date on the course schedule. All projects are worth 50 points and must follow the criteria listed below. In addition, all papers must be written in 12-point font and double-spaced with 1-inch margins.

Choice 1: Attend Building Strong Families Conference and write a 2 – 3 page paper.

This option provides the opportunity for you to experience a professional conference and interact with professionals in a variety of fields including HDFS, Social Work, and Nursing who use concepts from family science on a daily basis in their careers. For this assignment you will attend the Building Strong Families Conference on Oct. 11, 2007 and write a 2-3 page paper about your experience that addresses the following: What did you learn about families? What are some topics individuals in human development and family science might study? How did the information you learned at the conference tie to the information from this course? That is, how do individuals in HDFS and other fields use information from family science in their careers?

Note: Students who choose this option must register for the conference. Those who volunteer to help during the conference will have their registration fee waved and will receive a free lunch.

Choice 2: Explore the HDFS department website and write a 3 - 4 page paper on how the concepts you learn in this course can apply to your future career and how.

The purpose of this paper is to allow you to explore how knowledge of families and human development will help you in your future career, whether you plan to be a nurse, youth minister, therapist, early childhood educator, politician, lawyer, medical doctor, etc! First you will need to spend sometime exploring the HDFS departments' website: <http://www.messiah.edu/departments/family/>. This will, hopefully, give you some ideas as to what individuals with HDFS degree do and how they have used information from their major in their careers. In addition, you will spend sometime talking with a faculty member in your own major (possibly your advisor) and discuss with them some issues they have encountered regarding families in their profession. For example, what issues might a nurse face when dealing with families? Be sure to tell the faculty member that this is for a paper. In your paper, address what you learned from exploring the website and your discussion. Then discuss aspects of your future career that you might encounter (based on your conversation and the website) and reflect on what concepts from this course come to mind? How might this class influence your view of individuals or families as you work with them in your career? Be creative! I'm interested in reading about what concepts you feel will be most useful to you, why you feel this way, and how you will apply this information in your career. Be sure to CITE (text and page # or lecture date) the information used.

Choice 3: Interview 2 individuals with backgrounds in HDFS and write a 2 - 3 page paper.

This option gives you the opportunity to explore the career options for individuals with degrees in HDFS. For this assignment, you will interview 2 individuals. One individual can be a current HDFS senior or a faculty member from the HDFS department. However, you must interview at least one HDFS alumni. All interviews should be between 20 – 30 minutes long and must be conducted in person or over the phone. Students may NOT tape record the conversation, rather you will take notes and you must tell the interviewee the purpose of the interview. (You must hand in your interview notes; they are worth 5 points of your grade). In order to identify alumni you should explore the HDFS department's website. You will need to meet with me prior to Oct. 10th in order to contact alumni and current HDFS seniors, as well as go over your interview questions. You should try to identify individuals who have a career you would be interested in exploring. Your paper should discuss anything that surprised you about the field and why, what skills individuals with HDFS degrees have, how your interviewees use (or plan to use) information about families in their career and any other relevant information. You might want to start at the following website: <http://www.messiah.edu/departments/family/graduates/alumni.html>