Instructor: Erin Boyd-Soisson, Ph.D., CFLE
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Phone: Ext. 2254
Email: eboyd@messiah.edu

Location: Boyer 330
Section 1: MWF 9 – 9:50
Section 2: MWF 10 – 10:50
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 Texts


Required Readings on Library Reserve


Recommended Readings (on reserve)

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 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 for 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 question and write a 2 page critical analysis based on that question. On your list of question 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. Reading Response Journal (100 points)
Throughout the semester, you will choose 10 of the required reading assignments (chapters in the text or articles on reserve) and complete a “reading response” which includes: a) two critical thinking questions for each of those 10 readings, and b) short responses to each of those questions. Your questions should be on something that surprised you about marriage and families or something that really peaked your interest or excited you while you were reading. Questions will be between 2 – 4 sentences and should integrate material from the reading, previous readings, concurrent readings, or class discussions and must reference page numbers from the readings. The questions you develop should be questions that you could ask during class in order to foster critical thinking, excitement, and discussion among your classmates. The questions should be well developed, insightful, and thought-provoking. Questions asking yourself to recall simple facts are unacceptable. In addition to the questions, you should have a 4 – 6 sentence response to each of your own questions. Because of the nature of the questions, there may be no one correct answer – however, your answers should be based on logical conclusions from facts or theories you learned in previous readings. Questions and responses should be typed, double-spaced, and in 12-point font.

Each “reading response” should include:
1. the reading to which you are responding,
2. your name,
3. date
4. two questions with your responses.

Reading responses are due on the day the reading assignment is due WITHOUT exception. If you forget to turn in your questions and responses, it will not count toward the 10, and you will need to develop questions for an additional reading. All 10 reading responses, with my comments and your grade, must be kept in a file folder (journal) and turned in one final time, together, on the date designated in the course schedule. Therefore, you must KEEP all your responses as they are turned back to you, in a journal to hand in at the end of the semester. Each reaction is worth 10 points (10 @ 10 for a total of 100 points) and will be graded on the criteria mention above.

5. Family Folklore Album (150 pts.)
Explore your own family folklore and summarize the most important stories in a 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.

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? 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.

6. Extra Credit (Optional) – up to 15 points
Attend the Building Strong Families Conference on Oct. 12, 2006 and write a 2-3 page paper about your experience that addresses the following: What is the purpose of a professional conference? What workshops did you attend? 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?

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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>50 pts.</td>
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<tr>
<td>Exams (3 @ 100 points each)</td>
<td>300 pts.</td>
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<tr>
<td>Reading Journal</td>
<td>100 pts.</td>
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<tr>
<td>Book Reaction Paper</td>
<td>50 pts.</td>
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<tr>
<td>Family Folklore Album</td>
<td>150 pts.</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>650 pts.</strong></td>
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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 DISABILITIES 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 5387.

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.

   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*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Aug. 30</td>
<td>Course Introduction</td>
<td>Syllabus</td>
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<tr>
<td>Sept. 1, 4</td>
<td>Perspectives on Intimate Relationships</td>
<td>Chapter 1 Hollinger</td>
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<tr>
<td>Sept. 6, 8, 11</td>
<td>Understanding Marriage and Family Dynamics</td>
<td>Chapter 3 &amp; Appendix B</td>
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<tr>
<td>Sept. 13, 15</td>
<td>Cultural Diversity: Family Strengths and Challenges</td>
<td>Chapter 2 Begin Morgan (1- 40)</td>
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<td>Sept. 18, 20</td>
<td>Contemporary Gender Roles</td>
<td>Chapter 7 Cont. Morgan (41 – 80)</td>
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<tr>
<td>Sept. 22</td>
<td>Discussion: <em>Children of Strangers</em></td>
<td>Finish Morgan (81 – 122)</td>
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<td>Sept. 25, 27</td>
<td>Friendship, Intimacy, and Singlehood</td>
<td>Chapter 9</td>
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<td>Sept. 29</td>
<td><strong>Exam 1</strong></td>
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<tr>
<td>Oct. 2, 4, 6</td>
<td>Dating, Pairing, and Cohabitation</td>
<td>Chapter 10</td>
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<td>Oct. 9</td>
<td>Discussion: Family Folklore Album</td>
<td>Baker</td>
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<td>Oct. 11, 13, 16, 18</td>
<td>Communication, Power, and Conflict</td>
<td>Chapters 4, 5 Augsburger</td>
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<td>Oct. 20</td>
<td><strong>Mid-Fall Recess: No Class</strong></td>
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<td>Oct. 23, 25</td>
<td>Understanding Sexuality</td>
<td>Chapter 6 Smedes</td>
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<td>Oct. 27, 30</td>
<td>Marriage</td>
<td>Chapter 11 Anderson &amp; Guernsey</td>
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<td>Nov. 1, 3, 6</td>
<td>Young Families</td>
<td>Chapter 12 Balswick &amp; Balswick</td>
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<td>Nov. 8</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>Nov. 10</td>
<td>No Class (due to attending Family Science Panel on 11/1)</td>
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<tr>
<td>Nov. 13, 15</td>
<td>Midlife and Older Families</td>
<td>Chapter 13</td>
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<td>Nov. 17, 20</td>
<td>Marriage, Work, and Economics</td>
<td>Chapter 8 McQuicken</td>
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<td>Nov. 22, 24</td>
<td><strong>Thanksgiving Recess: No Class</strong></td>
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<tr>
<td>Nov. 27, 29</td>
<td>Family Violence and Sexual Abuse</td>
<td>Chapter 14</td>
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<tr>
<td>Dec. 1, 4</td>
<td>Coming Apart: Separation and Divorce; Single Parents</td>
<td>Chapter 15</td>
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<tr>
<td>Dec. 6, 8</td>
<td>Marriage and Family Strengths and Needs</td>
<td>Chapter 16 Bellah</td>
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<td><strong>Final Collection of Reading Journal (Dec. 8th)</strong></td>
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<td>Section 1: Dec. 11, Final Exam: 8:00 – 10:00 AM</td>
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<td>Section 2: Dec. 12, Final Exam: 1:30 – 3:30 PM</td>
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* 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.

**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 - Or in a way that might characterize your family?

35 points

**Identification of Themes and Insights** – Were you able to connect the stories together in a way that clearly identifies themes found within your family? (For example, did you identify any themes that reflect one of your family’s strengths?)

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? *(must cite* information from class, eg., *(Strong, 312)* or *(lecture, Oct. 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