



Family Studies and Human Development Department

FSHD 2400 Section 02: Family Relationships

02: T/Th 10:30-11:45 am

Instructor: Jason L. Wilde, Ph.D.

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Office Phone: 435-652-7856

Office Hours: M-F 9am

Office Location: WEDU 111

CRN: 42617

Semester/Year: Fall 2017

Credit Hours: 3.0

Class Location: WEDU 107

Prerequisites: None

Course Description: Introductory course on the study of family processes. It includes an introduction to research methods for studying family and conceptual theories for understanding families. This is an applied course, helping students begin to analyze family processes for personal family improvement and setting the stage for learning more about intervention to help other families improve. The fundamental family processes studied will help students understand the great diversity of family interactions.

General Education Status: Fulfills General Education Social & Behavioral Sciences requirement and is an approved Global & Cultural Perspectives course

Family Studies and Human Development Department Learning Outcomes:

1. Define currently accepted theory within the discipline.
2. Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.
3. Demonstrate professional practices specific to the discipline by completing assignments.
4. Show, in writing, the ability to think critically by:
 - a. Gathering information
 - b. Comparing and contrasting sources and quality of information
 - c. Evaluating information for reliability and validity
 - d. Creating resolutions/proposals to solve questions or problems within the discipline

Social Sciences General Education Objectives:

1. Emphasize group and individual identity and behavior; economic systems; human development; or historical, political, cultural, and geographic contexts; and the theories and concepts used to explain them.
2. Demonstrate central analytical approaches, whether quantitative or qualitative, used in the social and behavioral sciences, especially the scientific method.
3. Identify contributions of historically important individuals and ideas to the ideology and current practices of social and behavior science disciplines.
4. Read a substantial and sufficient amount of disciplinary work to provide exposure to the main theories and concepts of the field.
5. Participate in lectures, discussions and other in-class learning activities designed to provide exposure to, and a basic understanding of, the core content of the discipline.
6. Take exams that measure retention and understanding of course material.
7. Engage in activities that focus on a particular theme, event, theory, concept, or idea that encourages thoughtful reading, careful analysis and significant understanding in the application of disciplinary knowledge.

Global/Cultural Perspectives (GLOCUP) Learning Objectives

1. Examine and critique information and argument related to substantive problems that have a global dimension.
2. Learn how to evaluate sources from a variety of perspectives and use those sources to inform their critique of problems in the global community.
3. Demonstrate the ability to develop informed judgments about global issues.
4. Synthesize and balance information in developing appropriate evidence-based conclusions about global issues.
5. Examine theoretical and methodological approaches to cultural differences specific to a disciplinary tradition.
6. Demonstrate an ability to analyze differences and similarities within (or) across cultures.
7. Examine the role of social factors, e.g. race, gender, ethnicity, class, sexual orientation, religion, etc., in shaping social interaction, cultural worldviews, and individual identity.
8. Demonstrate an understanding of the interconnectedness of society, culture and individual identity.

Course Learning Outcomes: Students will

1. Use theoretical frameworks for evaluating family relationships.
2. Develop a better understanding of self and personal interaction within relationships.
3. Become more aware of gender related issues and articulate how these issues impact family.
4. Explain and use communication and conflict resolution skills that contribute to successful family living.
5. Recognize areas of stress in families and relationships, and name resources to diminish the likelihood of problems.
6. Discuss issues of human sexuality within relationships.
7. Explain processes of parent-child relationships.
8. Recognize signs of family violence and give processes for healthy prevention and response.
9. Define patterns of transition and change within families.
10. Discuss the distribution of resources within the family and family dynamics for managing resources.
11. Use a Genogram to identify transgenerational issues and relational patterns in families.
12. Assess family paradigms and rituals for improved family functioning.

Required Text: Introduction to Family Processes, 5th edition, by Randal D. Day, published by Routledge Taylor & Francis Group, NY, 2010. ISBN 978-1-84169-761-1.

Grading Summary (More detail given below):

Reading Quizzes	130
Papers	700
Dailies	130
Genogram Presentation	100
Final Presentation	100
TOTAL	1160

Grading Scale:

A = 94-100%	B- = 80-83%	D+ = 67-69%
A- = 90-93%	C+ = 77-79%	D = 64-66%
B+ = 87-89%	C = 74-76%	D- = 60-63%
B = 84-86%	C- = 70-73%	F = below 60%

***This syllabus and/or course schedule is subject to change with proper notice.*

FSHD 2400 Schedule

Class Date	Due	Topic
Aug 22	Daily 1	Family Processes, Intro to course
24	Chp 1 reading and quiz; Daily 2	Family Studies discipline; Family as fundamental unit of society
29	Chp 2 reading and quiz; Daily 3	Research on Families
31	Chp 3 reading and quiz; Daily 4	Family Theories—Family Systems Theory
Sept 5	Theory 1 readings; Daily 5	Family Theories—Family Development & Social Exchange
7	Theory 2 readings; Daily 6	Family Theories—Conflict & Symbolic Interaction
12	Chp 6 reading and quiz; Daily 7	Genograms & Intergenerational processes
14	Paper 1 (Theory); Daily 8	Genograms & Intergenerational processes
19	Genogram Presentations	
21	Genogram Presentations	
26	Chp 4 reading and quiz; Daily 9	Change processes
28	Daily 10	Change processes
Oct 3	Chp 11 reading and quiz; Daily 11	Distance regulation processes
5	Paper 2 (Change); Daily 12	Distance regulation processes
10	Couple & Family Map reading; Daily 13	The couple & family map
17	Chp 5 reading and quiz; Daily 14	Personality & Power
19	Paper 3 (Distance, Map); Daily 15	Gender & Genetics
24	Chp 7 reading and quiz; Daily 16	Mate selection processes
26	Paper 4 (Personality/Power/Gender/Genetics); Daily 17	What is love?
31	Chp 13 reading and quiz; Daily 18	Coping with Stress
Nov 2	Paper 5 (Mate selection/love); Daily 19	Coping with Stress
7	Chp 8 reading and quiz; Daily 20	Family paradigms
9	Paradigms readings; Paper 6 (Stress); Daily 21	Family paradigms
14	Chp 9 reading and quiz Daily 22	Family Rules
16	Paper 7 (Paradigms); Daily 23	Family Rules
21	Chp 10 reading and quiz Daily 24	Communication processes
28	Paper 8 (Rules); Daily 25	Communication processes
30	Chp 12 reading and quiz; Daily 26	Family Rituals
Dec 5	Paper 9 (Communication); Daily 27	Family Rituals
7	Paper 10 (Rituals); Daily 28	Course Wrap up
12	Final Presentations 9 am - 11 am	

Assignment and Grading Detail

General: Most assignments will be detailed more clearly in Canvas. Read these descriptions and follow the instructions carefully, along with the following guidelines:

1. Unless otherwise noted, papers are to be submitted electronically through Canvas

2. Unless otherwise noted, all papers are to be typewritten, double spaced. Use size 12 font. Headings of typed papers should include name, course number and section, and assignment title.
3. Writing in class will be graded for content, punctuation, grammar, spelling and word usage unless stated otherwise. Provide college level work. Do not plagiarize the work of others.
4. Keep a copy of all assignments and graded work.
5. Assignments are due the day indicated on the outline, usually by the beginning of class.

Reading Quizzes (10 points, 130 points total): Read the assigned chapter before coming to class and take the attending reading quiz available on Canvas.

Papers (100 points, 700 points total): There are 10 paper assignments available for the semester—you must do seven (7). For each paper, identify one or two concepts from the chapter and class discussions you find particularly interesting and insightful. Illustrate how you see those concepts operating in your family by telling a brief story from your family experience. Then analyze your family interactions in terms of the concepts, striving for greater insight into why your family interacts the way it does. Finally, using the insights gained, make specific plans for family improvement. Each paper must use a short-essay format with an introductory paragraph containing a thesis statement, supporting paragraphs in the body, and a conclusion which wraps up the paper. You will turn in two drafts of each paper—a rough draft and a final. After you write your rough draft, you will get feedback on it from another person. You must take your first paper to the campus writing center. For subsequent papers you may get my approval for someone else to give you feedback, if you desire. Put a note on the bottom of the rough draft indicating who you had review it, a summary of the comments, and what you will do to revise the paper. Then revise your paper, writing your final draft. Turn in both drafts. You will be graded on the content (quality of thought, depth of analysis, understanding of the concepts: 80pts), quality of writing (15 pts), and turning in two drafts (5 pts). Papers should be between three and four pages in length. Submit papers through Canvas before class on the day due.

Daily (130 points): For each class period you will write a “daily.” The daily should say something about what you found most interesting and how you might use what you learned. You can also use the daily to give feedback about the course. You will give yourself a grade on each daily according to how involved you were in the class discussions: 1 point = “I was here but kept looking at my phone; did you say there was a paper due today?” 2 points = “I was here, maybe grunted a little to hopefully indicate listening,” 3 = “I participated a little, supported my fellow students,” 4 = “I put some of myself into what I said,” up to 5 = “I was fully mentally engaged, thinking about the material, relating it to myself, sharing my thoughts, and being fully respectful of my fellow students.” Each daily will be given 5 points for 140 total points possible. Only 130 are “counted” toward your grade, which means you have two free days or a chance for up to 10 bonus points.

Genogram Presentation (100 points): You will create a genogram looking at transgenerational processes in your family. You will be given about 7 minutes to make a report to the instructor and your group of your findings and how you think these patterns may impact you and what you potentially can do about these influences. You only need to cover findings/issues you are willing to discuss. Grades will be based on thoroughness of the genogram (50 pts), depth of the insights (25 pts), and plausibility of the action plan (25 pts).

Final Presentation (100 points): Rather than a final exam, you will give an oral presentation to the class. This will be a 7 minute presentation covering the topic of your choice that completes the sentence: “*The most impactful thing I learned about family processes was _____.*” You will present this using visuals, handouts, videos, PowerPoint—anything to enhance your experience in a way that works best for you. You will have a lot of liberty to be creative and personal in your presentation. More guidance and required content for the final presentation will be discussed as we get closer to the end of the semester.

Notes from the Instructor

This class offers you an amazing opportunity to learn about how families can function in a healthy manner. You can apply this both professionally and personally. We seem to learn best about families by examining our own experiences and hearing about others experiences. You will have many opportunities for personal reflection about your family and for sharing experiences with your small group. You are not required to share anything you consider too personal, private, or which you have unsettled feelings about. You may respectfully remain silent on any topic

and all fellow students will respect the silence of any peers. If any discussions or topics cause you distress or significant discomfort, I encourage you to seek professional assistance through the Health and Wellness Center (<https://wellness.dixie.edu/>). Now is a good time to address issues that may be hampering your ability to have healthy family relationships. The class discussions are **not** meant to be group therapy. Do your personal examinations deeply before class and decide what you may be willing to share. The more you appropriately participate, the more you are likely to learn.

About the Instructor

I hold a Ph.D. in Family Social Science from the University of Minnesota, and a Master's of Science and a Bachelor's of Science from Brigham Young University. My wife and I have been married for 22 years and we have eight children (all sons, no daughters). For fun (other than teaching, which I thoroughly enjoy) I play with my family, do long-distance trail running, tinker on the piano, read good books, play chess and other such games, or make up children's stories. I'm here at Dixie State University to help you learn—whatever I can do to help you succeed, please ask, and I'll do my best to assist you or get you to the right resource for you to use in your quest.

Class/College Regulations and Information

DSU Policies: Go to <http://academics.dixie.edu/syllabus/> for comprehensive information on the Semester Dates, the Final Exam Schedule, University resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior and Absences related to university functions.

If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the North Plaza. The Disability Resource Center (<http://dixie.edu/drcenter/>) will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.

Written Work: All written work must be word processed, double spaced, and when assigned (as most written work is turned in through Canvas), on one side only of 8.5 x 11 inch plain white paper, no more than 1" margin. Any physically turned in papers must have multiple pages stapled! Each turned in paper must include the student's name, the Course Dept., Number and Section, Date, and Assignment Title (SINGLE SPACE your Heading). For example:

Samuel Brooks
FCS 2400-04
14 Aug 2016
Chapter 1 Application Paper

Proper grammar and spelling at the collegiate level is expected and will be graded appropriately.

Timeliness of Papers/Assignments/Exams: Assignments are due at the beginning of class on the day that they are due unless otherwise notified. If your paper is turned in after this time, it will be considered late. If you cannot make an assignment, speak with me and see if alternative arrangements can be made. Late assignment/exams will be docked per day they are late, unless they are pre-arranged with the instructor. It is important to communicate with the instructor in the event of an expected late assignment/exam so that proper arrangements can be made, with minimal impact on scores.