

## PVAMU Course Syllabus

### Contemporary Family HDFM 2533-P01

<b>Department of</b>	<b>Agriculture &amp; Human Sciences (CAHS)</b>	<b>College of</b>	Family & Consumer Sciences: Family and Child Studies
<b>Instructor Name:</b>	<i>Doris Morgan-Bloom Higginbottom</i>		
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	P.O. Box	519	
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<b>Office Hours:</b>	T 1:00-5:00, W 9:00-3:00, TR 1:00-5:00, Fri. by appointment		
<b>Virtual Office Hours:</b>	Contact via email		
<b>Course Location:</b>	<i>May Hall –Rm. 119</i>		
<b>Class Meeting Days &amp; Times:</b>	<b>8:00am to 9:20am</b>		
<b>Course Abbreviation and Number:</b>	<b>HDFM 2533</b>		
<b>Catalog Description:</b>	The contemporary family in cross-cultural perspective (3-0) Credit 3 semester hours. An analysis of family interaction patterns, roles, and functions, throughout the life cycle as influenced by customs, cultural diversity, and socioeconomic status with implications for broader understanding of a multicultural society. An examination of public policies and procedures impacting family functioning		
<b>Prerequisites:</b>	N/A		
<b>Co-requisites:</b>	N/A		
<b>Required Text:</b>	Schwartz, M. A. & Scott, B. M. (2010). <i>Marriages and Families: Diversity and Change</i> . 6 <sup>th</sup> Ed. Prentice Hall Publisher. <b>ISBN# 978-0-205-68314-7</b>		
<b>Recommended Text:</b>			
<b>Access to Learning Resources:</b>	PVAMU Library: phone: (936) 261-1500; web: <a href="http://www.pvamu.edu/pages/3585.asp">http://www.pvamu.edu/pages/3585.asp</a> University Bookstore: phone: (936) 261-1990; web: <a href="https://www.bkstr.com/Home/10001-10734-1?demoKey=d">https://www.bkstr.com/Home/10001-10734-1?demoKey=d</a>		
<b>Course Goals or Overview:</b>			
	<b>COURSE OVERVIEW/GOALS:</b> The goals of this course are to examine contemporary definition of marriage and families; various types of marriage; define family and discuss the types of family; describe how family life is shaped by race, class, and gender; identify the changing patterns in marriages and families; understand the diversity in contemporary patterns in marriage and families; produce essays with purpose, content, and organization; use critical thinking; and write based on inquiry of academic journals and peer review sources.		

	Students will understand and apply fundamental principles of critical thinking, problem solving in marriage and families through reaction papers, small group discussion on human family dynamics, family patterns, roles, social functions and diversity of families.	<b><u>Core Curriculum Objective</u></b> Critical Thinking
	Students will understand the importance of the human family cycle as influenced by customs, cultural diversity, and social socioeconomic status and its implications for a broader emphasis on a multicultural society. Through power point presentation, small group interaction	Communication
	Student will conduct basic research, ascertain the link between research and theory and be able to list and discuss the steps used in research.	Empirical and Quantitative skills
	Student will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage in effectively in regional, national, and global	Social Responsibilities
<b>Course Objectives/Accrediting Body</b>		<b>Standards Met:</b>
At the completion of the course, the student will be able to demonstrate mastery at the 75 <sup>th</sup> percentile or greater through a variety of course embedded assessments in each of the following course focal areas.		

### COURSE OUTLINE

**Week 1 Introduction:** A study of marriage and family's diversity and change. An overview of marriages and families as the oldest human social institutions; and the family has existed in some form in all societies.

**Marriage and Families Over Time-** A contemporary definition of marriage and families, a historical perspective of families, the types of marriages, types of families, the family functions social, regulation of sexual behavior within the family. What is a family? Myth about marriages and families

**Week 1 Ways of Studying and Explaining Marriages and Families-** Sociology of Marriages and Families, Studying marriages and families: The link between research and theory, Methodological techniques in the study of marriages and families. Critical look at traditional research on marriages and families, theoretical perspectives, and men studies relative to marriages and families.

**Assignment:** Complete a family intimacy research paper- Instructor will provide an academic journal article and engage students with a "hands-on" library assignment with a librarian to participate in American psychological Association (APA) seminar. This will emphasize students' manipulating and analyzing data as well as to understand observable facts resulting in knowledgeable conclusions. **(Due Tuesday of week 4)** Discussion!

**Week 2 Understanding Gender: It's Influence in Intimate Relationships-** Distinguishing sex and gender roles, the traditional meanings of femininity and masculinity, gender roles in transition, theories of gender-role socialization, agents of socialization, and consequences of gender stereotyping.

**Week 3 The Many Faces of Love:** What is this thing called love, how do people express love, love versus friendship, infatuation, and liking, Theories of love, love across gender and race, romantic love today and obstacles to love and loving relationships.

**Week 4 Dating, Coupling, and Mate Selection-** A historical perspective on mate selection in cross-culture, the intersections of race, gender, class, and sexual orientation, Theories of mate selection, mate selection: finding and meeting partners, the future of dating, violence in dating and intimate relationships, meeting partners: where and how. (**Family Intimacy presentation due today-Tuesday**)

**Week 5 Sexuality and Intimate Relationships-** A look at human sexuality: past and present, sexuality as social learning, sexual orientations, the physiology of sexuality, the human sexual expression, sexuality across the life cycle, sexual dysfunctions and sexual responsibility: protecting yourself from AIDS and other STD's

**Week 6 Non-marital Lifestyles-** from a historical perspectives-singlehood in early America, nineteenth and early twentieth century's, and current demographic trends, demystifying singlehood, single lifestyles heterosexual cohabitation, lesbian and gay relationships

**Week 7 The Marriage Experience-** Why do people marry? The meaning of marriage, marriage as a commitment, marriage as a legal contract, the changes and continuity in the meaning of marriage, marriage and gender, the transition and adjustments to marriages, heterogamous marriages, and marital satisfaction, communication, and conflict resolution in marriages

**Week 8 Reproduction and Parenting-** a historical overview: fertility trends in the United States, controlling fertility, abortion, infertility, reproduction without sex: the new technologies –artificial insemination, in vitro fertilization, embryo transplant and surrogacy, conception, the choice to parent, pregnancy, prenatal development and care, prenatal problems and defects, expectant fathers, the parental adjustments, adaptations and patterns of child rearing

**Week 9 Evolving Work and Family Structures-** The transformation of work and family roles, reason women work, work and family structure, traditional nuclear families, two-person career, the impact of work on family relationships, integrating work and family life: resolving role conflict, inequities in the workplace: consequences for families, the economic well-being of families-who are the poor? Uncertain future: the widening income gap, homelessness, and the welfare debate HDFM 2533, Contemporary Family in Cross-Cultural Perspective 5

**Week 10 Violence and Abuse-** The roots of family violence: A historical Context, family violence and United States culture, myths about violence and abuse, physical assault: the case of battered women-explore what is battering, how prevalent is women battering? Why do women remain in abusive relationships? The sexual assault of women, the criminal justice response to women assault, the effects of physical and sexual assault on women, a comparative look at battered men, child assault and abuse and elder abuse in the United States

**Week 11 The Process of Uncoupled: Divorce in the United States-** A historical perspective on divorce in early America, who gets divorced and why? The process of divorce, the causes of divorce, the impact of divorce on spouses and children

**Week 12 Remarriage and Remarried families-** Cultural images of stepfamilies, a historical perspective, the process of remarriage-dating and courtship patterns, the decision to remarry, patterns of remarriage, and stages in the development of remarried families, The strengths and benefits of remarried families, and the quality of the remarital relationship

**Week 13 Marriage and Families in later Life-** study the characteristics of later-life families, sandwich generation, diversity in the family life cycle, demographics of aging: defining "Old" –age categories of the elderly, gender and marital status, race, ethnicity, and class and poverty among the elderly. Review living arrangements, marriage in later life and intergenerational relationships, the child-

free elderly, sibling relationships, health and illness, family care giving and experience of widowhood.

**Week 14 Marriage and Families in the Twenty-First Century: U.S. and World Trends-** the challenges of a world economy, inequities in income and wealth, health and health care, the trends in drug use and associated health programs, alcohol, addiction and the family, meeting the needs of children: Foster care and adoption, explore the challenge of racism and ethnic discrimination in family life, and safety and security: Gangs & street violence and violence in America' schools. The terrorism and war and the fears that haunt Americans, and families coping with loss: Dying and death.

### Course Evaluation Methods

Given prior notice, the contents of this syllabus and class assignment are subject to change at instructors' discretion. If you have any questions or need assistance, please feel free to contact your instructor.

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

**Quizzes** – The five online quizzes will consist of 30 questions each covering material over the major units of the course. The communication, critical thinking and social responsibility core objectives will be emphasized in these quizzes. For example, questions will examine the students' critical thinking skills in regards to Marriages and Families Over Time, Families in early America, and Looking Ahead: Marriages and families in the future.

**Exams** - The two multiple choice exams (Mid-Semester and Final) will consist of 50 questions each designed to provide emphasis on the major chapters units. The social responsibility core objective will stress on these exams. For example, questions will assess Slavery's Hidden Legacy: Racial Mixing and Families in the Nineteenth Century vs. Families in the Twentieth Century.

**Activities** – Activities assignments are designed to supplement and reinforce course material. The communication, social responsibilities and critical thinking core objectives will be stressed on these Activities. For example, activities will assess students' critical thinking to distinguish how Immigration and Family Life may differ compared to Changing Patterns of Immigration in the current society.

**Projects** – Students group projects are utilized to supplement and reinforce course material. The communication, critical thinking, and personal responsibility core objective will emphasized these projects. For example, basic research will be used to assess student's ability to conduct, apply accurately quotation, analyze data, observe facts resulting in knowledgeable conclusions, and ascertain the link between research and theory and be able to list and discuss the steps used in research.

**Class Participation** – Student's daily attendance and participation in class discussions is designed to supplement and stress the social responsibilities core objective while enhancing intercultural competence, knowledge of civic responsibility and the ability to engage successfully on a regional, national and global level.

### Grading Matrix

Instrument	Value (points or percentages)	Total
Written Assignments	50 points	50
Activities/class discussions	50 points	50
Quizzes	5 quizzes at 30 points each	150
Research Projects	100	100
Mid Term Exam	100	100
Class Attendance	50	50
Final Exam	100	100
<b>Total:</b>		<b>600</b>

**Grade Determination:**

A = 540 – 600pts;  
 B = 539 – 480pts;  
 C = 479 – 420pts;  
 D = 419 – 360pts;  
 F = 359pts or below

**Submission of Assignments:**

Please submit all assignments, quizzes online within the assigned date and time period. Quizzes “will not be reopened”.

**Formatting Documents:**

Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Exam Policy**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies only (See Student Handbook).

**Professional Organizations and Journals**

The following journals and related reference materials are noted to guide supplemental reading and as potential sources of data for the research paper.

<b>Popular Parents' Magazines</b>	Baby Fit Pregnancy	Child Junior Parents	Family Life Parenting
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**Popular Children’s’ Magazines** Cricket Highlights National Geographic World  
 Nickelodeon Sesame Street Spider Sports Illustrated for Kids

**Journals Relevant to Life Span**

American Journal of Psychology  
 American Journal of Psychiatry  
 American Psychologist  
 Behavior Modification  
 Behavior Therapy  
 Cognitive Psychology  
 Clinical Psychology  
 Review Child Development  
 Child Psychology & Psychiatric Review  
 Child Psychiatry & Human Development  
 Child Study Journal Cognition & Emotion  
 Contemporary Psychology  
 Cognitive Development Cognitive  
 Psychology Counseling  
 Psychologist Creative Child & Adult Quarterly  
 Death Studies Developmental  
 Psychology Elementary School Guidance & Counseling  
 Family Relation  
 Family Therapy

Feminist Studies  
Gerontologist Health  
Psychology Journal of Abnormal Child  
Psychology Journal of Abnormal Psychology  
Journal of Adolescence  
Journal of Applied Development Psychology  
Journal of Applied Psychology  
Journal of Applied Social Psychology  
Journal of Child Psychology & Psychiatry & Allied Disciplines  
Journal of Clinical Psychology  
Journal of Early Adolescence  
Journal of General Psychology  
Journal of Gerontological  
Social Work  
Journal of Gerontology  
Journal of Humanistic Psychology  
Journal of Marital & Family Therapy  
Journal of Personality  
Journal of Personality & Social Development  
Journal of Personality & Social Psychology  
Journal of Psychology  
Journal of Research in Personality

**Resources (Continued)**

The following journals and related reference materials are noted to guide supplemental reading and as potential sources of data for the research paper.

Journal of School Psychology  
Journal of Social and Clinical Psychology  
Journal of Social Psychology  
Marriage & Family Review  
Personality & Social Psychology Bulletin  
Psychological Bulletin  
Psychological Reports  
Psychological Review  
Psychology in the Schools  
Psychology of Women  
Psychology of Women Quarterly  
Psychology Today  
Research on Aging  
School Psychology  
Review Sex Roles

## University Rules and Procedures

**Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## **Technical Considerations for Online and Web-Assist Courses**

**Minimum Hardware and Software Requirements:**

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

**Communication Expectations and Standards:**

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them.

**\*\*\*\*Requirement for dress attire in Mrs. Morgan-Bloom's classes: Males and females will be required to remove their caps and hats; absolutely no "Doo-Rags" allowed in the classroom setting, no pajamas, no head rags, Please!**

**Males and females are required to wear their pants above their buttocks, Females are asked to cover themselves up top and below. No exceptions!**

**Before students enter the classroom: turn off your cell phones, iPods, and other electronic devices. During exams no cell phone or electronic devices, this includes "earphones", allowed in the classroom. Please!!**

**Submission of Assignments:**

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

**Discussion Requirement:**

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.