



**HDFM 2533 CONTEMPORARY FAMILY IN CROSS-CULTURE PROSPECTIVE  
SUMMER 2019**

**DEPARTMENT OF AGRICULTURE, NUTRITION AND HUMAN ECOLOGY  
COLLEGE OF AGRICULTURE AND HUMAN SCIENCES**

**Instructor:** Mrs. Minnie E. Cyrus  
**Section # and CRN:** P01 32717  
**Office Location:** Agriculture and Business Building, Room 416  
**Office Phone:** 936.261.2516  
**Email Address:** mecyrus@pvamu.edu  
**Office Hours:** MT 12:00 – 1:30 pm  
**Mode of Instruction:** FACE TO FACE  
**Course Location:** Agriculture and Business Building Room 119  
**Class Days & Times:** MTWR 1:30 – 3:50 pm  
**Catalog Description:** 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  
**Prerequisites:** NONE  
**Co-requisites:** NONE  
**Required Texts:** Schwartz, M. A., & Scott, B. M. (2018). *Marriages and families: Diversity and change* (8th ed.). New York, NY: Pearson. ISBN: 978-04631998  
**Recommended Texts:** N/A

**Student Learning Outcomes:**

	Upon successful completion of this course, students will be able to:	Program Learning Outcome# Alignment	Core Curriculum Outcome Alignment
1	Explore the meaning of intimate relationships and how we establish them.	PL01	#3
2	Demonstrate the ability to explore the various aspects of gender roles and sexuality that are integral to intimacy.	PLO 1 & 2	#6
3	Define various terms associated with lifestyles.	PLO 1-3	#1
4	Acquire an understanding of steps one take to enhance the quality of their own intimate relationships.	PLO 1, 2 & 4	#2
5	Identify various threats to our intimate relationship including alcoholism and violence as well as separation and divorce.	PLO 2-5	#4
6	Explore and address the various belief systems of different cultures as they pertain to marriage and family while learning to appreciate the diversity in the society of which, we live.	PLO 1-4	#3

## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Class Participation/ Discussion	25 points per week (4 weeks)	100
2) Research Paper (Taskstream)	1 paper	100
3) Exercises	4 exercises at 100 points each	400
4) Quizzes	4 quizzes at 100 points each	400
5) Projects	1 project	100
6) Final Exam	100	100
<b>Total:</b>		<b>1200</b>

### Grade Determination:

- A 1080 - 1200
- B 960 - 1079
- C 840 - 959
- D 720 - 839
- F 719 and below

### Grading Scale

- A 90 -100
- B 80 - 89
- C 70 - 79
- D 60 - 69
- F 59 or below

I = Incomplete (Only issued under extraordinary circumstances that are beyond a candidate's control.)  
W = Withdrawal from a course  
WV = Withdrawal from the University voluntarily  
MW = Military withdrawal

## Course Procedures or Additional Instructor Policies

### Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

### Submission of Assignments:

Students are responsible for all assignments even when absent or if enrollment into the class was late. All assignments are due on the posted date for that particular assignment. Assignments must be typed neatly, 12 font and one inch margins. Please check grammar and spelling. (Please be mindful of mechanics). Two points will be deducted for each error or misspelled word. (Please proofread all assignments before submitting for grading).

Each assignment submitted for grading may be awarded a total of 100 points. The average of the total points earned during the course will constitute the basis for the final grade. The students are expected to submit all assigned activities designed to enhance knowledge and skill development in the course on the assigned days at the **beginning** of class. Otherwise the designated assignment will be considered late and the total possible points for the assignment will automatically be reduced at the rate of "10 points" per day for each day the assignment is past due. In-class activities do not have a make-up option. Each activity will be assigned and completed during a designated class period.

Dates or submission of some assignments will be made throughout the course and/or included in the learning experiences of each topic. Please record assignments, due dates and grades on your **calendar**.

### 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 (See Student Handbook).

**Quizzes:** Some quizzes will be announced and some will not be announced

**Projects:** A final comprehensive project, when and if required, will be submitted in a timely fashion (one week) before the completion of the course. The project will be a research based activity with a five page limitation including the cover and reference pages and must be typed and follow the format of the American Psychological Association (APA Style). Also twelve (12) power point slides /six slides per page. Please check with Mrs. Kimberly Gay in the library in relation to your research paper. (Do not print on front and back)

### 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 because 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. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Profanity is not allowed as a form of communication in the classroom.

**Requirement for dress attire in Mrs. Cyrus' class:** Males and females are required to wear their pants above their buttocks. Females are asked to cover themselves above and below. No exceptions. 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!

### Technology

Cell phone use is strictly prohibited during class and must be turned off, placed on vibrate, or in some other silencing mode such as "airplane mode" or "do not disturb". Other electronic device (laptop, iPad, tablet, etc.) usage should be limited to the relevance of the class during class time, such as note-taking or instructor guided in-class activities. Any perceived misuse of electronic devices and/or excessive use, will result in overall course point deductions of five (5) points per incident.

**References:** The following journals and related reference materials are noted to guide supplemental reading as potential sources of data for a research project/paper. Other journals not listed may also be used.

**Popular Parents' Magazines**

Baby	Child	Family Life
Fit Pregnancy	Junior Parents	Parenting

**Popular Children's' Magazines**

Cricket	Highlights	National Geographic World
Nickelodeon	Sesame Street Spider	Sports Illustrated for Kids

**Journals Relevant to Course**

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

**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 Review
Psychological Reports	Psychology of Women
Psychology in the Schools	Psychology Today
Psychology of Women Quarterly	School Psychology Review
Research on Aging	Sex Roles

## Semester Calendar

### Week One: Topic Description

**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.

**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.

**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.

Readings:  
Assignment(s):

Chapters 1-4

### Week Two: Topic Description

**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.

**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.

**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.

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

Readings:  
Assignment(s):

Chapters 5-8

### Week Three: Topic Description

**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.

**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.

**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.

**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.

Readings: Chapters 9 - 12  
Assignment(s):

**Week Four:  
Topic Description**

**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.

**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.

**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.

**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.

Readings: Chapters 13-14  
Assignment(s):

## **Student Support and Success**

### **John B. Coleman Library**

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

### **The Learning Curve (Center for Academic Support)**

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: T1-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

### **The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

### **Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### **Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

### **Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

### **Office of Diagnostic Testing and Disability Services**

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

### **Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

## **University Rules and Procedures**

### **Disability Statement (Also See Student Handbook):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

### **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.

**Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

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 during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

**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****Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

**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 (or a program convertible to 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 as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive

language will not be tolerated.

**Technical Support:**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

**Communication Expectations and Standards:**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. 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/they should be copied and pasted to the discussion board.