

The University of North Carolina – Greensboro

School of Human Environmental Sciences

Department of Human Development and Family Studies

Dr. Bette T. Beane

HDF 212-01: Families and Close Relationships

Syllabus for Spring, 2006; Stone 142 MWF 11:00-11:50 a.m.

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Overview. This class is designed to examine the intrapersonal issues and interpersonal dynamics that enhance or inhibit the creation and nurturance of intimate and family relationships. In this class we focus on what we know from current research findings about these issues and dynamics. We discuss topics relevant to the development of positive regard and commitment between individuals and in families. Goals of this course are:

- To gain knowledge about theories and current research findings, which enhance our understanding of relationships within the context of family life.
- To gain knowledge about issues facing families and how they develop and maintain caring, joyful, and enduring relationships in a rapidly changing and increasingly diverse society and culture.
- To develop critical thinking skills and the ability to articulate one's ideas verbally and in writing by fully participating in the content and process of this class. ***The instructor is not the sole guardian of what you learn.*** Your active and consistent engagement in the process of this class determines what you gain from this class.

Policies. As a student of UNCG and of this class, please note these policies:

- You are expected to know fully and abide by the **academic integrity policy** on all exams and all assignments. Cheating or dishonesty of any type is not tolerated. For complete details on UNCG's academic integrity policy, refer to <http://saf.dept.uncg/studiscp/Manual.html>
- You are expected to prepare for and participate in all assignments as scheduled. **Exams are closed book.**
- Should class formats, readings, assignments, or exams not meet your needs for learning about families and close relationships you may contact Dr. Beane for additional assignments tailored to meet your needs. You are encouraged to contact Dr. Beane for assistance or concerns relevant to this class.
- All points earned are posted on Blackboard and remain accessible to you throughout the semester. Review your points regularly and contact the instructor immediately should you think they are not accurate.

Evaluation. At the close of the semester, you will be assigned a grade based on your demonstration of knowledge gained and the ability to apply that knowledge as demonstrated on exams, participation in discussions, and a project as listed below. Please see your class schedule for all due dates. Class content includes power point presentations and chapter readings and articles assigned from textbooks.

Requirement	Points Possible
Exams	160 (4 exams @ 40 points each)
Discussions	25 (25 @ 1 point each)
Essay	5 (1 @ 5 points)

Total points possible...190

A = 171-190 points (90-100%)	A- 90-94.9%, 171-180.4	A 95-100%, 180.5 - 190	
B = 152-170.9 points (80-89%)	B- 80-82.9% 152-157.6	B 83-86.9% 157.7-165.1	B+ 87-89.9% 165.3-170.9
C = 133- 151.9 points (70-79%)	C- 70-72.9%, 133-138.6	C 73-76.9%,138.7-146.2	C+ 77-79.9%,146.3 151.9
D = 114-132.9 points (60-69%)	D- 60-62.9%, 114-119.6	D 63-66.9%, 119.7-127.1	D+ 67-69.9%, 127.3-132.9
F = 113.9 or < points (59% or <)			

Exams (160 points; see schedule below for biweekly due dates)

Four (4) exams, each consisting of 40 multiple-choice questions each are scheduled. Exams are not cumulative.

Exams are based on power point presentations, textbook chapter readings, and articles from Annual Editions. A study guide for each exam is posted on Blackboard. There are no provisions for makeup exams except in cases that can be officially documented as absences deemed acceptable by the professor AND if the student notifies the professor by phone or email **IN ADVANCE**.

Discussions (25 points; 1 point per discussion; see schedule below for assignments)

- The textbook for this course is DeGenova & Rice (2005), **Intimate Relationships, Marriages and Families 6th Edition**, published by McGraw Hill. An additional book of articles is **Annual Editions: The Family 05/06** (K. Gilbert, Editor) published by Dushkin/McGraw-Hill. Readings and articles are assigned for discussions (see schedule, below).
- Discussions take place both in class AND on Blackboard as follows:

Wednesdays: bring to class a typed list of five (5) important points made in the pages assigned. You will use this information to participate in an in-class discussion. Hand written lists will NOT be accepted for any reason.

Fridays: participate in an online discussion on Blackboard. You must post three (3) times. Post once in reply to Dr. Beane's post (minimum: 5 sentences no later than midnight Thursdays) and then reply to 2 students (minimum: 3 sentences for each reply no later than midnight Fridays).

Please remember that quality is important when participating in discussions. Each student is expected to make a contribution by giving thought to his/her work. Remember to post on time with sufficient quality and quantity as **no partial points are given**.

Essay (5 points)

At the end of the semester, you will write an essay discussing what you are taking away from this course. What specific content applies to your personal life or vocation? What did you find that was interesting, challenging, helpful or perplexing? You must use specific concepts, facts, or ideas from this class and explain how these relate to your personal or professional life. Clarity of expression (including punctuation, grammar and spelling) is also considered in your grade on this essay. You must complete at least 2 pages minimum (3 maximum), with average size font (Times New Roman, 12) and margins no larger than 1". Use no more than the first 2 lines on the first page to include your name and a title for your essay. Save your document as .doc or .rtf. Other formats are NOT ACCEPTED. Use the digital dropbox in Blackboard to submit your essay, no later than Tuesday, May 2, 2006. Paper copies will NOT be accepted. You may submit your essay early.

HDF 212-01 Class Schedule

Chapter Readings: Intimate Relationships, Marriages, and Families = IRMF

Articles: Annual Editions: The Family = AETF

Date	Day	Topic	Source	Assignment
Jan. 9	M	Welcome & Introduction		
Jan. 11	W	What is a Family?		
Jan. 13	F	Intimate Relationships, Marriages and Families in the 21 st Century	IRMF	Chapter 1: pages 2-20, 24-26
Jan. 16	M	Martin Luther King, Jr. Holiday		
Jan. 18	W	Theories to Help Explain Family Behavior	IRMF	Chapter 1: pages 26-32
Jan. 20	F	Examining Family Rituals	AETF	Article, pages 197-199
Jan. 23	M	Family Systems Theory		
Jan. 25	W	Family Backgrounds & How They Influence Us	IRMF	Chapter 2: pages 36-47
Jan. 27	F	Breaking Free of the Family Tree	AETF	Article, pages 184-185
Jan.30	M	Gender Identity	IRMF	Chapter 3: pages 54-65
Feb. 1	W	Gender Roles	IRMF	Chapter 3: pages, 67-76
Feb. 3	F	Are Boys the Weaker Sex?	AETF	Article, pages 12-15
Feb. 6	M	EXAM 1		
Feb. 8	W	Being Single	IRMF	Chapter 4: pages 80-90
Feb. 10	F	Can Men and Women Be Friends?	AETF	Article, pages 21-25
Feb. 13	M	Attraction and Dating	IRMF	Chapter 5, pages 108-112, 121
Feb. 15	W	(Professor out of town)		
Feb. 17	F	Marriage at First Sight	AETF	Article, pages 85-92
Feb. 20	M	Love and Mate Selection	IRMF	Chapter 6, pages 134-146, 155
Feb. 22	W	No Wedding? No Ring? No Problem.	AETF	Article, pages 83-84
Feb. 24	F	Interracial Intimacy	AETF	Article, pages 34-38
Feb. 27	M	Illusion and Disillusionment.		(none)
Mar. 1	W	EXAM 2		
Mar. 3	F	Happiness Explained	AETF	Article, pages 191-196
Mar. 6 -10	M	Spring Break		
Mar. 13	M	Qualities of a Successful Marriage	IRMF	Chapter 7, pages 168-185
Mar. 15	W	Qualities of a Successful Marriage	IRMF	Chapter 7, pages 185-187
Mar. 17	F	Love Is Not All You Need	AETF	Article, pages 26-29
Mar. 20	M	Work, Family Roles, and Material Resources	IRMF	Chapter 9, pages 223-229
Mar. 22	W	Work and Family: Managing Money	IRMF	Chapter 9, pages 234-243
Mar. 24	F	For Better or Worse	AETF	Article, pages 151-154
Mar. 27	M	Power, Decision-Making and Communication	IRMF	Chapter 10, pages 246-253
Mar. 29	W	Power, Decision-Making and Communication	IRMF	Chapter 10, pages 253-257
Mar. 31	F	Hitting Home	AETF	Article, pages 137-141
Apr. 3	M	EXAM 3		
Apr. 5	W	Parent-Child Relationships	IRMF	Chapter 13, pages 320-342
Apr. 7	F	Who's Raising Baby?	AETF	Article, pages 75-79
Apr. 10	M	New Evidence for Never Spanking	AETF	Article, pages 98-105
Apr. 12	W	The Grandparent as Parent	IRMF AETF	Chapter 14, pages 357-361 Article, pages 129-133
Apr. 14	F	Spring Holiday		
Apr. 17	M	The Family and Divorce	IRMF	Chapter 16, pages 394-406
Apr. 19	W	The Family and Divorce	IRMF	Chapter 16, pages 406-417
Apr. 21	F	Marriage and Divorce American Style	AETF	Article, pages 166-168
Apr. 24	M	Coming Together: Remarriage & Stepparenting	IRMF	Chapter 17, pages 422-441
Apr. 26	W	Divorced? Don't Even Think of Remarrying Until You Read This	AETF	Article, pages 174-178
Apr. 28	F	Reconnect With Your Family	AETF	Article, pages 200-203
May 1	M	EXAM 4		
May 2	Ts	Essay (due no later than midnight to Blackboard, dropbox) Makeup article discussion: The Perma Parent Trap	AETF	Article, pages 119-122
		Happy summer!		

Other Information

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*