

Spring 2016 Syllabus¹

TR 1:00-2:15 pm

Bailey 102

Instructor: Dr. Karen Mooney

Office: Bailey 117

Office Hours: Tuesdays 3-4 pm, Thursdays 10-11 am, Fridays 2-3 pm, and by appointment

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Office Hour: Bailey 126, Wednesdays 11:00 am - 12:00 pm

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Required Text: Howe, T. R. (2012). *Marriages & families in the 21st century*. Chichester, UK: Wiley-Blackwell.

Recommended Text: *Publication manual of the American Psychological Association* (6th ed.). (2010). Washington, DC: American Psychological Association.

MyCourses: Course announcements, the course syllabus, PowerPoint slides, all other course and assignment information, and grades will be available on myCourses.

Course Overview: This is an advanced developmental course focusing on the complex theories and contemporary research on the ever-changing institution we call “family.” In particular, students will develop an understanding of the factors that foster meaningful close relationships and how their family of origin influences their current and future relationships.

Intended Learning Outcomes: Students will demonstrate the ability to:

1. understand current theory and research in the field of marriage and family relationships;
2. understand the methods and theories used to understand marriage and family interactions;
3. understand the various marriage and family developmental processes;
4. understand the diversity in families and the challenges they face;
5. recognize how findings from relationship science can be applied to everyday experiences;
6. and express their understanding of families in clear, coherent, grammatically correct writing.

Lectures:

My goal in my lectures is not to just review the textbook. I assume that you are capable of reading it on your own. Some information that I will provide in class will not be found in your textbook. Therefore, it is in your best interest to attend class regularly, not only to learn this additional information, but to focus your understanding of the textbook. Also, the best predictor of class grades is regular attendance.

¹ The contents of this syllabus are tentative and subject to change by the instructor.

I will post the PowerPoint slides for each lecture topic on myCourses at least 1 day before we discuss the topic. I strongly recommend printing out the slides before class and using them to guide your note-taking. I will conduct lecture at a pace that assumes you have these slides.

These slides are **NOT** to be considered everything you will need from class, but they will help by giving you a structure for your notes, wording for definitions, etc. **If you do not take additional notes to what are on the slides (e.g., more specific details of concepts, examples), then you probably will not do well on the exams.**

I try not to lecture the whole time. I plan on having you participate in discussions and activities. I encourage questions and participation. If something is not clear, do not hesitate to ask for clarification! If you miss class, it is your responsibility to get the notes from one of your classmates. My notes will not be available, nor will Nicole's. However, you should talk to one of us if you have any questions about any material you missed. During class, please be courteous to me and your fellow students – e.g., turn off cell phones, do not talk to your neighbors or listen to music. These things can be very distracting to your classmates. I will begin class at 1:00 and end class at 2:15. If you arrive late, please try to minimize the distraction.

Exam Information:

Exams: There will be 3 non-cumulative exams. Exams will consist of multiple choice questions and short essay questions. Each exam will cover material from the lectures, reading assignments (even material not discussed in class), and any videos.

Early Exams: If you know in advance that you will be absent for an exam, you can arrange a time to take the exam early. You must notify me at least one week before the scheduled exam.

Make-Up Exams: If you miss an exam, for whatever reason, you must take the make-up exam within one week of the time the exam was scheduled. Make-up exams will be all essay questions. It is your responsibility to contact me if you need to take a make-up exam.

Article Discussion Groups: In addition to reading the textbook, you will be reading actual journal articles that address course topics in more depth. The articles will be available on myCourses and the full references for these articles are provided at the end of this syllabus. You will be assigned to discussion groups and will discuss each article with your group in class on the day that article is due. These discussion groups will remain the same throughout the semester. Each member of the group will have a prescribed role for each article and these roles will rotate throughout the semester. These roles include: Discussion Leader, who will develop possible discussion questions; Passage Master, who will locate a few passages in the article that are important or interesting in some way; Creative Connector, who will help everyone make connections to important ideas from class and the outside world; Devil's Advocate, who will challenge the ideas in the article; and Reporter, who will take notes on the discussion and summarize the main points. Each student will create a preparation sheet before the discussion based on their role. The only exception to this is the Reporter, who will prepare their summary after the discussion. More specific details about what each role involves and what their preparation sheet will include is available on myCourses.

Each group will be assigned their own private discussion forum on myCourses, but your discussions will take place in class, not online. The forum will be a place where you will submit your prep sheet by 1 pm on the due date for the article. The only exception to this is the Reporter, who will have until 1 pm of the next class session to submit their summary. You will receive an individual grade for your prep sheet, so your grade is based on your work, not the

group as a whole. At the end of the semester, everyone will evaluate the contributions of their group members, and each student will earn points based on this evaluation.

You can miss one article discussion without penalty. If you are unable to be in class, you can still submit the prep sheet by 1 pm on the due date to earn partial credit. This will also enable the group to include the contents of that prep sheet in their discussion. The only exception to this is the Reporter since they have to be in class to fulfill their role. If you are in class, but didn't submit your prep sheet, you can still participate in the group's discussion but you won't earn any points because you were unprepared. If you prepare for and participate in all of the discussions, the additional points will be considered extra credit.

Literature Review: The goal of the literature review is to provide you with the opportunity to go beyond conventional course coverage and gain a feeling of expertise on a topic in family psychology that interests you. To make this task less overwhelming, it will be divided into several parts.

Selecting Your Topic: You will email me several sentences about a topic on which you would like to write your paper. You should do a PsycINFO search to get an idea of what is out there on the topic. I will give you feedback as to whether your topic is too broad or too narrow. More specific details about this assignment will be provided later.

Outline: You will prepare an outline that describes the research question you are addressing, provides the basic structure of your paper, and indicates where in your paper you plan to use the information from your sources. More specific details about this assignment will be provided later.

Paper: You will write an 8-10 page paper in APA Style. The outline will become the foundation for your paper. In the paper, you will identify and define relevant concepts and the interrelationship among concepts. More specific details about this assignment will be provided later.

Library Research Help: If you need assistance finding information, Milne Librarians may be able to help. You can speak with the reference librarian on duty between 10 am and closing time most days (ask for help at the service desk) or chat with a librarian online by clicking the "IM a Librarian" button on the library website (<http://www.geneseo.edu/library>). You can also contact the Milne Librarian dedicated to the Social Sciences, Brandon West, by emailing him (westb@geneseo.edu) or requesting an in-person meeting (<http://bit.ly/milneresearchconsultation>).

Discussion Board: Discussion is an important part of a class, especially in a class such as *Family Psychology* where all students have personal experience with the subject matter. Discussion not only allows students to hear others' opinions and personal stories, but it also helps students practice thinking about the subject matter, formulate applications of principles, and evaluate the logic of, and evidence for, their own and others' positions. Therefore, part of your grade will be based on the frequency and quality of your participation on the discussion board in myCourses.

Content of Posts: During class time, discussions tend to revolve around the topics I want you to discuss. The discussion board is an opportunity for you to discuss the topics that you want to talk about. I may occasionally post a question or respond to your comments, but almost all of the questions will be posted by you and your classmates. These discussions can include continuing topics started in class, relating policy issues or news events to class material,

talking about your ideas and questions, clarifying material that isn't clear, or anything else that is **relevant** to the class material. You are **NOT** required to restrict your posts to the chapter we are covering at the moment. You can jump ahead to topics we haven't covered yet or go back to topics we covered weeks ago. Talk about what interests you. Just make sure you post your question in the forum that is best suited to the topic of your question.

When starting a new thread, title the post with the topic of your post, not your name. When responding to a post, hit the "reply" button instead of starting a new thread. Doing these things will make it easier for everyone to follow the discussion.

I expect each of you to show respect for your fellow students. Everyone has the right to express his or her opinion. You are free to disagree with other students, but you must maintain an atmosphere of intellectual respect for the opinions of others, no matter how they might differ from your own.

Grading: Your grade for the discussion board depends on the quality and thoughtfulness of your comments and questions, as well as the number of posts that you make.

- You are **required to make 2 posts each week** (except during Spring Break), **for a total of 30 posts** for the whole semester. Monosyllabic or non-substantive posts (e.g., "I agree," "you bet," or "yesss!") do not count towards the 30. **Each posting week will run from Monday at 12:00am to Sunday at 11:59pm.** I encourage you to get in the habit of making your posts at the same time each week (e.g., after class on Thursdays) to decrease your chances of forgetting to post.
- **Note:** posts you make in your private article discussion forums **DO NOT** count toward the discussion board.
- Your two posts can consist of 2 questions, 1 question and 1 response to another student's question, or 2 responses to other students' questions. It doesn't matter as long as your posts make a significant contribution to the discussion board.
- Significant contributions are posts that raise a new issue, offer a response to another person's post that is meaningful, offer a different opinion, etc. In other words, these posts *add* something to the discussion and don't just restate what others have said. These posts are also well thought out and consist of several sentences. You have the potential to earn 1 or 2 points per post, for 4 possible points each week, and a total of 60 possible points. If a post makes a significant contribution to the discussion, it will be worth 2 points. Otherwise, the post will be worth 1 point.
- Since this is a semester-long assignment, it is important that you don't let your participation in the discussion board lag. It is your responsibility to make sure you are keeping up with the posts. **You cannot make up posts if you miss a week.** Extra posts will **NOT** count toward the next week's posts, nor will they earn you extra points. However, I will keep track of extra posts, and if you consistently make additional significant contributions to the discussion board, then I will take that into consideration at the end of the semester if you are close to the next highest grade.
- I will update your grades for the discussion board in the myCourses grade book each week, but feel free to e-mail if you have questions about how you are doing.
- Always make sure that the post you submit actually shows up in the discussion board. Occasionally a post gets lost in cyberspace after being submitted and doesn't make it to the discussion board. They should show up immediately if they went through okay. I don't want you to lose points because of this.

Attention Psychology Majors: All courses counted for the psychology major must receive a grade of C- or better.

Academic Integrity: I fully support SUNY Geneseo's policy on Academic Dishonesty and Plagiarism described in the Undergraduate Bulletin. Academic dishonesty degrades the learning process, deflates the meaning of grades, discredits the accomplishments of past and present students, and tarnishes the reputation of the University for all its members. Violations include, but are not limited to, using notes or electronic devices on exams, looking at another student's exam, turning in plagiarized materials, and helping another student cheat.

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the psychology department chairperson and the dean of the college.

To encourage academic integrity on writing assignments, you will be required to submit all writing assignments to a turnitin.com dropbox via myCourses by the due date.

Accommodations for Students with Disabilities: Reasonable accommodations are available for students who have documented physical, emotional, or cognitive disabilities. Accommodations will also be made for medical conditions related to pregnancy or parenting. Students should contact Dean Buggie-Hunt in the Office of Disability Services (tbuggieh@geneseo.edu or 585-245-5112) and their faculty to discuss needed accommodations as early as possible in the semester.

Procrastination: I firmly believe that procrastination or apathy on your part does **NOT** constitute an emergency or "special treatment" on my part. That is, if you fail to plan ahead and do what you are required to do, I am not responsible for bailing you out. Computers crash and the internet does not always work. That is a risk you take if you put something off until the last minute.

Grade Breakdown:

3 Exams (100 points each)	300 points
Discussion board participation	60 points
Article group prep sheets (11 at 5 points each)	55 points
Article group peer rating	10 points
Topic selection	5 points
Outline	20 points
<u>Paper</u>	<u>50 points</u>
TOTAL	500 points

Your final grade for this course will be based on the total number of points you earn:

Grade	Points	Grade	Points
A	463-500	C+	388-397
A-	448-462	C	363-387
B+	438-447	C-	348-362
B	413-437	D	298-347
B-	398-412	E	≤ 297

COURSE SCHEDULE

*Don't forget to make at least 2 posts each week!

Date:	Topic:	Readings/Assignments Due:
January 19	Introduction	
January 21	Family backgrounds	
January 26	The changing American family	Ch. 1
January 28	How we study the family	Ch. 2;
February 2 & 4	Sex and gender	Ch. 3; Gere & Helwig (2012; due 2/4)
February 9 & 11	Sexualities	Ch. 4; Henderson-King & Veroff (1994; due 2/9); Paper topic selection (due 2/11)
February 16	Exam 1	
February 18 & 23	Dating and mate selection	Ch. 5; Place, Todd, Penke, & Asendorpf (2009; due 2/18); Rhoades, Stanley, & Markman (2009; due 2/23)
February 25	Love	Ch. 6
March 1, 3, & 8	Marriages and committed partnerships	Ch. 7; Hatzenbuehler, McLaughlin, Keyes, & Hasin (2010; due 3/1); Neff & Karney (2005; due 3/8);
March 10	Living single	Ch. 8; Outline due
March 15 & 17	Spring Break – No class	
March 22 & 24	Communication, power, and conflict	Gable, Reis, Impett, & Asher (2004; due 3/22); Jones & Gallois (1989; due 3/24);
March 29	Exam 2	
March 31, April 5, & 7	Reproduction and parenting	Ch. 9; Doss, Rhoades, Stanley, & Markman (2009; due 4/5)
April 12	Reproduction and parenting Working families	Ch. 9 Ch. 10
April 14	Working families Family crises	Ch. 10; Wilkie, Ferree, & Ratcliff (1998) Ch. 11
April 19	G.R.E.A.T Day – No class	
April 21	Family crises Divorce and remarriage	Ch. 11; Kaslow (2004) Ch. 12
April 26	Divorce and remarriage	Ch. 12; Paper due
April 28	Divorce and remarriage Growing older in families	Ch. 12; Falke & Larson (2007) Ch. 13
May 3	The evolution of families	Ch. 14; Article group peer ratings due
Monday May 9, 12-2:30 pm	Exam 3	

Assigned Readings

Doss, B. D., Rhoades, G. K., Stanley, S. M., & Markman, H. J. (2009). The effect of the transition to parenthood on relationship quality: An 8-year prospective study. *Journal of Personality and Social Psychology, 96*, 601-619. doi:10.1037/a0013969

Falke, S. I., & Larson, J. H. (2007). Premarital predictors of remarital quality: Implications for clinicians. *Contemporary Family Therapy: An International Journal, 29*, 9-23. doi:10.1007/s10591-007-9024-4

Gable, S. L., Reis, H. T., Impett, A., & Asher, E. R. (2004). What do you do when things go right? The intrapersonal and interpersonal benefits of sharing positive events. *Journal of Personality and Social Psychology, 87*, 228-245. doi:10.1037/0022-3514.87.2.228

Gere, J., & Helwig, C. C. (2012). Young adults' attitudes and reasoning about gender roles in the family context. *Psychology of Women Quarterly, 36*, 301-313. doi:10.1177/0361684312444272

Hatzenbuehler, M. L., McLaughlin, K. A., Keyes, K. M., & Hasin, D. S. (2010). The impact of institutional discrimination on psychiatric disorders in lesbian, gay, and bisexual populations: A prospective study. *American Journal of Public Health, 100*, 452-459. doi:10.2105/AJPH.2009.168815

Henderson-King, D. H., & Veroff, J. (1994). Sexual satisfaction and marital well-being in the first years of marriage. *Journal of Social and Personal Relationships, 11*, 509-534. doi:10.1177/0265407594114002

Jones, E. & Gallois, C. (1989). Spouses' impressions of rules for communication in public and private marital conflict. *Journal of Marriage and the Family, 51*, 957-967. doi:10.2307/353208

Kaslow, F. W. (2004). Death of one's partner: The anticipation and the reality. *Professional Psychology: Research and Practice, 55*, 227-233. doi:10.1037/0735-7028.35.3.227

Neff, L. A., & Karney, B. R. (2005). To know you is to love you: The implications of global adoration and specific accuracy for marital relationships. *Journal of Personality and Social Psychology, 90*, 480-497. doi:10.1037/0022-3514.88.3.480

Place, S. S., Todd, P. M., Penke, L., & Asendorpf, J. B. (2009). The ability to judge romantic interest of others. *Psychological Science*, 20, 22-26. doi: 10.1177/0192513X08324388

Rhoades, G. K., Stanley, S. M., & Markman, H. J. (2009). Couples' reasons for cohabitation: Associations with well-being and relationship quality. *Journal of Family Issues*, 30, 233-258. doi:10.1177/0192513X08324388

Wilkie, J. R., Ferree, M. M., & Ratcliff, K. S. (1998). Gender and fairness: Marital satisfaction in two-earner couples. *Journal of Marriage and the Family*, 60, 577-594. doi:10.2307/353530