

**George Mason University**  
**College of Education and Human Development**  
Human Development and Family Science

HDFS 200 (001) - Individual and Family Development  
3 Credits, Fall 2016  
Monday, 1:30 – 4:10 pm  
Thompson Hall, Room 1020, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Examines how individuals and families function and develop over the lifespan. Uses a multidisciplinary approach to integrate theories of family science and human development emphasizing the role of contextual factors in contemporary families' lives. Explores the impact of gender, socioeconomics, race/ethnicity, culture, and immigrant status on human development and family relationships. Introduces a basic model of scientific inquiry and theorizing.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using a lecture and discussion format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- Demonstrate an understanding of the diverse experiences of contemporary families across the lifespan,
- Show understanding of how various micro- and macro-level systems shape individual and family development,
- Apply family theories to explain individuals' development across the lifespan within the context of their families,
- Understand some of the normative and non-normative challenges and opportunities faced by American families across the lifespan,
- Understand research methods used for examining the development, coping, and adaptation of individuals and families
- Engage in personal growth and development that will enhance students' academic and interpersonal experiences.

## **Professional Standards**

(National Council on Family Relations)

Upon completion of this course, students will have met the following professional standards: This course is aligned with the standards established by the National Council on Family Relations, focusing specifically on the “families and individuals in societal contexts” content area, to include “an understanding of families and their relationships to other institutions, such as educational, governmental, religious, and occupational institutions in society.”

## **Required Texts**

Karraker, M. W., & Grochowski, J. R. (2012). *Families with futures: Family studies into the 21<sup>st</sup> century* (2<sup>nd</sup> ed.). New York, NY: Routledge.

## **Suggested Readings:**

Cherlin, A. J. (2010). *Public and private families: A reader* (6<sup>th</sup> edition). New York: McGraw Hill.

Ihinger-Tallman, M., & Cooney, T. M. (2005). *Families in context: An introduction*. Los Angeles, CA: Roxbury.

Lewis, T., Amini, F., & Lannon, R. (2001). *A general theory of love*. New York: Vintage.

Secombe, K. (2012). *Exploring marriages and families*. Boston: Allyn and Bacon.

Skolnick, A. S., & Skolnick, J. H. (2014). *Family in transition* (17<sup>th</sup> edition). London: Pearson.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **• Assignments and Examinations**

#### **CONTENT MODULES – 5 MODULES TOTAL**

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This course will utilize 5 content modules. Within these modules, all the relevant course material will be available in the format of course notes, power point presentations, and additional readings. This content will be incorporated into all discussions, quizzes, and projects. It is critical for students to review all content on each module in a timely manner. Following a traditional classroom model, each module contains several in class lectures that are based on your readings and also include information gleaned from other sources. It is imperative that you view each module to prepare for class discussions, quizzes and the genogram project.

#### **I. Participation: Attendance (10% of grade)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written

work related to the activities, and (e) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

## II. Participation: Dialogic Posts on BB (20% of grade)

For each module, I will post a series of discussion questions. You are asked to participate in these “class discussions” by addressing the question and expanding upon a classmate’s posting.

**Requirements of Posts:** To earn full credit, you will need to answer each question posted by the instructor for each discussion session as well as post at least one additional response to a classmate’s post. This means that you must complete at least 2 posts (within the one-week period allotted for posts and responses.) Each post should include **references to your readings and other sources to enrich the discussion.** These are not opinion posts and should be based on what you are learning in this course material.

**Evaluation of Discussion Posts:** I consider three categories that are important for building a learning community through group discussions: **1) promptness and initiative, 2) quality of posting in terms of relevance and contribution to the learning community, and 3) quantity of posts.**

- **Promptness and initiative:** Student responds in a timely manner to the discussion questions posted, leaving adequate time for fellow students to reply and engage in a meaningful dialogue about the questions and responses. **Please be kind to your group-mates and do not wait until the last minute to participate in the discussions.**
- **Quality of posting:** Responses to the instructors question should be at least 3 paragraphs in length (remember a paragraph must be no less than 3 sentences long) **and must directly reference either module notes or readings in the formulation of your response.** Skimpy responses or responses that do not cite course resources will not receive full credit. I will give you feedback early on so you understand the depth and breadth of expected responses.
- **Quantity of postings:** Students engaged in discussions will likely post multiple times throughout the open discussion as they dialogue with group-mates to delve deeply into course materials and explore relevant course constructs and research findings. Quantity of postings is considered in relation to quality of postings. In other words, all postings should be meaningful and thoughtful.

Discussions are asynchronous, which means that you will have time to read and respond at any time during the 1-week window that the discussions are available. You do not have to respond at the same exact time as everyone else in class. **Discussion windows will close the Sunday evening before class at 11:00pm.** This will allow me time to review your postings prior to class. Refer to the course calendar for “due by” dates. You will NOT be able to make

up any missed discussion post except under extraordinary circumstances (as previously defined in this syllabus).

### III. Quizzes (*Each exam worth 10 points; Total percent of grade: 40%*)

There will be a total of 5 quizzes – one for each module. Quizzes may be accessed on Blackboard under Assessments. ALL quizzes will be open until we conclude the course, but you are required to complete the quiz at the conclusion of each module (see Course Calendar for due dates assigned). All quizzes will be timed, meaning that once you begin the quiz you will have a set amount of time (typically 60 minutes) in which to complete the quiz.

Therefore, it is imperative that once you begin the quiz you have enough time to finish it in one sitting. You will not be able to re-enter the quiz once you have completed it. **If you run into difficulties while taking the quiz, contact me immediately.**

**Quiz Due Dates:** See Course Calendar

### IV. Final Paper: Genogram Project (*Assignment = 30% of grade*)

You will be required to complete a genogram project (see genogram assignment description, example genograms, genogram symbols page, and genogram grading rubric on Blackboard to fully understand and correctly execute this requirement).

**Evaluation of Genogram:** There are two parts to this assignment: a family genogram (which is like a “family tree”) and a paper/report. I will review, edit, and give feedback on draft genograms—just ask!

- **Genogram Diagram** (*30% of project grade*): I recommend keeping this simple—using an 8 ½ x 11 sheet of paper, drawing out your genogram in pencil, including as much pertinent information as possible for each family member (ages, names, health status, education level, occupation for starters). It is also important to show graphically relationship quality indicators (marriage/divorce dates, length of cohabitation, highly conflictual/abusive relations, highly cohesive/supportive relations, etc.)—see this symbols page (<http://courses.wcupa.edu/treadwe/courses/02courses/standardsymbols.htm>) to help represent these relationships as clearly as possible! We will discuss this project often in class.
- **Genogram Report** (*70% of project grade*): Your genogram paper should be written in MS Word, double-spaced, using 12-point font with a page MAXIMUM of 5 pages (including references). **You should include 6 sections in your paper and use the following headers:**
  - INTRODUCTION, where you introduce the three themes that you will explore in your paper;
  - THEME 1: \_\_\_\_\_, which identifies the first theme to be examined. For each theme, be sure to draw linkages to course concepts and relate the theme to research findings in your text and in the extant literature. **Be sure to provide references.** Example themes might include a pattern of marital stability through the generations, a pattern of divorce and remarriage, parenting practices used across the generations, sibling relationships across the generations, single-parenting, health problems (e.g., diabetes,

alcoholism, drug abuse, cancer, heart disease, mental health issues), commitment to education, etc. **You should include a discussion of both micro-level processes and macro-level forces throughout the themes;**

- THEME 2: \_\_\_\_\_;
- THEME 3: \_\_\_\_\_;
- DISCUSSION and CONCLUSIONS
- REFERENCES (typically students reference the course text and readings as well as any other resources utilized in applying your theme/pattern to your family system. For example, it is recommended that you find journal articles related to your themes or a helpful website—these should all be referenced to give credit where credit is due and to avoid plagiarism!

- **Other Requirements**

**Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Course Performance Evaluation Weighting**

Assignments	Due Dates	Percentage
Participation: Attendance	Ongoing	10%
Dialogic Posts on BB		20%
Quizzes (5 @ 10 points each)	See Course Calendar	40%
Genogram Project		30%
<b>TOTAL</b>		<b>100%</b>

- **Grading Policies**

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97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
93-96	A	83-86	B	73-76	C				
90-92	A-	80-82	B-	70-72	C-				

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their

account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class Schedule

Week/Date	Topic	Readings and Assignments DUE
WEEK 1: August 29th	<b>Introduction to the Course and Each Other; Syllabus Review</b> <ul style="list-style-type: none"> <li>• Please read over syllabus carefully and ask questions for clarity as needed</li> <li>• Test browser, discussion boards, email</li> <li>• Introduce yourself to class via BB</li> </ul>	<b>READ:</b> Syllabus Genogram assignment requirements  <b>DUE: Introductory Post (by Sunday 9/4 at 11PM)</b>
<b>MODULE 1: Individual and Family Development</b>		
WEEK 2: Sept 5th	<b>No Class</b>	<b>READ:</b> Karraker & Grochowski, Ch. 1 <a href="#">Schwartz, 2014</a>  <b>DUE: Post 1 (by Sunday 9/11 at 11PM)</b>
WEEK 3: Sept 12th	<b>Changing families in a changing world</b> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• Discuss questions posed on Blackboard</li> </ul>	<b>EXPLORE:</b> US Census: Households and Families, 2010 (uploaded to Blackboard)  <b>DUE: Response to Post 1 (by Sunday 9/18 at 11PM)</b>
WEEK 4: Sept 19th	<b>Family Research Methods, Theory, and Ethics</b> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read &amp; review</li> <li>• Discuss questions posed on Blackboard</li> <li>• <b>Take Quiz 1</b></li> </ul>	<b>READ:</b> Karraker & Grochowski, Ch. 2  <b>DUE: Quiz 1 (by Sunday 9/25 at 11PM)</b>

## MODULE 2: From Risk to Resilience

WEEK 5: Sept 26th	<b>From Risk to Resilience</b> <ul style="list-style-type: none"><li>• Review lecture notes and instructor posts</li><li>• Read/Explore...</li><li>• Discuss questions posed on Blackboard</li></ul>	READ: Karraker & Grochowski, Ch. 3 Walsh, 1996 (uploaded to Blackboard) <a href="#">APA: Building Resilience</a>  <b>DUE: Post 2 (by Sunday 10/2 at 11PM)</b>
WEEK 6: Oct 3rd	<b>Family Health &amp; Sexual Intimacy</b> <ul style="list-style-type: none"><li>• Review lecture notes and instructor posts</li><li>• Read &amp; review</li><li>• Discuss questions posed on Blackboard</li><li>• <b>Take Quiz 2</b></li></ul>	READ: Karraker & Grochowski, Ch. 4-5  EXPLORE: <ul style="list-style-type: none"><li>• <a href="#">RWJF: Social Determinants of Health</a></li><li>• <a href="#">Commission to Build a Healthier America</a></li></ul> <b>DUE: Response to Post 2 (by Sunday 10/9 at 11PM)</b>  <b>DUE: Quiz 2 (by Sunday 10/9 at 11PM)</b>

**MODULE 3: Family Life Course: Intimate Relationships, Committed Unions, & Parenthood**

<p>WEEK 7: Oct 10<sup>th</sup></p> <p><b>CLASS meets Oct 11th</b></p>	<p><b>Being Single, Choosing Mates</b> Intimate Relationships</p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• Discuss questions posed on Blackboard</li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 6 Bogle, 2007 (uploaded to Blackboard)</p> <p>EXPLORE: A General Theory of Love</p> <p><b>DUE: Post 3 (by Sunday 10/16 at 11PM)</b></p>
<p>WEEK 8: Oct 17th</p>	<p><b>Marriage and Civil Unions</b> <b>Same-sex Marriage</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• Discuss questions posed on Blackboard</li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 7 Kefalas et al., 2012 (uploaded to Blackboard)</p> <p>EXPLORE: <a href="#">National Conference of State Legislatures: Civil Unions</a> <a href="#">Council on Contemporary Families</a></p> <p><b>DUE: Response to Post 3 (by Sunday 10/23 at 11PM)</b></p>
<p>WEEK 9: Oct 24th</p>	<p><b>Parenthood, Assisted Reproduction, Adoption</b> <b>Kith and Kin: Creating families in communities</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read &amp; review</li> <li>• Discuss questions posed on Blackboard</li> </ul> <p><b>Take Quiz 3</b></p>	<p>READ: Karraker &amp; Grochowski, Ch. 8</p> <p><b>DUE: Quiz 3 (by Sunday 10/30 at 11PM)</b></p>

**MODULE 4: Family Life Course: Family Challenges and Opportunities**

<p>WEEK 10: Oct 31st</p>	<p><b>Family Violence across the Lifespan</b> (Child abuse, intimate partner violence, elder abuse) Community Violence</p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• <b>Begin Work on Genogram Projects Drafts</b></li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 9</p> <p><b>DUE: Post 4 (by Sunday 11/6 at 11PM)</b></p>
<p>WEEK 11: Nov 7th</p>	<p><b>De-coupled Families</b> <b>Divorce &amp; Remarriage</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read &amp; review</li> <li>• Discuss questions posed on Blackboard</li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 10 Rutter, 2009 (uploaded to Blackboard)</p> <p><b>DUE: Response to Post 4 (by Sunday 11/13 at 11PM)</b></p>
<p>WEEK 12: Nov 14th</p>	<p><b>Single-parent families</b> <b>Stepfamily &amp; blended family systems</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• Discuss questions posed on Blackboard</li> <li>• <b>Take Quiz 4</b></li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 10 <a href="#">The Atlantic: Single Parenthood</a></p> <p>EXPLORE: <a href="#">APA: Stepfamily Success</a> <a href="#">First Comes Love Trailer</a></p> <p><b>DUE: Quiz 4 (by Sunday 11/20 at 11PM)</b></p>

## MODULE 5: Future of Families

<p>WEEK 13: Nov 21st</p>	<p><b>Money Matters: Economics and Family Living</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read/Explore...</li> <li>• Discuss questions posed on Blackboard</li> <li>• <b>Genogram Assignment Conferences (Skype or in-person if possible)</b></li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 11</p> <p>EXPLORE: <a href="#">Policy Institute for Family Impact</a> <a href="#">National Council on Family Relations</a></p> <p><b>DUE: Post 5 (by Sunday 11/27 at 11PM)</b></p>
<p>WEEK 14: Nov 28th</p>	<p><b>Future of Families: From Family Values to Valuing Families</b></p> <ul style="list-style-type: none"> <li>• Review lecture notes and instructor posts</li> <li>• Read &amp; Review</li> <li>• Discuss questions posed on Blackboard</li> <li>• <b>Take Quiz 5 (Due 12/19)</b></li> </ul>	<p>READ: Karraker &amp; Grochowski, Ch. 12</p> <p><b>DUE: Response to Post 5 (by Sunday 12/4 at 11PM)</b></p>
<p>WEEK 15: Dec 5th</p>	<p><b>Course Wrap-Up</b></p> <ul style="list-style-type: none"> <li>• Course debrief and evaluations</li> <li>• <b>Genogram Projects DUE</b>—turn in hard copy in class</li> </ul>	<p><b>DUE: Genogram Projects (by 12/5 IN CLASS)</b></p>
<p>Final Exam Week</p>	<p><b>Final Exam scheduled for 12/19</b></p>	<p><b>DUE: Quiz 5 (by Sunday 12/19 at 4:15PM)</b></p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Assessment Rubric(s)**

See attached.