

George Mason University
College of Education and Human Development
College of Humanities and Social Sciences
Human Development and Family Science

HDFS 200 (001) - Individual and Family Development
3 Credits, Spring 2020
Tuesdays, 10:30am – 1:10pm
Thompson Hall L014, Fairfax Campus

Faculty

Name: Julia Shadur, Ph.D.
Office hours: By Appointment
Office location: Enterprise Hall 404
Office phone: (703) 993-1819
Email address: jshadur@gmu.edu

TA

Name: Christina Kelly
Office hours: By Appointment
Email address: ckelly31@gmu.edu

NOTE: Elements of this syllabus are subject to change per the discretion of the professor. Any changes to this syllabus will be announced and provided to the students in writing.

Prerequisites/Corequisite

None

University Catalog Course Description

This course examines how individuals and families function and develop over the lifespan and uses a multidisciplinary approach to integrate theories of family science and human development emphasizing the role of contextual factors in contemporary families' lives. This class explores the impact of gender, socioeconomics, race/ethnicity, culture, and immigrant status on human development and family relationships. Students will be introduced to a basic model of scientific inquiry and theorizing. May not be repeated for credit.

Course Overview

This is a Mason Core course in the Social and Behavioral Sciences. The learning outcomes are aligned directly with those of the social and behavioral core, that is, explain how individuals, groups or institutions are influenced by contextual factors, demonstrate awareness of changes in social and cultural constructs, and use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

This is the discovery course in the HDFS program, students discover key aspects of the field of human development and family sciences (HDFS) and GMU's HDFS program, curriculum, and faculty.

Course Delivery Method

This course will be delivered using a lecture and discussion format. One class session will be offered online.

Learner Outcomes

- This course is designed to enable students to do the following:
- Explain how individuals and families are influenced by contextual factors at the micro- and macro-level systems levels
- Demonstrate an awareness of the diverse experiences of contemporary families across the lifespan and how they are impacted by changes in social and cultural constructs
- Begin to understand theories and appropriate methods used for examining the development, coping, and adaptation of individuals and families
- Apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present, in this case the development, coping, and adaptation of individuals and families
- Gain an introductory understanding of the broad field of human development and family science (HDFS)

Professional Standards

This course is aligned with the standards established by the National Council on Family Relations. Upon completion of this course, students will have beginning knowledge of the following National Council on Family Relations professional standards content areas:

“families and individuals in societal contexts” to include “an understanding of families and their relationships to other institutions, such as educational, governmental, religious, and occupational institutions in society.”

Course Website

This course will use Blackboard for sharing information relevant to the course such as important announcements, changes to the syllabus or schedule, assigned readings/articles, and grades. As a student in this course, it is your responsibility to remain aware of all announcements and information posted on this website. All correspondence in the form of emails from the professor will be sent to your GMU email as registered through Blackboard – please be sure to check your GMU email regularly as you will be notified via your email (and BB announcements) of all class-related items.

Required Textbook (available at the GMU Bookstore, Amazon, and www.chegg.com)

Walsh, B.A., DeFlorio, L., Burnham, M.M., & Weiser, D.A. (2017). *Introduction to human development and family studies*. New York, NY: Routledge.

Suggested and Additional Readings

Available on Blackboard

Course Performance Evaluation

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

Assignments and Examinations

I. Participation, Reflect-Respond (28 points, 2 points per week)

In preparing for class, you should read the pertinent assignments before the subject is discussed in class to enhance discussion and understanding. Students are expected to actively participate in class discussions. Students are encouraged to share relevant insights, knowledge, or experiences with the class during our class meetings or group discussions. If you have an excused absence, please send an email to the instructor before class begins on the day you are absent. Additional documentation may be required. 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 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 both in-class and online learning experiences as 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.

Typically, in the last 10 minutes of each class, students will be given a reflect-respond prompt. Depending on the week you may be required to complete the reflect-respond at home, and in these cases you will be informed accordingly. Students will write a journal entry on blackboard. A journal section will be set up in blackboard for student use. Responses to the prompt should be about one paragraph in length (at least several sentences) and must directly reference each aspect of the prompt and refer to readings and classroom experiences as indicated. This should be completed in class (or at home as instructed). If not received by the due date for the reflection (typically end of class time or as otherwise indicated in the journal instructions) you will receive no credit. If you miss class and do not have an excused absence, please do not submit a reflection.

II. Midterm and Final Take-Home Exams (14 points each)

These exams address content from reading and in-class activities. Both exams will be completed at home and submitted through Blackboard. Both exams are open-book and open-note and will be essay based. The Midterm will be a take-home essay-based exam in which you will select 3 essay questions from 6 given options. You will have two weeks to complete the exam which will be due on Friday, 3/20 at 11:59 pm. The Final take-home exam is 8 short answer / short essay questions and will be available for you to submit online via Blackboard, due on Wednesday 5/6 at 11:59pm. Details will be provided in class.

Midterm: Due by March 20th

Final Exam: Due by May 6th

III. Genogram Project (44 total points=12 points for diagram, 25 points for report, 5 points for self review, and 2 points for elements of writing)

Genogram Due Date: Tuesday, April 21st, 11:59 pm

Assignment: Students will create a Genogram and write a paper (**4-5 pages, including references**), reflecting on the patterns that surfaced during the process of creating the Genogram and applying class material, course readings, topical journal articles, and related web sites. You can choose your own family or another family to examine. You should consider both micro processes (e.g., communication patterns, boundary maintenance behaviors, etc.) and macro forces (e.g., economic up-turns and down-turns, changes in laws) that have influenced the functioning of your reviewed family system.

A Genogram is a tool used to highlight patterns within families. It is structured like a family tree, using symbols to represent life events, boundaries, interpersonal styles, values, power differentials, etc. The Genogram is to be used as a tool to help record and organize information about your family. You will also be provided with a Genogram Packet and we will discuss this project often in class.

Genogram Diagram (12 points): Create a Genogram depicting at least three generations of a family (be sure to describe how you define family). Interview family members to gather information, if possible. Use the symbols list provided or create your own key of symbols to be used in the Genogram. Words can also be used.

Genogram Report (25 points): Your genogram paper should be written in MS Word, double-spaced, using 12-point font, and 4-5 pages (including references). You should include 6 sections in your paper and use the following headers:

- INTRODUCTION, introduce the three themes that you will explore in your paper
- THEME 1: _____. Identify 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 reading or in-class experiences. 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 (students typically reference the course text and readings as well as any other resources utilized in applying your theme/pattern to your family system. For example, find journal articles related to your themes --these should all be referenced to give credit where credit is due and to avoid plagiarism! Plagiarism is “The practice of taking someone else's work or ideas and passing them off as one's own” (Oxford Dictionary retrieved from <https://en.oxforddictionaries.com/definition/plagiarism> on August 16, 2017.)

IMPORTANT: The paper should not be a retelling of the stories or history of your family unless they are used briefly as an example of the theme/patterns/course concepts you are exploring. If necessary you can include “retelling of the stories or history of your family” in a 1-page appendix of the paper and refer to the appendix in the text.

Self-Review (5 points): Students will complete a self-review of their genogram report. A checklist for reviews will be provided in class. You will complete the checklist and prepare a one-page review addressing what you will revise in your report and submit it as well as the completed self-review checklist with your final genogram report.

Elements of Writing (2 Points): APA Style is required for your paper. Follow APA 6th Edition writing guidelines and utilize a proofreader if needed. You may use “I” in this paper when appropriate. Students are required to demonstrate college-level writing skills. Details on APA style and resources will be included in the assignment description and we will spend time in class reviewing APA style and strategies.

Course Performance Evaluation Weighting

Assignments	Points
Participation, Reflect-Respond	28
Midterm	14
Final	14
Genogram Project	44
TOTAL	100

Grading Policies

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-				

Final calculated grades will be rounded up from .50 and above, and rounded down from below .50.

All 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>

Professional Dispositions

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

Late Work

Completed readings, papers, and other assignments are to be submitted via Blackboard or brought to class as indicated in the assignment by the beginning of class on the day due (i.e., by 10:30 am) or as otherwise specified in the assignment. Late work will be reduced one letter grade per day that it is late (including weekends). No work will be accepted over one week late without a valid written medical excuse or notice of other unexpected event or emergency. Unless otherwise stipulated, work should be submitted online via Blackboard before the beginning of class. Excused absences from tests may be granted by the instructor in cases of medical or other emergencies. Proper documentation will be necessary.

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 Campus Policies and Student Resources

It is our shared responsibility to know and abide by George Mason's policies that relate to all courses, which include topics like: Academic integrity, student and instructor conduct, accessibility and accommodations, and campus resources.

Computing and Communications

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 must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Accommodations: George Mason University is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. George Mason is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. George Mason provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis. Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

If you have learning or physical difference that may affect your academic work, furnish appropriate documentation to Disability Services (703-993-2474, SUB 1, Suite 2500, website: <https://ds.gmu.edu>, email: ods@gmu.edu). Disability Services is open 9am-5pm M-F. Disability Services facilitates reasonable accommodations to qualified individuals. In addition to providing the appropriate forms and documentation to the instructor, please take the initiative to discuss any learning differences or accommodation needs individually with the instructor as well. You and your instructor will discuss a plan for how the accommodations will be implemented throughout the semester for the course. All matters of this nature will be held in strict confidence. If special accommodations are needed for test-taking, please contact the Disability Services Testing Center (SUB 1, Room 3313, 703-993-1708, email: dstests@gmu.edu, hours: 9am-4:45pm M-F)

Additional Campus and Academic Resources

Writing Center (703-993-1200, Robinson Hall A, Room 114, writingcenter.gmu.edu, wcenter@gmu.edu). The University Writing Center provides tutors who will help you to brainstorm, structure, revise and edit written work (and help you compile and check your citation of sources!). Please make an appointment directly with the center staff for help.

Counseling and Psychological Services (703-993-2380, SUB I, Room 3129, caps.gmu.edu)

Learning Services (703-993-2999, SUB 1, Room 3129, learningservices.gmu.edu). Learning services provides experience-based learning opportunities through which students explore a wide range of academic concerns.

For more information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of Mandatory Reporting of Sexual Assault, Interpersonal Violence, and Stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources such as the Student Support and Advocacy Center (SSAC) at 703-380-1434, or Counseling and Psychology Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

Absences from Class: Students are expected to take full responsibility for their own academic work and progress. Students, to progress satisfactorily, must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. An excused absence is an absence for which the student has the right to receive, and the instructor has the responsibility to provide, academic accommodation. Excused absences must be requested promptly and must be supported by appropriate documentation. Excused absences do not alter the academic requirements for the course. Students are responsible for information and material missed on the day of absence. Students are within reason entitled to receive any materials provided to the class during the absence. Students are responsible for making provision to determine what course material they have missed and for completing required exercises in a timely manner.

Events that justify an excused absence include:

- Religious observances
- Mandatory military obligation
- Illness of the student or illness of an immediate family member
- Participation in university activities at the request of university authorities
- Compelling circumstances beyond the student's control (e.g., death in the family, required court appearance)

Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence. To receive academic accommodation for an excused absence, the student must notify the instructor in a timely manner via email (jshadur@gmu.edu). The notification should be provided either prior to the absence or as soon afterwards as possible. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported as soon as is practical. The student must provide appropriate documentation of the absence in writing to the instructor.

Class Conduct: All students are expected to conduct themselves professionally and with respect for the speakers and other students. Please be aware that some topics discussed in class are sensitive and be particularly considerate at these times. There will be a zero-tolerance policy for any instances of disrespectful behavior, discrimination, or bullying in the classroom.

Respect for Diversity: George Mason University promotes and living and learning environment for outstanding growth and productivity among its students, faculty, and staff. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity,

gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be voiced, heard, and respected.

Academic Integrity: Students must adhere to the guidelines of the Mason Honor Code as it relates to integrity regarding coursework and grades (see <http://oai.gmu.edu/the-mason-honor-code/>). The Honor Code reads as follows: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work.” More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at <http://oai.gmu.edu>

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

Class Schedule

Readings are to be read before class on the date readings are due unless otherwise specified. All reflect-respond assignments will be completed in the last 10 minutes of class each day or at home as indicated. Please bring a computer or tablet to class each day so you can participate in the reflect-respond assignment.

Date	Class Topics and Activities	Assignments & Readings Due
1/21	<ul style="list-style-type: none"> • Introductions, Syllabus review, and Genogram review • Reading to complete in class: (1) Amato (2014). <i>What is a family?</i> (2) <i>Different types of families: A portrait gallery</i>. [On BB] • Discussion of readings and Big Picture Family Topics • <i>Shameless</i> video and discussion • Reflect-Respond 	<ul style="list-style-type: none"> • Reflect-Respond in class
1/28	<ul style="list-style-type: none"> • What is HDFS and Careers in HDFS • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapters 1 & 2 in text • Reflect-Respond in class
2/4	<ul style="list-style-type: none"> • Guest at 10:30am: Anne Driscoll from Library Services • Discuss selected family of focus for your genogram report • Topic: History and future of HDFS and Introduction to Research in HDFS • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapters 3 & 4 in text • Identify Family of Focus for Genogram • Reflect-Respond in class
2/11	<ul style="list-style-type: none"> • Topic: Introduction to theories in HDFS • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapter 5 in text • Reflect-Respond in class
2/18	<ul style="list-style-type: none"> • Topic: Family Theories Continued & Theories of Human Development • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapter 5 in text • Hammond et al. reading [on BB] • Berk reading on Ecological Theory [on BB] • Reflect-Respond in class
2/25	<ul style="list-style-type: none"> • Topics: Family and Early Years • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapter 8 in text • Reflect-Respond in class
3/3	<ul style="list-style-type: none"> • Topic: Family and Childhood • Review your genogram diagram in class: peer and faculty feedback • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapter 9 in text • Bring first draft of your genogram diagram • Reflect-Respond in class
3/10		

	<i>SPRING BREAK – NO CLASS MEETING</i> <i>Enjoy! ☺</i>	
3/17	<ul style="list-style-type: none"> • Topic: Family and Adolescence • Review your Genogram Report: boundaries, themes/patterns • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapter 10 in text • Bring second draft of genogram diagram and report • Reflect-Respond in class
by 3/20	<ul style="list-style-type: none"> • TAKE-HOME MIDTERM EXAM DUE – Submit on BB 	<ul style="list-style-type: none"> • MIDTERM EXAM DUE on BB by 3/20/19 at 11:59 pm
3/24	<ul style="list-style-type: none"> • NO IN-CLASS MEETING • Online class session (this can be completed anytime this week, completed by 3/27): Follow instructions in 3/24 folder on BB • Topics: Family Life Education, Professionalism, and Ethics • Reflect-Respond • 	<ul style="list-style-type: none"> • Chapters 6 & 7 in text • Reflect-Respond online
3/31	<ul style="list-style-type: none"> • Topic: Family and Adulthood • APA format for Citations and References • Your Genogram Diagram and Report: peer and faculty feedback • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapter 11 in text • Bring third draft of genogram diagram and report • Reflect-Respond in class
4/7	<ul style="list-style-type: none"> • Topic: Family and late adulthood • Your Genogram Diagram and Report: Components and Self Review • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapter 12 in text • Bring fourth draft of genogram diagram and report • Reflect-Respond in class
4/14	<ul style="list-style-type: none"> • Topic: Diverse families and Family Strengths • <i>Shameless</i> video; Associated Discussion on Families and Genogram Activity • Reflect-Respond 	<ul style="list-style-type: none"> • Chapters 13 & 14 in text • Reflect-Respond in class
4/21	<ul style="list-style-type: none"> • NO IN-CLASS MEETING • Genograms are due tonight, use this time as needed to finalize your genogram 	<ul style="list-style-type: none"> • GENOGRAM REPORT DUE on BB by 11:59pm
4/28	<ul style="list-style-type: none"> • Classroom meeting from 10:30-12:00 • Human Development and Family Science in the News Special Topic: Family Separation • Course Evaluations • Reflect-Respond • 12:00: College of Humanities and Social Sciences (CHSS) Undergraduate Research Symposium [option for extra credit written assignment based on symposium; other extra credit options available] 	<ul style="list-style-type: none"> • Readings TBA [posted on BB] • Read and bring 1 news article about family separation that was published in the last 12 months

<i>by</i> 5/6	FINAL TAKE-HOME EXAM -- Submit ONLINE on BB	Submit FINAL EXAM via BB by 5/6/19 at 11:59 pm
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Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.