

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

HDFS 200 (DL2) - Individual and Family Development
3 Credits, Spring 2021
T 4:30pm-7:10pm
Online Synchronous

Faculty

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Prerequisites/Corequisite

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

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 online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

This course utilizes a Blackboard online learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, collaborative student work in small groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera is not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Module: The course week will begin on Tuesday at 4:30PM with class, and end prior to class beginning on the following Tuesday.
- Synchronous Sessions: The course will take place synchronously. There may be required group work outside of regularly scheduled class time that will take the place of class time.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, small group work, and/or access to course materials at least 3 times per week. At some points during the semester, you will have the opportunity to meet and conference with the instructor via Skype, Google Hangout, or another video form. These meetings will be scheduled via email and/or via a signup sheet on our Blackboard site.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course

are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed on Blackboard and in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. The instructor can meet via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 and associated human development and family science professional groups. Upon completion of this course, students will have met the following professional standards:

- “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.”

Required Textbook (available online to be delivered to your home from the GMU Bookstore, Amazon, and www.chegg.com)

Cohen, P.N. (2018). *The family: Diversity, inequality, and social change*, 2nd ed. NY: Norton.

Please purchase the Ebook+InQuizitive version of the text for \$39.95.

Additional Readings

Available on Blackboard

Reminder: This course uses Blackboard provided through the University. To access our Blackboard site, please go to mymasonportal.gmu.edu and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. The instructor cannot assist you with log-on problems.

You can purchase the book(s) at the bookstore or online. In addition to the textbook, supplementary readings are uploaded as PDF files on our Blackboard site. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

Specific Course Assignments

I. Quizzes (*13 chapter quizzes, each worth 5 points; total 65 points*)

There will be a total of 13 quizzes – one for each chapter of the Cohen book. These quizzes will be taken through Blackboard using inQuizitive. You will have the opportunity to earn 100% on each quiz if you stick with it long enough!

Each quiz is due before class starts. You will be expected to participate in class discussions based on the content from the chapter assigned for that week. There will be NO makeup quizzes offered. If there is a reason you cannot complete a quiz over the full week prior to class, please contact the instructor to discuss an alternative assignment.

Quiz Due Dates: See Course Calendar

Final Paper: Genogram Project (Assignment = 35 points)

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 at scheduled times during the course AND any time you need it—just ask!

- **Genogram Diagram** (30% of project grade)
- **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). A full explanation of this project is available on Blackboard.
Your paper will include the following sections:
 - 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, and each theme needs one reference to the text, course readings, or related journal articles to support it;**
 - 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!)

Assignments	Due Dates	Percentage
Quizzes (13 @ 5 points each)	See Course Calendar	65%
Genogram Project	4/30/2021	35%
TOTAL		100%

Grading Policy

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 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. See <https://cehd.gmu.edu/students/policies-procedures/>.

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 <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>).
- 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 <https://ds.gmu.edu/>).

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

Campus Resources

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- Questions or concerns regarding use of Blackboard, see <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

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.

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/>.

Course Topics and Calendar

NOTE: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified of the changes in class or by your university e-mail address.

MODULE 1: INTRODUCTION TO HDFS 200: Individual and Family Development		
Week/Date	Topic	Readings and Assignments DUE
WEEK 1: Jan 26	Introduction to the Course and Each Other; Syllabus Review <ul style="list-style-type: none"> • Please read over syllabus carefully and ask questions for clarity as needed • Test browser, email • Introduce yourself to class (see instructions on BB discussion board) • Welcome to HDFS! Check out National Council on Family Relations website to learn more about Family Science (NCFR.org) 	READ: Syllabus Genogram assignment requirements EXPLORE: https://www.ncfr.org/about/what-family-science DUE: Introductory Post – Video optional (by Friday Jan 29 at 11PM) DUE: Chapter 1 Quiz by 4:30PM Feb 2
WEEK 2: Feb 2	Changing families in a changing world – Defining, studying, and working with families <ul style="list-style-type: none"> • Review lecture notes and instructor posts • Read/Explore... • Check out Family Science careers (NCFR.org) 	READ: Cohen CH 1; Cross OpEd in NYT EXPLORE: https://www.ncfr.org/index.php/resources/career-resources DUE: Chapter 2 Quiz by 4:30PM Feb 9
WEEK 3: Feb 9	Family History <ul style="list-style-type: none"> • Review lecture notes and instructor posts • Read & review 	READ: Cohen CH 2 WATCH: Stephanie Coontz on Family History

DUE: Chapter 3 Quiz by 4:30PM Feb 16

MODULE 2: Diversities in Family Life

WEEK 4:
Feb 16

Race, Ethnicity, and Immigration

- Review lecture notes and instructor posts
- Read/Explore...

READ:
Cohen, Ch. 3
Leticq et al.: [Shifting Burden of Resilience](#)
Hagerman: [Why white parents need to do more...](#)

EXPLORE: <https://blacklivesmatter.com/>

DUE: Chapter 4 Quiz by 4:30PM Feb 23

WEEK 5:
Feb 23

Families and Social Class

- Review lecture notes and instructor posts
- Read & review

READ:
Cohen, Ch. 4; [CBPP article](#)
LISTEN: [Nice White Parents Podcast](#)
EXPLORE: [The Story Behind the Numbers](#)

DUE: Chapter 5 OR 6 Quiz by 4:30PM March 2

WEEK 6:
March 2



Gender and Sexuality

- Review lecture notes and instructor posts
- Read/Explore...

READ:
Cohen, Ch. 5-6
NYT: [Why being Black and giving birth...](#)
EXPLORE: <http://transkids.info/>

DUE: Chapter 7 Quiz by 4:30PM March 9

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

<p>WEEK 7: March 9</p>	<p>Love and Romantic Relationships</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read/Explore... CAREER in HDFS: Marriage and Family Therapy  	<p>READ: Cohen CH 7 LISTEN: General Theory of Love EXPLORE: AAMFT (video)</p> <p>DUE: Chapter 8 Quiz by 4:30PM March 16</p>
<p>WEEK 8: March 16</p>	<p>Marriage and Cohabitation</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read/Explore... GENOGRAMS  	<p>READ: Cohen CH 8; NYT OpEd: Cohabitation EXPLORE: Council on Contemporary Families EXPLORE: https://familystoryproject.org/ GENOGRAMS: Let's get started</p> <p>DUE: Chapter 9 Quiz by 4:30PM March 23</p>
<p>WEEK 9: March 23</p>	<p>Families and Children</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read & review Begin Work on Genogram Projects Drafts 	<p>READ: Cohen CH 9 Roberts: Family Regulation</p> <p>EXPLORE: https://vakids.org/kids-count-data</p> <p>DUE: Chapter 10 Quiz by 4:30PM March 30</p>

MODULE 4: Family Life Course: Family Challenges and Opportunities

<p>WEEK 10: March 30</p>	<p>De-coupled Families Divorce, Remarriage, and Blended Families</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read & review Genogram Assignment Conferences (Zoom mtgs online) 	<p>READ: Cohen CH 10 Rutter, 2009 (uploaded to Blackboard)</p> <p>EXPLORE: Divorce: The Story Behind the Numbers AAMFT: Stepfamilies</p> <p>DUE: Chapter 11 Quiz by 4:30PM April 6</p>
<p>WEEK 11: April 6</p>	<p>Work and Families</p> <ul style="list-style-type: none"> Review lecture notes and instructor posts Read/Explore... Genogram Assignment Conferences (Zoom mtgs online) 	<p>READ: Cohen CH 11 Families and Work Institute</p> <p>EXPLORE: https://www.nationalpartnership.org/ https://www.pewresearch.org/fact-tank/2020/03/12/as-coronavirus-spreads-which-u-s-workers-have-paid-sick-leave-and-which-dont/</p> <p>DUE: Chapter 12 Quiz by 4:30PM April 13</p>

MODULE 5: Future of Families

<p>WEEK 12: April 13</p>	<p>Family Violence across the Lifespan (Child abuse, intimate partner violence, elder abuse) Community Violence</p> <ul style="list-style-type: none"> • Review lecture notes and instructor posts • Read/Explore... • Genogram Assignment Conferences (Zoom mtgs online) • CAREER in HDFS: Social Worker 	<p>READ: Cohen CH 12 Gupta: COVID and violence against women Fong: The tool we have: CPS</p> <p>EXPLORE: APA Family Violence</p> <p>DUE: Chapter 13 Quiz by 4:30PM April 20</p>
<p>WEEK 13: April 20</p>	<p>Families and Health Future of Families</p> <ul style="list-style-type: none"> • Review lecture notes and instructor posts • Read & Review • Genogram Assignment Conferences (Zoom mtgs online) 	<p>READ: Cohen CH 13 Listen: https://crooked.com/podcast/go-where-the-love-is-with-zo-orchingwa-and-emma-gray/</p> <p>EXPLORE: NYT Interactive: Racism's Hidden Toll RWJF: Social Determinants of Health</p>
<p>WEEK 14: April 27</p>	<p>Genograms – Wrap-Up</p>	<p>DUE: Genogram Projects (by 4/30 at 11:59PM)</p>

Genogram Diagram and Report Rubric - (PBA)

NCFR Content Area: 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.

Standard #1: Student has knowledge and understanding of theory related to diverse family processes and interpersonal relationships across the lifespan

Standard #2: Student has an understanding of families and their relationships to other institutions, such as educational, governmental, religious, and occupational institutions.

Standard #3: Student can apply knowledge and understanding of family processes, interpersonal relationships, and the ways in which families interact with other societal institutions across the lifespan

I = The outcome is introduced with this criterion

R = The outcome is reinforced with this criterion

A = The outcome is assessed with this criterion

	No Evidence	Beginning (Limited Evidence)	Developing (Clear Evidence)	Accomplished (Clear, Convincing, Substantial Evidence)	Comments
CRITERIA	0	1	2	3	
Genogram Diagram Diagram represents three generations of a family. STANDARD 3 (I)	Content is not accurate, is incomplete, and lacks clarity.	Content is accurate but incomplete and lacks clarity.	Content is accurate, generally complete, and clearly stated.	Content is accurate, complete, clearly illustrated, and appropriately referenced.	
Genogram Diagram Diagram provides extensive detail explaining the family	A brief description and illustration of the family system across three generations.	A general description and illustration of the family system	A full description and illustration of the family system across three generations.	An exhaustive description and illustration of the family system across	

<p>system, each individual involved and emergent patterns across generations.</p> <p>Detail could include but is not limited to: *Person ages, gender, geographic location, education, health, marital status, religion, finances, etc.</p> <p>STANDARD 3 (I)</p>	<p>Includes few/none aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	<p>across three generations. Includes some aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	<p>Includes most aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	<p>three generations. Includes all aspects of genogram symbols relevant to patterns revealed and with detailed reference to each individual in the system.</p>	
<p>Genogram Diagram Diagram is readable and clear utilizing appropriate symbols to explain all members of the family system as well as the patterns emergent in the system.</p> <p>STANDARD 1 (I)</p>	<p>Limited illustration of family system including all aspects of emergent patterns and descriptions of each member of the system.</p>	<p>General illustration of family system including all aspects of emergent patterns and descriptions of each member of the system.</p>	<p>Full illustration of family system including all aspects of emergent patterns and descriptions of each member of the system. Missing some (2-3) aspects for description.</p>	<p>Exhaustive illustration of family system including all aspects of emergent patterns and descriptions of each member of the system.</p>	
<p>Genogram Report Report details Theme 1 using clear text that makes meaningful connections between research and reflective discussion of personal scenarios. Research supports meaningful connections made.</p>	<p>Limited description and discussion including little or no reference to human development and family science literature.</p>	<p>Description and discussion include some in-depth knowledge of the human development and family science literature from few theoretical perspectives.</p>	<p>General description and discussion including in-depth knowledge of the human development and family science literature from some theoretical perspectives.</p>	<p>Exhaustive description and discussion including in-depth knowledge of the human development and family science literature from many theoretical perspectives.</p>	

<p>STANDARDS 1, 2, 3 (I)</p>					
<p>Genogram Report Report details Theme 2 using clear text that makes meaningful connections between research and reflective discussion of personal scenarios. Research supports meaningful connections made.</p> <p>STANDARDS 1, 2, 3 (I)</p>	<p>Limited description and discussion including little or no reference to human development and family science literature.</p>	<p>Description and discussion include some in-depth knowledge of the human development and family science literature from few theoretical perspectives.</p>	<p>General description and discussion including in-depth knowledge of the human development and family science literature from some theoretical perspectives.</p>	<p>Exhaustive description and discussion including in-depth knowledge of the human development and family science literature from many theoretical perspectives.</p>	
<p>Genogram Report Report details Theme 3 using clear text that makes meaningful connections between research and reflective discussion of personal scenarios. Research supports meaningful connections made.</p> <p>STANDARDS 1, 2, 3 (I)</p>	<p>Limited description and discussion including little or no reference to human development and family science literature.</p>	<p>Description and discussion include some in-depth knowledge of the human development and family science literature from few theoretical perspectives.</p>	<p>General description and discussion including in-depth knowledge of the human development and family science literature from some theoretical perspectives.</p>	<p>Exhaustive description and discussion including in-depth knowledge of the human development and family science literature from many theoretical perspectives.</p>	
<p>Genogram Report Report incorporates micro processes to explain each theme discussed.</p>	<p>Limited or no discussion across themes of micro processes that could influence or explain emergent theme(s).</p>	<p>Some discussion across themes of micro processes that could influence or explain emergent theme(s).</p>	<p>General discussion across all three themes of micro processes that could influence or explain emergent theme(s).</p>	<p>Exhaustive discussion across all three themes of micro processes that could influence or explain emergent theme(s).</p>	

STANDARDS 1, 2, 3 (I)					
Genogram Report Report incorporates macro processes to explain each theme discussed. STANDARDS 1, 2, 3 (I)	Limited or no discussion across themes of macro processes that could influence or explain emergent theme(s).	Some discussion across themes of macro processes that could influence or explain emergent theme(s).	General discussion across all three themes of macro processes that could influence or explain emergent theme(s).	Exhaustive discussion across all three themes of macro processes that could influence or explain emergent theme(s).	
ELEMENTS OF WRITING RUBRIC					
Genogram Report Organization Report adheres to written assignment expectations and demonstrates clarity, fluidity and adherence to APA format.	Poor organization and lacks unity. No transitions. No introduction and/or conclusion.	Logical organization, with few transitions. Ineffective introduction and/or conclusion providing little relevance to the report aims.	Logical organization with some inconsistent transitions. Introduction and conclusion related to report aims generally and broad synthesis provided.	Highly organized report with effective transitions. Superior introduction and conclusion, which provides synthesis for the aims of the report.	
Genogram Report Written Mechanics Report is written using clear text that makes meaningful connections between research and practice and demonstrates grammatical correctness and evidence of proofreading.	Careless editing. More than 6 errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.	Some attempt at editing. Fewer than 6 errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.	Careful editing. Fewer than 3 errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.	Superior editing. No errors in the following areas: spelling, grammar, punctuation, capitalization and adherence to APA format.	

