AUTUMN 2004
STRENGTHENING HOMES AND FAMILIES
Family and Consumer Studies 3630

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Department of Family and Consumer Studies

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Office: 236 AEB   Office Hours:
Mondays thru Thursdays 2:00 - 3:00 p.m., and/or by appointment

PLEASE NOTE: Two sections of this course are being taught this term. The syllabus for Section 1 is included first, followed by the syllabus for Section 2. Simply scroll down to find the relevant course syllabus. A downloadable file containing the relevant current course syllabus is available from the particular course section under the heading, “Current Course Syllabi, Overhead Notes, and Materials” of my faculty web site: http://www.fcs.utah.edu/faculty/herrin/.
The focus of this course is on building and preserving successful, strong, healthy, and resilient families, secure, stable, warm, and open home environments to house and sustain them, and supportive, responsive, and cohesive communities to surround and sustain them. We live in a culture that accentuates the bizarre, negative, and dysfunctional. In contrast, considerable research has documented the kinds of things that characterize strong and healthy marriages and families, such as respectful, appreciative, and supportive family relationships, processes, interactions, activities, communication, listening, problem solving, conflict resolution, and coping strategies. A major objective of the course is to study these characteristics with the intent of learning how to recognize and apply them in our own lives, marriages, and families as an antidote to the negative images, messages, and emphases in our cultural. The course will emphasize the things couples and families do to provide for individual and family well-being amidst the many challenges facing families in contemporary society. This requires that we acquire an awareness and understanding of the workings of marriages and family systems that are strong, healthy, and resilient. Among other things already mentioned, we will study the importance to strong families of family history, traditions, and rituals; kinship bonds; intimacy; ethical, spiritual, and religious orientations; family stress; parental supervision and monitoring; and ways of reducing delinquency, youth violence, drug abuse.

Two other major objectives of the course are to help you discover, understand, and appreciate the importance and meaning of the physical and material environments of your home and the processes through which personal and family meaning is made and shared. As you come to understand the importance of the home’s physical and material environments, you will be prepared to integrate into your understanding of them the things we will have studied about strong and healthy families. This course is also a study of “meaning;” what “meaning” is and what experiences, relationships, things, places, people, and your home and family environment “mean” to you. Finally, in the background of our study of strong homes and families is a concern for the kinds of communities in which our homes and families are embedded and how we need to plan for them in the present so we can strengthen our homes and families in the future.
REQUIRED READINGS

1. The course readings for the first half of the term are on “Electronic Reserve” at the Marriott Library General Reserve. The required readings on reserve are all those that are not in Gottman’s book. These readings are also available in printed form at the General Reserve Desk in the Marriott Library.

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RECOMMENDED BOOKS


COURSE LEARNING DEMONSTRATIONS, ACTIVITIES, AND COURSE “ODDS and ENDS”

EXAMS (80% of total course grade). There are three in-class exams. The highest two of three exam grades are counted for the final grade and the lowest of the three exams is dropped. If you know that you will miss two of the three exams, please realize it will be difficult to get a grade higher than a D. This also means that if you are satisfied with your first two exam grades, you do not have to take the third exam. The exams contain approximately 55 to 65 items that are primarily multiple-choice items with some matching, true/false, and short fill-in items. Exams cover both topics and content discussed in class and in the readings. **THERE ARE NO MAKE-UP EXAMS. THE EXAMS ARE SCHEDULED ON TUESDAY, SEPTEMBER 28; THURSDAY, NOVEMBER 4; AND MONDAY, DECEMBER 13.**

IN-CLASS ACTIVITIES (20% of grade). During most class meetings we engage in activities, as individuals and/or in small groups, that build on your class preparation, readings, and other class activities. A few activities may require work outside of class but most are completed in class. For these activities, you receive credit if you are present, participate, and turn your work in at the end of the particular class meeting with your name on it. Since these activities take place and have their intended meaning within the context of a particular class meeting, you have to be in class to participate and receive credit. Parts of activities missed because you were late in coming to class or activities missed because you were not in class at all, cannot be made up. These exercises are intended to provide experiences with additional forms of learning in addition to reading and listening to lectures. Your grade for these activities will be determined by the percentage of the total number of these activities that you complete in class. There will be at least ten of these activities. **One of your first assignments is to send me an email message (at the address listed above) by 5:00 p.m., Friday of Week 2 (September 3), that includes your email address and the course you are enrolled in so that I can send course-related materials to you by email as they become necessary.**

GRADING SCALE.. Letter grades are assigned to exam scores and to total points at the end of the term according to the scale of percentages listed below.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>B+</td>
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<tr>
<td>83-86.9</td>
<td>B</td>
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<td>80-82.9</td>
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<tr>
<td>77-79.9</td>
<td>C+</td>
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<tr>
<td>73-76.9</td>
<td>C</td>
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<td>70-72.9</td>
<td>C-</td>
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<tr>
<td>67-69.9</td>
<td>D+</td>
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<tr>
<td>63-66.9</td>
<td>D</td>
</tr>
<tr>
<td>60-62.9</td>
<td>D-</td>
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<tr>
<td>&lt; 60</td>
<td>E</td>
</tr>
</tbody>
</table>

PRIVACY of STUDENT INFORMATION and MATERIALS. The Family Educational Rights and Privacy Act passed by the U.S. Congress in 1974, among other things, prohibits the public posting of grades or test scores using personally identifiable information (such as name or social security number) and the distribution of graded exams and assignments from a public area. If there arises a need to post grades or scores during the term, I will assign each student a random number or name or use an exam booklet I.D. number which will then be used for identification purposes.

REQUESTS for SPECIAL ACCOMMODATIONS by STUDENTS with DISABILITIES. Persons with disabilities requiring special accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor as soon as possible. Written documentation of the disability should be submitted during the first week of the term along with the request for special accommodations. To do so, contact the **Center for Disabled Student Services**, located at 160 Union Building (phone 581-5020).
COURSE WITHDRAWAL POLICY. Each of you may formally withdraw from the course for academic reasons up through Friday, October 22. If you remain in the course after this date you cannot withdraw for academic reasons at any other time during the term. The current Course Schedule includes the following “Notice” regarding this matter:

You may petition the deadline for withdrawal if you have a nonacademic emergency. Submit a petition form and supporting documentation to the office of the dean of your academic college. Undeclared, nonmatriculated and premajor apply to the University College. You must submit the petition to the appropriate dean’s office by the last day of regular course instruction preceding the final exam period.

INCOMPLETE POLICY. According to University policy, students must have completed 80% of the course requirements to be eligible for an “Incomplete” grade.

APPROPRIATE ACADEMIC CONDUCT. Avoid all forms of “academic dishonesty” (cheating, plagiarism, collusion, etc.). “Plagiarism” is the appropriation of any other person’s work and the unacknowledged incorporation of that work in one’s own work offered for credit. “Collusion” is the unauthorized collaboration with any other person in preparing work offered for credit (see Article XI, Proscribed Conduct of the University of Utah Student Code, enacted in 1971, page 8.)

CLASS MEETINGS AND READING ASSIGNMENTS

The following time schedule is flexible with respect to timing of topics. Depending on class interests, we may spend more or less time on a topic. Exam and due dates can be taken seriously. All exam dates are in bold below.

Class Meeting 1: August 26
INTRODUCTION TO COURSE — STRENGTHENING HOMES AND FAMILIES; IMPORTANCE OF FAMILY HISTORY, HERITAGE, AND SENSE OF ROOTS IN PEOPLE AND PLACE

Meetings 2, 3: August 31, September 2
STRENGTHENING HOMES: PSYCHOLOGICAL MEANING OF HOUSE AND HOME

SEPTEMBER 3  !!!REMINDER: LAST DAY TO DROP COURSES!!!
SEPTEMBER 6  😊 LABOR DAY — NO CLASS — HAVE SOME FUN!!! 😊
SEPTEMBER 7  !!!REMINDER: LAST DAY TO ADD COURSES!!!

Meeting 4: September 7
IMPROVING OUR HOME ENVIRONMENTS FOR CHILDREN
http://ereserve.lib.utah.edu/ereserve/trms/annual/FCS/3600/Herrin/impli.pdf
SEPTEMBER 10  !!!REMINDER: TUITION PAYMENT DUE!!!

Meetings 5, 6: September 9, 14
PSYCHOLOGICAL, SYMBOLIC RELATIONSHIPS BETWEEN THE SELF AND MATERIAL OBJECTS
http://ereserve.lib.utah.edu/ereserve/trms/annual/FCS/3600/Herrin/object.pdf

Meetings 7, 8: September 16, 21
SIGNIFICANCE OF FAMILY PROCESSES AND CONTEXT: PATTERNS, TRADITIONS, AND RITUALS

Meeting 9: September 23
INTENTIONALLY PLANNING FOR STRONG FAMILIES

Meeting 10: September 28
EXAM ONE on materials through September 23

Meetings 11, 12: September 30, October 5
CHARACTERISTICS OF SUCCESSFUL, STRONG, AND HAPPY FAMILIES

OCTOBER 7, 8  ☺ SEMESTER BREAK — NO CLASS — HAVE SOME FUN!!! ☺

Meeting 13: October 12
MYTHS AND REALITIES ABOUT SUCCESSFUL, HAPPY MARRIAGES

Meetings 14, 15: October 14, 19
WHY MARRIAGES FALTER
Meeting 16: October 21
BE INTIMATELY FAMILIAR WITH EACH OTHER’S WORLD and HONOR AND RESPECT EACH OTHER TO BUILD A REWARDING, LONG-LASTING ROMANCE
Gottman. “Principle 1: Enhance Your Love Maps,” in *The Seven…* (Chapter Three, 47-60).

OCTOBER 22 !!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!

Meeting 17: October 26
BE EMOTIONALLY ENGAGED IN BEING CONNECTED AND INDEPENDENT
Gottman. “Principle 3: Turn toward Each Other Instead of Away,” in *The Seven…* (Chapter Five, 79-97).

Meetings 18, 19: October 28, November 2
SHARE MARITAL POWER AND RESPECT FOR EACH OTHER’S VIEWPOINTS

Meeting 20: November 4
EXAM TWO on materials from September 30 through November 2

Meetings 21, 22: November 9, 11
UNDERSTAND THE NATURE OF YOUR CONFLICTS

Meetings 23, 24: November 16, 18
RESOLVING CONFLICT IN A LOVING RELATIONSHIP

Meetings 25, 26: November 23, 30
COPING WITH AND SOLVING THE RESOLVABLE

NOVEMBER 25, 26 ☺ THANKSGIVING BREAK — NO CLASS — HAVE SOME FUN! ☺

Meetings 27, 28: December 2, 7
IDENTIFY, UNDERSTAND, AND RESPECT EACH OTHER’S IMPORTANT DREAMS

Meeting 29: December 9
BUILD DEEPER, RICHER, MORE MEANINGFUL AND REWARDING RELATIONSHIPS
Gottman. “Principle 7: Create Shared Meaning,” in *The Seven…* (Chapter Eleven, 243-258).

MONDAY, December 13, 8:00 to 10:00 a.m.
EXAM THREE on materials from November 9 through December 9
COURSE OBJECTIVES

The focus of this course is on building and preserving successful, strong, healthy, and resilient families, secure, stable, warm, and open home environments to house and sustain them, and supportive, responsive, and cohesive communities to surround and sustain them. We live in a culture that accentuates the bizarre, negative, and dysfunctional. In contrast, considerable research has documented the kinds of things that characterize strong and healthy marriages and families, such as respectful, appreciative, and supportive family relationships, processes, interactions, activities, communication, listening, problem solving, conflict resolution, and coping strategies. A major objective of the course is to study these characteristics with the intent of learning how to recognize and apply them in our own lives, marriages, and families as an antidote to the negative images, messages, and emphases in our cultural. The course will emphasize the things couples and families do to provide for individual and family well-being amidst the many challenges facing families in contemporary society. This requires that we acquire an awareness and understanding of the workings of marriages and family systems that are strong, healthy, and resilient. Among other things already mentioned, we will study the importance to strong families of family history, traditions, and rituals; kinship bonds; intimacy; ethical, spiritual, and religious orientations; family stress; parental supervision and monitoring; and ways of reducing delinquency, youth violence, drug abuse.

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- < 60 = E

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Meeting 9: September 27
INTENTIONALLY PLANNING FOR STRONG FAMILIES

Meeting 10: September 29
EXAM ONE on materials through September 27

Meetings 11, 12: October 4, 6
CHARACTERISTICS OF SUCCESSFUL, STRONG, AND HAPPY FAMILIES

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Meeting 20: November 3
EXAM TWO on materials from October 4 through November 1

Meetings 21, 22: November 8, 10
UNDERSTAND THE NATURE OF YOUR CONFLICTS

Meetings 23, 24: November 15, 17
RESOLVING CONFLICT IN A LOVING RELATIONSHIP

Meetings 25, 26: November 22, 24
COPING WITH AND SOLVING THE RESOLVABLE

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Meetings 27, 28: November 29, December 1
IDENTIFY, UNDERSTAND, AND RESPECT EACH OTHER’S IMPORTANT DREAMS

Meetings 29, 30: December 6, 8
BUILD DEEPER, RICHER, MORE MEANINGFUL AND REWARDING RELATIONSHIPS

MONDAY, December 13, 6:00 to 8:00 p.m.
EXAM THREE on materials from November 8 through December 8