STRENGTHENING HOMES AND FAMILIES
Family and Consumer Studies 3530
Mondays & Wednesdays, 8:35 a.m. to 12:00 p.m., AEB 320

Don Herrin, Ph.D.
Department of Family and Consumer Studies

Office Phone: 581-3497 Office: 236 AEB
Office Hours: Mondays thru Thursdays 1:00 - 2:00 p.m., and/or by appointment
E-Mail: don.herrin@fcs.utah.edu Web site: http://www.fcs.utah.edu/faculty/herrin/

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.

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.
Instructions pertinent to using the internet and “E-Reserve” are at the following location on the internet: http://www.lib.utah.edu/circ/reserve/student.html.

To help you access “e-reserve” readings from an off-campus computer, relevant instructions came be found at the URL that follows: http://www.lib.utah.edu/information/remote.html.


RECOMMENDED BOOKS AVAILABLE IN THE BOOKSTORE


COURSE LEARNING DEMONSTRATIONS AND ACTIVITIES

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 WILL ALL BE ON WEDNESDAYS: 26 MAY, 9 JUNE, 23 JUNE. Only Exam Three will, for certain, be during the last 70 minutes of the class meeting.

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 eight 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 1 (21 May), that includes your email address so that I can send course-related materials to you by email as they become available. The sooner you send me your address, the sooner I can send you lecture notes.
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.

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92.9</td>
<td>A-</td>
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<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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<tr>
<td>80-82.9</td>
<td>B-</td>
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<tr>
<td>77-79.9</td>
<td>C+</td>
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<td>73-76.9</td>
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<tr>
<td>70-72.9</td>
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<td>67-69.9</td>
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<td>63-66.9</td>
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<td>60-62.9</td>
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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. To the best of my knowledge, each of you may formally withdraw from the course for academic reasons up to the Friday of Week 3 (4 June). 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.

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. As the need arises to post grades, I use exam I.D. numbers for identification purposes. Because of the stipulations of the Privacy Act, I do not return one student’s submitted work to another student unless given authorization in writing by the student to release their materials to a particular other person or student in the class. At the end of the term, I will email you your final course grade within the week following the last exam.

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.)

!!!REMEMBER: IMPORTANT DATES TO REMEMBER!!!

MAY 26     !!!LAST DAY TO DROP COURSES!!!
MAY 31     !!!MEMORIAL DAY HOLIDAY — NO CLASS — HAVE SOME FUN!!!
JUNE 1     !!!LAST DAY TO ADD COURSES!!!
JUNE 4     !!!TUITION PAYMENT DUE!!!
JUNE 4     !!!LAST DAY TO WITHDRAW FROM FIRST SESSION COURSES!!!
AUGUST 17  !!!GRADES AVAILABLE!!!
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 DATES SHOULD BE TAKEN SERIOUSLY.

Class Meeting 1: May 17

INTRODUCTION TO COURSE

STRENGTHENING HOMES: PSYCHOLOGICAL MEANING OF HOUSE AND HOME


IMPROVING OUR HOME ENVIRONMENTS FOR CHILDREN

http://ereserve.lib.utah.edu/ereserve/trms/annual/FCS/3600/Herrin/impli.pdf

Class Meeting 2: May 19

CONTINUATION

PSYCHOLOGICAL, SYMBOLIC RELATIONSHIPS BETWEEN THE SELF AND MATERIAL OBJECTS

http://ereserve.lib.utah.edu/ereserve/trms/annual/FCS/3600/Herrin/object.pdf

Class Meeting 3: May 24

CONTINUATION

SIGNIFICANCE OF FAMILY PROCESSES AND CONTEXT: PATTERNS, TRADITIONS, AND RITUALS


Class Meeting 4: May 26

STRENGTHENING FAMILIES BY “MEANING” MAKING THROUGH RITUALS


IN-CLASS EXAM ONE on materials through today

CHARACTERISTICS OF SUCCESSFUL, STRONG, AND HAPPY FAMILIES
May 31  !!!MEMORIAL DAY HOLIDAY — NO CLASS — HAVE SOME FUN!!!

CONTINUATION

Class Meeting 5: June 2

MYTHS AND REALITIES ABOUT SUCCESSFUL, HAPPY MARRIAGES


Meeting 6: June 7

WHY MARRIAGES FALTER


BE INTIMATELY FAMILIAR WITH EACH OTHER’S WORLD

Gottman. “Principle 1: Enhance Your Love Maps,” in The Seven… (Chapter Three, 47-60).

HONOR AND RESPECT EACH OTHER TO BUILD A REWARDING, LONG-LASTING ROMANCE


Meeting 7: June 9

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).

IN-CLASS EXAM TWO on materials from 26 May through today

SHARE MARITAL POWER AND RESPECT FOR EACH OTHER’S VIEWPOINTS


Meeting 8: June 14

CORRECTLY UNDERSTAND THE NATURE OF YOUR CONFLICTS


Meeting 9: June 16

STEPS FOR RESOLVING CONFLICT IN A LOVING RELATIONSHIP


COPING WITH AND SOLVING THE RESOLVABLE

Meeting 10: June 21

IDENTIFY, UNDERSTAND, AND RESPECT EACH OTHER’S IMPORTANT DREAMS


Meeting 11: June 23

BUILD DEEPER, RICHER, MORE REWARDING RELATIONSHIPS

Gottman. “Principle 7: Create Shared Meaning,” in *The Seven…* (Chapter Eleven, 243-258).

MAINTAIN MOMENTUM IN KEEPING YOUR RELATIONSHIP ON COURSE


IN-CLASS EXAM THREE on materials from 9 June through today (during the last 70 minutes of class)

END OF THE TERM