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 AVAILABLE IN THE BOOKSTORE

Lecture notes for the different reading assignments are available to read and/or download to your own computer from my faculty web site which is located at: http://www.fcs.utah.edu/faculty/herrin/. Simply scroll down to the relevant items listed under the section labeled “Current Course Syllabi, Overhead Notes, and Materials.” The notes are essentially the text of the overheads that I use in class lectures. Hopefully, by having the notes for a particular lecture when you attend, you can listen more for things that are of interest to you and how the things we are learning might be applied in your own lives and jot down some notes about such things rather than having to copy down all the information on the overheads.

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, instructions can be found at: http://www.lib.utah.edu/information/remote.html.


RECOMMENDED BOOKS AVAILABLE IN THE BOOKSTORE


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 100 to 125 items that are primarily multiple-choice and true/false items with some matching 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 LAST FOR 75 MINUTES AND WILL BE ON WEDNESDAYS: 25 MAY, 8 JUNE, 22 JUNE.
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 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.

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>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>83 - 86.9</td>
<td>B</td>
</tr>
<tr>
<td>80 - 82.9</td>
<td>B-</td>
</tr>
<tr>
<td>77 - 79.9</td>
<td>C+</td>
</tr>
<tr>
<td>73 - 76.9</td>
<td>C</td>
</tr>
<tr>
<td>70 - 72.9</td>
<td>C-</td>
</tr>
<tr>
<td>67 - 69.9</td>
<td>D+</td>
</tr>
<tr>
<td>63 - 66.9</td>
<td>D</td>
</tr>
<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).

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.)

COURSE WITHDRAWAL POLICY. Each of you may formally withdraw from the course for academic reasons up through Friday, March 4. If you remain in the course after this date you cannot withdraw for academic reasons at any other time during the term. The online Student Information System includes the following “Notice” regarding this matter [see “drop/withdrawal deadlines”]:

After the withdrawal deadline, you may petition for withdrawal if you have a nonacademic emergency. Submit a petition and supporting documentation to the office of the dean of your academic college. Undeclared, nonmatriculated and premajor students 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.

CLASS MEETINGS AND READING ASSIGNMENTS

This schedule is flexible with respect to timing since we may spend more or less time on a topic as determined by class interest. Exam dates can be taken seriously.

Class Meeting 1: May 16

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 18

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 23

CONTINUATION

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


MAY 25  !!!LAST DAY TO DROP COURSES!!!

Class Meeting 4: May 25

STRENGTHENING FAMILIES BY “MEANING” MAKING THROUGH RITUALS

IN-CLASS EXAM ONE on materials through today; 75 minutes for exam

CHARACTERISTICS OF SUCCESSFUL, STRONG, AND HAPPY FAMILIES


MAY 30 !!!MEMORIAL DAY HOLIDAY — NO CLASS — HAVE SOME FUN!!!

MAY 31 !!!LAST DAY TO ADD COURSES!!!

CONTINUATION

Class Meeting 5: June 1

MYTHS AND REALITIES ABOUT SUCCESSFUL, HAPPY MARRIAGES


JUNE 3 !!!TUITION PAYMENT DUE!!!

JUNE 3 !!!LAST DAY TO WITHDRAW FROM FIRST SESSION COURSES!!!

CONTINUATION

Meeting 6: June 6

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 8

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 25 May through today; 75 minutes for exam

SHARE MARITAL POWER AND RESPECT FOR EACH OTHER’S VIEWPOINTS


CONTINUATION

Meeting 8: June 13
CORRECTLY UNDERSTAND THE NATURE OF YOUR CONFLICTS


**Meeting 9: June 15**

STEPS FOR RESOLVING CONFLICT IN A LOVING RELATIONSHIP


COPING WITH AND SOLVING THE RESOLVABLE


**Meeting 10: June 20**

CONTINUATION

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


**Meeting 11: June 22**

CONTINUATION

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 8 June through today (during last 75 minutes of class)

**JUNE 22**

!!!END OF THE FIRST TERM!!!

**AUGUST 16**

!!!GRADES AVAILABLE!!!