FAMLF 131: Family Relationships (3 Units)
SPRING 2013
Section 8112 1:15-4:20pm

Instructor: Karen Wells, M.A.
Email: wellsk@mjc.edu
Phone: 575-6500 box 8394 (goes direct to email)
Website: http://wellsk.faculty.mjc.edu
Office Hours: Tuesdays; or by Apppointment

REQUIRED TEXT AND MATERIALS:

ADDITIONAL READING:

ALL BOOKS LISTED ABOVE ARE ON RESERVE AT EAST & WEST CAMPUS LIBRARIES

COURSE DESCRIPTION:
The family and its interpersonal relationships, the formation and development of the family, adjustments within the family, the family cycle, parenthood, marriage enrichment, conflict resolution, dissolution of marriage and remarriage, cohabitation and the exploration of resources to strengthen the family.

COURSE OBJECTIVES:
Upon successful completion of the course, the student will be able to:
- Identify and contrast factors influencing diverse family structures over time
- Interrelate critical areas in the formation of love relationships and the mate selection process
- Contrast diversity of adult lifestyles
- Distinguish the effects of changing roles on marital expectations
- Interrelate the role of communication and self-disclosure in the development of healthy and enduring relationships
- Evaluate the role of family resource management and financial decision-making in family relationships
- Assess the role of sexuality in meaningful relationships
- Compare and contrast methods of family planning
- Differentiate between positive factors in the decision to parent from those centered on meeting self needs
- Evaluate the role of educated childbirth in a positive birthing experience
• Assess the challenges of parenthood throughout the family life cycle including single parenting and parenting elderly parents
• Contrast various opportunities of marriage enrichment in relationship to growth and fulfillment
• Appraise problems within relationships and develop techniques to cope with families in crisis including awareness of community resources

CLASS FORMAT:
Lecture, power point presentations, guest speakers, in-class activities, collaborative learning, quizzes, research activities, student presentations and discussion!

COURSE REQUIREMENTS:
This includes a series of lectures, home assignments and in-class exercises.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture and Assignment Schedule</th>
<th>Points</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of Syllabus, Terms, “Family is…’” Overview of “Human Intimacy” text; review of first assignment.</td>
<td>5+5</td>
<td>01/15</td>
</tr>
<tr>
<td>2</td>
<td>Chap 1: “15 Positives” In-class “Who Am I?” Essay assignment due</td>
<td>10</td>
<td>01/22</td>
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<td></td>
<td>Chap 2: Review of Genogram Video: “Sunshine” In-class reflection</td>
<td>15</td>
<td>01/22</td>
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<td>3</td>
<td>Chaps 3,4: Genogram Mapping assignment due</td>
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<td>01/29</td>
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<td>4</td>
<td>Chaps 5,6: Video: “Romantic vs Realist?” Essay assignment due</td>
<td>5+5</td>
<td>02/05</td>
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<tr>
<td>5</td>
<td>Chaps 7,8,9: In-class group presentations STDS/STIs Research &amp; presentations Guest Presentation: Planned Parenthood</td>
<td>5</td>
<td>02/12</td>
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<tr>
<td>6</td>
<td>Chaps 10: In-class presentations Guest Presentation: Haven Women’s Center</td>
<td>10</td>
<td>02/19</td>
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<td>7</td>
<td>Chap 11: Review of budgets, receipt collection Video “Miracle of Life”/Guest presentation In-class essay</td>
<td>5</td>
<td>03/05</td>
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<tr>
<td>8</td>
<td>MID-TERM: Essay &amp; Short Answer – Paper &amp; Ink pen OPEN BOOK/OPEN NOTES (Blue Book not nec.)</td>
<td>40</td>
<td>03/26</td>
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<tr>
<td>9</td>
<td>Chap 12: Bucketfilling presentation/discussion Budget assignment due Library presentation? Quiz</td>
<td>5</td>
<td>04/02</td>
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<td>10</td>
<td>Chap 13 MOVIE REFLECTION Essay &amp; Short Answer/In-class</td>
<td>10</td>
<td>04/09</td>
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<tr>
<td>11</td>
<td>Research Project/Current Debate * due (*Must be completed in order to take Final)</td>
<td>20</td>
<td>04/16</td>
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<td>12</td>
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<td>04/23</td>
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### Activity Descriptions

**1. Who Am I?**

- **15 points**
- **Due: 01/22**

  **Composite of who you have become and who you want to become.**

  - **Background:** significant experiences that make you who you are today. Where have you come from to be the person you are? Who is your family of origin (orientation)? Who is your family of procreation? What is your story? What is your paradigm?
  - **Others:** people who have most affected your life?
  - **Principles:** where did you acquire your principles and values? What are your strengths? Where are you growing – what are your edges? What are the areas in your life that you are currently in the process of developing most significantly?
  - **Future:** Where are you going with your life? Family? Education? Career? Relationships?
  - **What portions of this course appear to be the ones that will have the most significance in relationship to your personal life?** (Check the outline in text)

  May be handwritten in ink NEATLY, or typed, 3-4 pages in length, double spaced every other line), 12 font preferred.

**Genogram**

- **10 points**
- **Due: 02/05**

  Review chapters 1 and 2 of “Human Intimacy” text; “Sunshine” video.

  **Map three generations of family of origin and family of procreation, if applicable, and identify your family characteristics:**
  - Type of family structure, marriage, length of relationship, type of family, authority pattern (pg 35)
  - Identify the emotional connections, i.e. close, conflicted, cutoff, distant, unknown
- Identify any family or generational values and issues, i.e. education, military duty, work ethic, family business, religion, addiction, medical issues/diseases, incarceration, suicide, reunions, parenting style, mental illness, emigration from country of birth, marriage within or outside the culture, sexuality, cancer, longevity, foster care, adoption, child abuse, etc.
- Show number of siblings, aunts/uncles, grandparents, remarriages, blended families
- Notate age, race, ethnicity, culture, place of birth, residency, (Use large sheet of construction paper or plain 8½ x 11 paper; no lined paper.)

**Romantic vs Realist?**  
10 points  
Due: 02/12

Review chapters 3 and 4 in “Human Intimacy” text.

1) **Respond to all questions on pages 70 and 71 and score yourself.**
   Total your points and include only the total number in your paper. Does your score indicate that you are romantic or realist, or somewhere in between?

2) **Respond to and reflect on what is “beneficial”, and what is “challenging” about being a romantic or a realist, according to the data from Chapter 3 in the Human Intimacy text.**
   For example, “…being a romantic becomes challenging when ……”, and “…the benefits of being a realist are …”.
   **(Must be at least one page in length, double-spaced please!)**

For extra credit: If you have a partner, friend or family member, have them take the survey and score themselves, then **contrast your individual approaches to love for 3 extra points.** *(an additional paragraph)*

**Love is?**  
10 points  
Due: 02/19

Review chapters 3 and 4 of “Human Intimacy” text; video, “Things You Can Tell...”

Read through the “Love and Friendship” research highlight section on pages 74-75. Reflect upon the terms and questions as summarized by Keith Davis’s findings (1985), or other sources in the text.

1. **Define all 8 characteristics that preclude “friendship”, either in your own words, or paraphrasing the definitions in the text.**
2. **Respond** with a written position stating what you think “love” is; what is your interpretation and/or perspective of its meaning?
3. **Use 2 resources, references** to support your statements from the text (may be from Chaps 1, 2, 3 or 4), i.e. “According to the author, ...” *(Essay format, at least one page in length, double-spaced)*

For extra credit (3 points) and **additional paragraph**, have your partner, friend, family member, etc. respond to the reflection question of what he/she thinks “love” is, with a reference to the text.

**Position Statement**  
10 points  
Due: 02/26

Review and reflect on Chapters 5 and 6, including “Making Decisions” on page 131, “Highlight” on page 140, “Children and Cohabitation” on page 173 or “Questions for Couples Contemplating Living Together” on page 175. What do you think?

1. **Choose a position** based on any section or highlight and respond articulately. Do you agree or disagree?
2. **Use two resources in the chapter**, as well as personal experience to support your position. *(At least one page in length, double-spaced)*

**STDs/STIs**  
10 points (5 and 5*)  
Due: 03/05

Sexually Transmitted Diseases/Infections

Review chapter 8 and Appendix A in “Human Intimacy”. Guest presentation.

Student will research 5 different STDs and identify each one in following format:
a) Give 5 characteristics of each STD including type, i.e. bacterial, parasitic, viral. What are symptoms, i.e., type of sore or lesion, susceptibility, asymptomatic, etc.?

b) Means of transmission: how does it spread?

c) Treatment; prevention: name options for both of these headings.

d) Impact; i.e. what are effects on relationships, lifestyles, lifespan, fertility, childbirth?

(Can be in notation format or full sentences; must include all of above criteria, no minimum length)

Student will briefly present one of STD/STIs to the class. (*5 points will be given for presentation; 5 points for research assignment. These notes will become part of your Open Notes for the Mid-term exam.

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**Budget**

10 points Due: 04/02

Review chapters 12, 13 and 14 in “Human Intimacy” text.

1) **Collect receipts/statements** for a full week of every expense, using cash, debit/credit card, gift cards and “loans” (from Mom, Dad, Grandma, bf, etc.).

2) **Submit your budget with at least 10 categories of expenses** and compare it to the sample/categories on page 379. (*One page*) Are some categories left out?

3) **Respond** to the budget you submit, i.e., was it helpful, difficult to do, can it be maintained, etc. Why is it important to keep a budget? Use examples from text.

(*Half page response, double-spaced*)

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**Encouraging Positive Behavior**

15 points Due: 04/09

Review chapter 10 in “Human Intimacy” text.

1) Using any of these readings: *“Have You Filled a Bucket Today?”* or *“fill a bucket”* or *“Growing Up with a Bucket Full of Happiness”*, read the book to a child, or group of children, or paraphrase the concept to a young adult. What is their interpretation of the concepts of “bucketfilling”, “bucketdipping”, and “keeping a lid on your bucket”? How would they apply it on a daily basis? Have the child/young adult make a weekly list of activities (can use resources, journal pages from website: [www.bucketfillers101.com](http://www.bucketfillers101.com)) that he/she can complete every day.

Must show one week’s worth of responses to the daily questions. These responses can be in the family setting, in the school or workplace setting, or within their social groups.

2) **Respond with your personal view of these concepts**, the impact on children and adults, and your observations of these concepts practiced in everyday life. Think about the contrasts to the concepts of discipline, punishment and positive behavior, as you perceive them.

(*2 pages in length, double-spaced; journal/activity pages are additional*)

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**Movie Reflection**

20 points In-Class: 04/16

The movie or documentary choice will be one that resonates with Family Life/Family Relationships and deals with current issues. Instructor’s choice will be presented in class. Hopefully, it will be one that you are open to exploring for deeper meaning.

1) **Reflect** on the point of view and paradigm being presented in the film. It may be helpful to take notes or outline key points.

2) **Summarize** the movie in two parts: a) define each of the five categories being presented, and give an example of each category, as discussed in the film.

3) **Respond** to the advocacy of change and how it impacts the family relationship, and the community at large, as depicted in the documentary.

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**Research Project/Current Debate**

25 points Due: 04/23
1) **Choose** a controversial or evolving topic that relates to Family Life and/or Family Relationships. Your Opening statement/Introduction will explain why the topic is relevant to FamLif131 … *"This topic relates to Family Life and their relationships because..."* It should reflect your passion for the topic.

2) **Identify/Research** an in-depth interview in the field of interest (you can download an audio/media podcast) that will support the main thesis or premise. Students may also use personal interview (face to face) of a credible reference. Additional data may be referenced from a book, magazine, event, current databases, etc. to support your argument/thesis. Must use at least 3 different resources.

3) **Integrate and summarize** your personal opinion with support. The ability to compare and contrast is valued and is a higher order of thinking on "Bloom's Taxonomy of Higher Thinking". (See link under “Resources” on website).

3) **Cite your references** on “Bibliography” or “Works Cited” page. (*Minimum two pages in length plus “Works Cited” page; double-spaced*). MLA format is preferred (see MJC Library link). A power point submission is also acceptable.

**REMEMBER:** Research project must be completed in order to TAKE THE FINAL!

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**EXTRA CREDIT** up to 15 points Due: 04/16 latest

Choose one of the following options. Please check with Instructor to confirm that selected event is appropriate to the course content. Attend the event and then write a reflection or summary of what was observed, learned, enhanced, etc. for your perspective. (*At least one page in length, double-spaced*):

- Active Shooter Training (1 hour)
- MJC Calendar of Events/CEP Films (1 hour+)
- Science Colloquium (1 hour+)
- Other Campus Events (TBA)

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**EXAMS**

Exams will be multiple choice and essay/short answer. Students will need 882E Scantrons for first and final exams. (Student may choose to use one Scantron for both exams.) Mid-term will be essay format and short answers; open book and open notes allowed. A Blue Book is not required.

**FIRST Exam:** Feb. 26 Multiple choice/Scantron 30 pts

**MID-Term:** Mar. 26 Open book, open notes; Essay and Short answer/40 pts

**FINAL Exam:** Apr. 30 Multiple choice, brief class evaluation/ 50 pts.

Sector# 8112, 1:00 pm. Muir 155

**CLASS POLICIES**

**PLEASE CHECK WEBSITE EVERY WEEK FOR ANNOUNCEMENTS**

http://wellsk.faculty.mjc.edu
Check Website every week for Announcements, Syllabus, Power Point Reviews
http://wellsk.faculty.mjc.edu

Class Cancellation or Starting Late
Instructor will notify a staff member to alert the class if delayed. If 30 minutes* has elapsed and there is no posted notice, class will then be cancelled. Instructor will also arrange to have an attendance sheet posted by staff for said instances so students can obtain their attendance credit.
*For FamLf131 course which is 3-hr block, students are required to wait 30 min for Instructor to show up.

EMAILS to/from INSTRUCTOR
When an email is sent to the Instructor, wellsk@mjc.edu, it will be acknowledged to let the student know that it was received. Hence, if there is no acknowledgement within 24 hours, the Instructor did not receive it. PLEASE USE ONLY YOUR STUDENT EMAIL ADDRESS TO SEND TO INSTRUCTOR; THIS HELPS AVOID MULTIPLE SCAMS AND VIRUSES BEING POPULATED.
In case the Instructor needs to initiate an email to a student, the email address that is on the MJC Student Roster will be used. It would benefit the student to check their MJC email on a regular basis.

DROPS
Students are responsible for notifying Admissions and Records if dropping a course or no longer attending class. Last day to drop and obtain refund is 09/09/12. Last day to drop to avoid letter grade is 11/15/12. Instructor has discretion to drop student who stops attending class and does not contact advisor or division office.

ATTENDANCE:
IT IS IMPORTANT THAT YOU SIGN ATTENDANCE SHEET AT EVERY CLASS!
• Research shows that students who attend class receive better grades! Thanks for arriving on time and staying for the entire class. Also appreciated is the use of rest room facilities prior to class. There will either be two 10 min. breaks, or one 20 min. break in each class session. Missing class can result in missing information on assignments or test questions not covered in the text.
• In case of an absence, late arrival, or need to leave early, the student will notify the Instructor (via email or face-to-face) as soon as possible, and not at the next class. Otherwise, it will be automatically be counted as an unexcused absence (whether missed class, late arrival, or early departure). Student will only be allowed one unexcused absence. Besides costing the student his/her participation points, a letter/email will be sent to the Dean to alert the need for a possible Drop/Withdrawal status. It is the student’s responsibility to get class notes and handouts if there was a missed class. I encourage you to get two phone numbers of fellow students to check in with them per any changes in the class schedule or assignments.
• Instructor will use her discretion to ascertain if an absence or tardiness is “excused” or not well planned. Students have knowledge of the class and assignent calendar and should prepare accordingly.

ASSIGNMENTS: DUE DATES, CRITERIA
• Assignments are collected at the beginning of class. Instructor will attempt to work within a
two-week timeframe for returning assignments; one week for quizzes and exam results.

- Printers have a way of breaking down at the last minute and computers “know” when you have a deadline! If you encounter a printer problem you can advise me via e-mail and I will use my discretion for late assignment approval.
- I would suggest backing up your homework on a USB/flash drive or disc (and removing the disc from the computer when you work in one of the labs!); if your hard drive breaks down you will at least have a copy of your work.
- All papers are to be double-spaced (every other line), 12 font, black ink.
- All papers must have a heading with the assignment name, your name and date.

**CELL PHONES**

- Please silence all electronic equipment prior to entering the classroom. Students will place backpacks, handbags, etc on floor or back of chair. You may not respond to a call or text in the classroom. Student will use their discretion to respond to an “emergent” call or text and step outside the classroom to respond. Said student will be prepared to inform Instructor of the nature of the emergency. This does not include communications with an abusive or controlling partner.
  
  Instructor will use her discretion if a student appears to be in violation of said policy. Calls and texting can be done on the breaks, or when Instructor allows time for usage.

Any student that is notified of breaking policy will submit their cell phone/electronic equipment to the Instructor for the duration of the class, and will further write a 2-page essay describing their behavior which will be due at next class meeting. Further violations will result in a “Disruptive Student” report (Board Policy 5500). All cell phones must be placed on the floor during exams. Any violation of that will result in a 0 for the exam.

**EDUCATIONAL SUPPORT SERVICES**

- There are many programs available at MJC for students who may need assistance with learning styles in a class. Please communicate with instructor immediately regarding any special circumstances or situations. If you have a disability and/or other condition which makes it difficult or impossible for you to meet any or some of the requirements specified on this syllabus, please see me as soon as possible so that we can work out some arrangement(s). Accommodations can be made for students with disabilities to enhance their learning experience and contribute to their successful completion of courses. Please let me know how I can assist you.
- If you have previously registered with Disability Services or EOPS on campus and plan to use their services this semester please contact that office as soon as possible. Services will not be provided for you unless you let them know what courses you are taking and what your needs are for this semester.
- Make use of the Learning Center (slow-paced lab for computerized instruction in reading, writing, and math); computer labs, the library, Tutoring Center, and Writing Center!

**ACADEMIC DISHONESTY AND PLAGIARISM**

Examples of academic dishonesty include cheating or providing information for another student that allows cheating. Plagiarism is using someone else’s ideas or words without citing them. Merely changing the order of the words is not sufficient to avoid plagiarism. When in doubt, CITE! If plagiarism or cheating is suspected, the student will be confronted and the work submitted will receive “0”. Do not do your work with another student (unless group work is the assignment). This is not a class where that is helpful in accomplishing the objectives. This is a
course designed for your personal growth, not your friend’s. I take cheating very seriously and
will respond to dishonesty and plagiarism.

Welcome to FAMLF 131! Welcome to MJC! Celebrate the learning process! Be
involved. Come prepared to share ideas as we experience a "community of learners". Be respectful of others and give your full attention when others are speaking. Collaborative input and feedback are highly encouraged. Thank You!