

FYC 6230

THEORIES OF FAMILY DEVELOPMENT, SYSTEMS, AND CHANGE

Course basics:

Times: M | 10:40AM – 11:30AM (Period 4)
W | 10:40AM – 12:35PM (Periods 4-5)

Location: Rolfs Hall, Room 0115

Instructors

Jeneé Duncan, Ph.D., CFLE
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Sciences
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Office Hours: By Appointment

REQUIRED TEXT & READINGS

Adamsons, K., Few-Demo, A.L., Proulx, C., & Roy, K. (2022). *Sourcebook of family theories and methodologies: A dynamic approach*. Springer

RECOMMENDED & SUPPLEMENTAL TEXT/READINGS

White, J.M., Martin, T.F., & Adamsons, K. (2019). *Family theories: An introduction* (5th Ed.). Los Angeles, CA: Sage Publications. *Note: Recommended, especially if you are new to family theories

Blume, L.B., Fine, M.A., & Milardo, R.M. (Eds.) (2018). Family theory: Past, present, and future [Special issue]. *Journal of Family Theory & Review*, 10(1). (Readings provided in Canvas)

Buehler, C., & Few-Demo, A.L. (Eds.) (2018). Revisioning family theories: Centering race and ethnicity [Special issue]. *Journal of Family Theory & Review*, 10(2). (Readings provided in Canvas)

Additional readings as assigned

Access to an *APA style manual* (7th edition). ***Students should have this for their graduate work if they do not already have it.***

ADDITIONAL RESOURCES

This is a list of supplemental material you can use throughout the semester to complete assignments.

- *Journal of Family Theory and Review*
- *Journal of Marriage and Family*

- *Journal of Family Relations*
- *Journal of Family Psychology*
- *Journal of Family Issues*
- Allen, K. (2007). *The social lens*. SAGE: Thousand Oaks, CA.

COURSE DESCRIPTION

An examination of the major theoretical perspectives on families, including family development, family systems, and family relationships, and emerging theories relevant to diverse and changing families in the social context. Special attention is given to the application of these perspectives for research, practice, and policy.

PREREQUISITE KNOWLEDGE AND SKILLS

Students need to have some coursework in sociology of family or family sciences. The following courses are listed as prerequisites in the Catalog: SYG 2430 Marriage and Family or equivalent; or FYC 3101 Parenting and Family Development and 3201 Youth Development. If you do not have these prerequisites, please speak to the instructor. In addition, the following are recommended: (a) an awareness and basic understanding of demographic and social changes in families in the U.S.; and (b) some background in theory from an undergraduate social science course.

COURSE GOALS AND OBJECTIVES

COURSE GOALS

In this course, you will learn the “lens” of each family theory and explore how families look through that perspective. Specifically, the goals of the course are to provide the experiences students need:

1. To understand the major theoretical perspectives on families and how they affect what we see and study in families.
2. To use appropriate family theories to guide their own research and practice.
3. To critically examine each theory according to set criteria, and in the context of today’s diverse families.

COURSE OBJECTIVES

Through the experiences provided, you will be able to:

1. Explain each of the major theoretical frameworks for the study of families (assumptions, concepts, and key propositions).
2. Analyze the strengths and limitations of each theory in explaining aspects of family life.
3. Re-vision family theories to help us better understand and explain the diversity of modern family life.
4. Analyze examples of research, policy, and practice for the theoretical perspectives guiding this work.
5. Apply the theoretical concepts to case examples.
6. Identify a theoretical perspective that is relevant to your own research or practice.
7. Interpret your environment, experiences, and thinking according to selected theories.

INSTRUCTIONAL METHODS

This course will meet in-person. Most units include readings, short lecture, video case example, worksheets, case analyses, short papers, discussions, and presentations.

GUIDELINES FOR WRITTEN WORK

All written work for the course must comply with APA (7th Ed.) guidelines. That is, it must be typed on 8 1/2" X 11" white paper, 1" margins, and appropriate headings and subheadings. The font should be 11-12pt (Times New Roman or similar). All papers should be proofread before they are turned in with special attention to correcting any and all spelling, grammatical, and punctuation errors. Professional use of the English language is expected. If you quote, paraphrase, or summarize the work of others, you must cite your source. Plagiarism will not be tolerated and can result in failure.

ASSIGNMENTS

The following assignments are required of all students. You must complete all assignments to pass the course. All written assignments must be submitted electronically via Canvas, which uses the TurnItIn originality tool (an online service that checks for plagiarism).

WEEKLY THEORY APPLICATION AND CLASS DISCUSSION QUESTIONS

Each week, you will submit a (no more than 2 page) theory reflection/application paper. The purpose of the theory reflection/application assignment is to help you a) demonstrate understanding of the theories, b) evaluate the strengths/weaknesses of the theory, and c) reflect on the usefulness of the theories in understanding contemporary families and/or your own research interests. Links to any materials you reference (e.g., research reports, YouTube videos, news articles) should be included. To write your document, put on the “lens” of the theory assigned for the week. Conclude your theory application paper by identifying at least two discussion questions or topics that you would like to discuss with the class.

RESEARCH ARTICLE REPORT/DISCUSSION

Many of our class meetings will include an assigned research article that uses the theory. Each of you will have the opportunity to lead **two** class discussion on the research article that is assigned. (You may instead choose to find your own article using the theory. It must be provided to the class at least a week in advance). As the discussion leader, you will write a short paper describing the concepts of the theory used in the research and the strengths and challenges in the use of the theory for examining the research question(s). You will also prepare a brief presentation 10-15 minutes on the research paper. Conclude with two questions or ideas the article raised for you about the theory or use of the theory that you want to pose to your peers for discussion.

IN-CLASS ACTIVITIES

The in-class activities are designed to help you better understand the “lens”, concepts, and applications of the theory. In-class activities include application of concepts to video case examples, reactions to media stories, and other assignments. Activities may be completed with another class member, as assigned.

FINAL COURSE PROJECT

A final project will be assigned to each student. Project may vary, based on student interest, and will be discussed and assigned in class. More information will be provided by the instructor.

GRADING

Assignment	Points
Introductory Family Theory Discussion Post	10
Weekly Theory Application and Discussion Questions (10 @ 20 points each)	200
Research Article Report, Discussion (2 @ 50pts each)	100
In-Class Activities (approximately 10 graded throughout the semester, 10 points each)	100
Final Course Project	150
TOTAL	560

GRADING SCALE

Letter Grade	Percentage
A	93
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	69.9-60
E	<60

UF POLICIES

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UNIVERSITY POLICY ON ACADEMIC HONESTY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: **“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”** It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [Student Conduct and Honor Code](#).

UNIVERSITY POLICY ON ATTENDANCE AND MAKE-UP WORK

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [UF Attendance Policies](#)

ONLINE COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

NETIQUETTE AND COMMUNICATIONS

All members of the class are expected to follow rules of common courtesy in all online communication. For specific guidelines, read the following: [Netiquette Guide](#)

E-mail: Please use CANVAS to communicate with your instructors. It will be checked daily but plan for a 24-hour response time. You may have cell phones on for UF Alert purposes. Students may use laptops with Canvas open only in order to take notes during lectures or to work on class projects.

LATE ASSIGNMENTS

All late assignments will be penalized 10 points for each day late. This penalty starts the minute after the assignment was due. It is the student's responsibility to ensure that assignments are received by the instructor by the time described on each assignment (double-check that your assignment successfully uploaded into Canvas). [Only University-approved excuses](#) will be accepted.

SOFTWARE USE

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

GETTING TECHNICAL HELP

For resolving technical issues please contact the UF Help Desk: helpdesk.ufl.edu, 352-392-4357

CAMPUS RESOURCES FOR ACADEMICS

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.

Library Support: cms.uflib.ufl.edu/ask for various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring; teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers; writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-code/student-conduct-code/

On-Line Students Complaints: distance.ufl.edu/student-complaint-process/.

CAMPUS RESOURCES FOR HEALTH AND WELLNESS

U Matter, We Care: If you or someone you know is in distress, please contact via email umatter@ufl.edu, phone 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

OTHER COURSE POLICIES

BASIC RULES FOR CLASS DISCUSSIONS

RESPECT OTHERS. This course covers a variety of sensitive issues, and students in the class come from a variety of backgrounds. We expect a class atmosphere of tolerance and respect for every individual and their opinion. If anyone feels they have been harmed or misrepresented--by the instructors or any individual in the class—I urge you to speak with me via phone, e-mail, or in-person so that the problem can be dealt with immediately. Please do not let feelings build up and interfere with your experience in this course.

EXPECTATIONS OF CONFIDENTIALITY. Respect for confidentiality of personal information shared by your classmates is an absolute must. Do not talk to others about personal information your classmates share in discussions. Likewise, if you choose to share personal information or use a friend or family member as a case example, please refrain from using their names and/or identifying information.

OTHER CONSIDERATIONS

RELIGIOUS OBSERVANCE: Please check your calendars against the course schedule. Any student having a conflict in the class schedule due to religious observances should contact the instructor as soon as possible so that she can make necessary arrangements.

Note that the instructor reserves the right to adjust the syllabus as needed.