

HDE 110V Families in Communities

Prof Leah Hibbel

Office hours: 9-11am Tuesday

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**Course Materials:**

**Required text:** Cohen, Philip, N. (2020). *The Family: Diversity, Inequality, and Social Change* (3rd ed.). \*Textbook can be accessed in Canvas Bookshelf (left column)

Other readings, pod casts, or videos will be posted on Canvas.

**Note on the 2nd edition:** You may use the second edition, but please be aware that there will be content that you miss, that is in the 3rd edition but not in the 2nd. You should also note there were major changes in chapter 5 and 6 for the 3rd edition.

**Course Description:**

This course focuses on family members' roles, interactions, and development, and how families are impacted by the larger community and society in which they live. Examples of relevant topics/issues include: family roles, gender, divorce, acculturation, employment, housing, schools, migration, and policies relevant to family well-being. Basic components of the research process will be introduced. This course therefore provides a research oriented overview of the theoretical perspectives of interpersonal relationships that exist within diverse family contexts. The focus is on relationship dynamics, such as marital relationships, parent-child relationships, and sibling relationships. Also considered are linkages between family processes and larger social ecologies and structures. The course will be broken up into 3 core areas. First the theoretical perspectives and individual characteristics driving family research will be presented. Second, the unique relationships that occur within a family will be explored and lastly, family problems, stressors, and divorce and remarriage will be discussed.

**Learning Objectives:**

1. Apply family theories and methods to the unique interactions and dynamics that occur within a family
2. Analyze the developmental pathways of family construction and critical life transitions (e.g., dating, marriage, divorce, parenthood)
3. Identify and critique within family interaction patterns, and compare differences and similarities across families from different ethnicities, religions, races, economic background, sexual orientation, etc.
4. Interpret family research, and apply this research to policies, laws, and regulations surrounding the economy, work/family conflict, child care etc.

**Basic format of the class:**

Synchronous lectures will occur every Monday and Wednesday from 6:10-8pm. You are expected to come to class. Each class we will have an activity to support your learning

of course content. The activities will be graded, but you are able to miss 4 of the activities and still receive full credit (that is two full weeks of activities). Engaging in more than the required number of activities will help in your learning and improve your grade through better test, quiz, and paper grades but will not count for extra credit (the highest scores on your assignments will be used). In addition to lectures during class time, I will post videos on Canvas to emphasize piece of course content. Content from these videos will be included on the midterm and the final exam. The midterm and final will be a combination of short answer and multiple choice. You will be allowed to work in groups for the midterm and final, if you would like. Every week you will have a reading quiz administered via Canvas. These quizzes are open note and open book and will be multiple choice, fill in the blank, and matching. Reading quizzes will be based on the text book content.

### **Course Assignments:**

Final grades will be determined based on weekly reading quizzes (30%), two exams (35%), and in class activities (35%).

*Reading Quizzes:* Each week there will be a short reading quiz that will be available on Canvas. These quizzes will test knowledge learned from the book. Quizzes will only be available during the week we the content is being covered. There are no re-takes. Quizzes are all open note, open book, open lecture video, but you must work independently. Your lowest quiz grade will be dropped.

*In-class activities:* Each class there will be an in-class activity. Activities will often be completed in groups. They will take a variety of forms, including quizzes, writing assignments, research, and homework. These assignments are designed to have you more critically engage with lecture material. If you miss an in-class activity, you **cannot** make these points; however, you have four freebies (i.e., you can miss four in-class assignments without being penalized). Don't be alarmed: For activities that you miss you will receive a 0, but the 4 lowest scores will be dropped. You do not need to notify the teaching team if you miss class, unless you have a situation where you might need to miss more than 2 weeks.

*Exams:* There will be two exams, a midterm and a final. Each exam will cover the material presented in class lecture, class activities/discussion, and posted content from Canvas (not textbook material). The midterm will cover content up until the midterm, the final will be a cumulative final, that will focus on the second half of the quarter post midterm. Students are expected to start their exams at the beginning of class. You will not be able to take an exam before the assigned date. The exams will each be worth 100 points.

Make-up exams will be given only in extreme cases, pending Dr. Hibel's approval. In order to be eligible for a make-up exam you will need to complete the following steps: (1) Notify Dr. Hibel at least two hours **prior** to the time of the scheduled exam; (2) Provide written documentation of your excuse (e.g., a dated note from a physician if you are ill). If you follow these guidelines and Dr. Hibel determines that your situation meets

the necessary criteria, you will be able to take a make-up exam that is different from the original exam and is in a format chosen by Dr. Hibbel (e.g., essay exam); otherwise, you will receive a zero for the exam.

### **Course Grades:**

Grades will be posted on Canvas. Course grades will be based on the following distribution:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D = 60-69
A = 93-96	B = 83-86	C = 73-76	F = Below 60
A- = 90-92	B- = 80-82	C- = 70-62	

Grades .5 and higher will be rounded up (i.e., grades of 92.5 will be considered an A).

### **Communication:**

*Emailing and course related questions:* Please use the discussion board on Canvas to pose and respond to content and course related questions. The discussion board should be your first stop when asking a question regarding course content or requirements. Your Teaching Assistant and Instructors will likely request that you post your question to Canvas should we receive it via email. This is important, because multiple students stand to benefit from the answer to any one student's question. Questions posted to Canvas can be responded to by other students, and therefore will serve as a collaborative online community and a course resource.

When emailing, [please follow this etiquette \(Links to an external site.\)](#).

*Disability Accommodations:* If you need disability accommodations, please see Dr. Hibbel as soon as possible. All information regarding disabilities is confidential.

*Academic Integrity:* Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at UC Davis, and all members of the University community are expected to act in accordance with this principle. <http://sja.ucdavis.edu/academic-integrity.html>[Links to an external site.](#)

For your reference, here is the UC Davis code of

conduct: <http://sja.ucdavis.edu/files/cac.pdf>[Links to an external site.](#)

Students who violate the [code of conduct](#)[Links to an external site.](#) will be turned in to Student Judicial Affairs.

### **Additional resources:**

FAQ on student resources: <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>[Links to an external site.](#)

caption: mental health resources and student services

Center for Advocacy Resources and Education (CARE) 530-752-3299; [http://care.ucdavis.edu/Links to an external site.](http://care.ucdavis.edu/Links%20to%20an%20external%20site.)

Academic Assistance and Tutoring Centers [https://tutoring.ucdavis.eduLinks to an external site.](https://tutoring.ucdavis.eduLinks%20to%20an%20external%20site.)

Mental Health Resource Library [https://healthy.ucdavis.edu/mental-emotional/resource-libraryLinks to an external site.](https://healthy.ucdavis.edu/mental-emotional/resource-libraryLinks%20to%20an%20external%20site.)

Counseling Services 530-752-2349; [https://shcs.ucdavis.edu/counseling-servicesLinks to an external site.](https://shcs.ucdavis.edu/counseling-servicesLinks%20to%20an%20external%20site.)

Division of Student Affairs 530-752-2416

Student Health and Wellness Center [https://shcs.ucdavis.edu/medical-servicesLinks to an external site.](https://shcs.ucdavis.edu/medical-servicesLinks%20to%20an%20external%20site.)

AB 540/Undocumented Center [http://undocumented.ucdavis.edu/Links to an external site.](http://undocumented.ucdavis.edu/Links%20to%20an%20external%20site.)

Week	Date	Topic	Readings
0	Sep. 21	Welcome	Syllabus
1	Sep 26	Theories and Methods	Ch. 1
2	Oct. 3	History, focus on race,	Ch. 2 & Ch. 3 (pp. 77 – 102)
3	Oct. 10	Immigration and culture	Finish Ch. 3
4	Oct. 17	Sex and Gender	Ch. 5
5	Oct. 24	Social Class MIDTERM: 10/26	Ch. 4
6	Oct. 31	Sexual orientation, romantic relationships, marriage	Ch. 6, Ch. 8
7	Nov. 7	Children, parenting, co-parenting	Ch. 9
8	Nov. 14	Siblings and grandparents	Conger & Little, 2010; McGuire, Shanahan, 2010; Huo & Fingerman, 2018
9	Nov. 21	Divorce, conflict, and violence	Ch. 10, Ch. 12
10	Nov. 28	Work and neighborhoods	Ch. 11, Leventhal, 2018