
CHLD 455
Seminar in Family Relations
Fall 2022

Course Information

Instructor Information

Souk Chiang, MA

Office Hours: Mondays & Wednesdays 1-3PM or by appointment

Office: AJH 109

E-mail Contact: schiang1@csuchico.edu

Course Time & Location

455-01

T/TH 11:00AM – 12:15PM

O’Connell Center 124

Course Materials

Required Texts/Readings

The Defining Decade: Why your Twenties Matter by Meg Jay (2021). New York, NY: Hachette Book Group ISBN: 9781538754238

The Money Book for the Young, Fabulous, & Broke by Suze Orman (2007). New York, NY: Riverhead Books, Published by Penguin Group ISBN: 9781594482243

Family Theories: An Introduction (4th ed). By James MWhite, David M. Klein, and Todd F. Martin (2015). Thousand Oaks, CA: Sage Publications Ltd. ISBN: 9781452270180

What Makes Love Last? How to Build Trust and Avoid Betrayal by John Gottman and Nan Silver (2012). New York, NY: Simon & Schuster Paperbacks ISBN: 9781451608489

*Other required readings (or supplemental readings) will be available in BB Learn

Course Description

Through readings, discussions, presentations, and written assignments, students will learn about couple and family experiences within the United States. Specifically, we will study interpersonal relationships between couples and among family members applying relevant theories and empirical research. Emphasis will be on socio-cultural meanings of couple relationships, family experience, effective communication, child guidance strategies, financial planning, and resource management in modern U.S. society.

The following quote highlights some of the key objectives of this course.

“I have never understood the importance of having children memorize battle dates. It seems like such a waste of mental energy. Instead, we could teach them important subjects such as How the Mind Works, How to Handle Finances, How to Invest Money for Financial Security, How to be a Parent, How to Create Good Relationships, and How to Create and Maintain Self-Esteem and Self-Worth. Can you imagine what a whole generation of adults would be like if they had been taught these subjects in school along with their regular curriculum?”

[Louise L. Hay, *You Can Heal Your Life*](#)

Child Development Mission & Vision Statement

Department of Child Development Mission Statement

Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience.

Specifically, the program centers on learning the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students' professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Course Objectives

Student Learning Outcomes and Course Learning Objectives

The five Student Learning Outcomes (SLOs) of the Department of Child Development are:

SLO 1: Foundations of Child Development

Students will apply the theoretical and empirical foundations of human development.

SLO 2: Child and Environmental Assessment and Study

Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.

SLO 3: Developmental Context and Diversity

Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children's well-being.

SLO 4: Professionalism

Students will engage in appropriate professional behavior in professional contexts.

SLO 5: Critical Thinking

Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's well-being.

| Course Learning Objectives | Student Learning Outcomes (SLO) |
|--|--|
| a. learn how scientific methods of thinking are applied to understanding and assisting intimate relationships and families | Critical Thinking Skills (SLO 5) |
| b. differentiate between personal, subjective theories and beliefs about family life and scientific theories and empirical research about family life | Developmental Context (SLO 3) Critical Thinking Skills (SLO 5) |
| c. discuss the primary theories and research used in family studies and related fields (e.g., sociology, child development, psychology) | Foundations of Child Development (SLO 1) Developmental Context (SLO 3) |
| d. evaluate theories and research studies in terms of their strengths and weaknesses, validity, reliability. | Critical Thinking Skills (SLO 5) |
| e. learn how theories and research can be applied to couple and family relationships and problems | Developmental Context (SLO 3) |

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|---|----------------------------------|
| f. demonstrate writing skills commensurate of students in a senior-level undergraduate course, using appropriate APA Style writing guidelines | Critical Thinking Skills (SLO 5) |
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Course Policies

Add/Drop Considerations

Students wishing to add the course will be prioritized on the basis of need and at the instructor's discretion. If you wish to drop the course, you must do so **prior to Friday, September 2 without special permission from the instructor**. Please note that I reserve the right to administratively drop students who do not attend class meetings as scheduled in order to add students who are waiting to be enrolled.

Withdrawals and Incompletes

November 10: Last day to drop classes with serious and compelling reason ([extreme circumstances](#)) with approval. (notice in particular the list of “serious and compelling reasons” for late withdrawals). If it is unlikely that you will complete the course this semester, please drop immediately so someone else may add.

Incompletes: A student must have a “serious and compelling reason” to account for their inability to finish coursework. The University requires that a student who seeks a grade of incomplete must be passing the course at the time of the request.

Attendance and Make-up Policies

For quizzes and discussions, there will be no make-up policies and must be completed by the due date.

All other assignments to be completed will be due per the course schedule in the syllabus and Blackboard unless circumstances would interfere with timely submission of these materials. In these cases, I *may* approve alternative deadlines. **Late assignments** are allowed to be submitted for up to 50% of the grade by the Friday immediately following the due date.

Academic Integrity

The following policies are in place to ensure the integrity of all student performances:

- The students, faculty, administrators, and staff of CSU, Chico are committed to a culture of **honesty in which members of the community accept the responsibility to uphold academic integrity in all they say, write, and create**.
- Students are expected to abide by the [University's policy on Academic Integrity](#). The consequences for violations of this policy, including (but not limited to) cheating, attempting to cheat, unauthorized collaboration, plagiarism, or misuse of sources, will be severe, even for first-time offenses. Discipline within the course may entail automatic failure of the course and dismissal, as well as additional sanctions at the level of the University.

Statement on Diversity

I value diversity and I am committed to fostering and maintaining an educational environment that appreciates individual differences in all areas of instruction. To this end, I will not tolerate or condone any actions, practices or processes that discriminate against or are prejudicial toward any person or group based on race, gender, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

Title IX: Confidentiality and Mandatory Reporting

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: [Title IX](#)

Software Requirements

- All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word. University computers are unable to read documents created in any other program. Late points will be deducted for assignments sent in file formats the instructor cannot open. If your computer does not support this format, then you can submit your file in Rich Text Format (.rtf). Do not submit documents in .wps or .pages; these formats are not supported by the University and submissions in these formats will not be graded and will receive “O” points.
- Office 365 (includes Word, Powerpoint, Excel) is available for free to anyone with an .edu email address: <https://products.office.com/en-us/student/office-in-education#a>
- Google Apps (e.g., Docs, Sheets, Slides, Drive, etc)

Chico State Basic Needs Project

The Hungry Wildcat Food Pantry provides supplemental food, fresh produce, CalFresh application assistance, and basic needs referral services for students experiencing food and housing insecurity. All students are welcomed to visit the Pantry located in the Student Service Center 196, open Monday-Friday, 11am-4pm or call (530) 898-4098. Please visit the Chico State Basic Needs website <http://www.csuchico.edu/basic-needs> for more information

COVID-19 Policies

All students are required to complete their COVID-19 Vaccination Self-Certification by 8/15/2022. For additional information regarding this requirement please visit <https://www.csuchico.edu/coronavirus/vaccine-certification-student.shtml>.

Chico State may at any time require the use of an approved face covering which covers the nose and mouth in all indoor campus spaces and in order to participate in this course when in person. When face coverings are optional, they are always welcome on campus. You will be notified if face coverings are required.

Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines. Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any COVID-19 related safety policy or mandate may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system.

It is very important for students to contact the COVID-19 hotline if they become symptomatic, believe they have been exposed, or have tested positive for COVID-19. The hotline is (530) 898-2222 or covidhotline@csuchico.edu

Disability and Special Accommodations

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Accessibility Resource Center
530-898-5959
Student Services Center 170
arcdept@csuchico.edu

Evaluation

| Assignments | Percentage |
|---|------------|
| A. Participation: (e.g. discussions, activities, reflections) | 25 |
| B. Weekly Quizzes (10 points each) | 25 |
| C. Couples' Research Project or Manual for Healthy Relationships | 25 |
| D. Group Presentation | 25 |
| Total | 100 |

| % | Grade | % | Grade | % | Grade |
|--------|-------|-------|-------|-------|-------|
| 93-100 | A | 80-82 | B- | 67-69 | D+ |
| 90-92 | A- | 77-79 | C+ | 60-66 | D |
| 87-89 | B+ | 73-76 | C | < 60 | F |
| 83-86 | B | 70-72 | C- | | |

Assignment Descriptions

Preparation:

In a senior-level course, students have the responsibility for completing assigned readings and some activities prior to their discussion in class. Students who complete the readings in advance are better prepared to understand and contribute in meaningful ways to discussions.

Your work must be original and independently written. Do NOT use: 1) the instructor's lecture overviews (my PowerPoint slides) in the creation of written assignments or oral presentations, 2) do not recycle/reuse information (e.g., concepts defined, explanations of research) from your previous assignments in this class (i.e., discussion board posts and case study theory presentations) or assignments from previous courses you've taken. For some assignments students will work and present within small groups, but will be individually graded. Complete assignment instructions will be available in BB Learn.

A. Participation:

Activities

Students will complete activities sheets on pertinent topics, current readings, or materials covered in lecture and discussion. Students may use any class materials (lecture notes, your notes, readings, etc) to complete them. Some activities may be completed individually or with other students working in groups. In order to earn credit for these assignments, each student must have their name on a completed activity sheet.

Class Participation/Discussion

A seminar course is designed to focus on particular topics, in which everyone is requested to actively participate. It is essentially a forum in which assigned readings are discussed, questions can be raised, and debates can be conducted. At U.S. universities, seminar classes are generally reserved for junior and senior-level students and your active and informed (by class materials) comments are welcome and encouraged. I will be rating your class participation throughout the semester in discussion boards as well as various activities.

B. Weekly Quizzes:

Online quizzes will appear in Blackboard. They open on Fridays (at noon and close by midnight on Sunday). The quizzes will contain questions from the class readings and lecture material. There will be 10 questions per quiz and 30 minutes to complete each quiz. Students may use the readings and their own notes to answer them, NOT the assistance of others. If students miss the time period in which each quiz is available, they cannot be made up.

C. Research and Writing

Partnership Assignments:

Manual for Healthy Relationships will involve writing papers related to course topics. Students will work in pairs to complete a series of related assignments. Complete instructions can be found in Blackboard.

D. Family Interventions

Presentation:

Information about current family intervention approaches will be summarized in a group oral presentation given at the end of the semester. Each group will select two chapters from the Handbook of Attachment-Based Interventions. Complete instructions can be found in Blackboard.

CHLD 455 Spring Course Schedule

****Please note**** The course schedule may be subject to change. In general, this is the order in which the topics of the course will be examined. Dates may be changed at the discretion of the instructor due to unforeseen circumstances or to adapt to course progression. **Please refer to BBLearn (content folder) for the most up-to-date information, detailed instructions, and due dates on assignments.** Should there be any changes, it will be announced with notice via email and BBLearn. Thank you for understanding and should you have any concerns or questions, please contact me at schiang1@csuchico.edu. **I look forward to working through our semester together!**

| WK | Week starts on Mondays | Topic | Reading/Assignments/Activities | Assignment Due (Sundays@11:59PM) |
|----|---|---|--|---|
| 1 | 8/22 | ❖ Syllabus | <ul style="list-style-type: none"> ● Review Syllabus ● E-Readings: Trends in US Families | |
| 2 | 8/29 | ❖ Trends in US Families and US Family Policies ❖ Form groups for discussions and projects | <ul style="list-style-type: none"> ● Discussion: Introduce Yourself ● E-Readings ● Activity: Scholars Debate Cohabitation and Marriage | <ul style="list-style-type: none"> ● Discussion: Introduce Yourself ● Activity: Scholars Debate Cohabitation and Marriage |
| 3 | 9/5 (9/5, Monday – Labor Day No Class) | ❖ Trends in US Families and US Family Policies (cont'd) | <ul style="list-style-type: none"> ● Activity: Raising of America Documentary (50 minutes) ● Quiz 1 | <ul style="list-style-type: none"> ● Quiz 1 ● Activity: Raising of America Documentary (50 minutes) |

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| 4 | 9/12 | <ul style="list-style-type: none"> ❖ Methods of Family Research and Ethics ❖ Introduction to Theory | <ul style="list-style-type: none"> ● E-Reading ● Text: Family Theories Ch. 1 - What is a theory? ● Quiz 2 | <ul style="list-style-type: none"> ● Quiz 2 |
| 5 | 9/19 | <ul style="list-style-type: none"> ❖ The Biology and Technology of Human Dating and Mating ❖ Gottman Book: Sex Drives, Infidelity, Betrayal, and Intimate Sex | <ul style="list-style-type: none"> ● E-Reading ● Text: What Makes Love Last; Ch. 3,4,5,11 ● Discussion: Ten other ways to betray a lover ● Quiz 3 | <ul style="list-style-type: none"> ● Quiz 3 ● Discussion: Ten other ways to betray a lover |
| 6 | 9/26 | <ul style="list-style-type: none"> ❖ Symbolic Interaction Framework ❖ Couple Communication and Commitment ❖ Introduction to Group Project MHR | <ul style="list-style-type: none"> ● Text:Family Theories Ch. 4 - Symbolic Interaction Framework ● Text: What Makes Love Last?(Ch 2,6,7,8) ● Quiz 4 | <ul style="list-style-type: none"> ● Quiz 4 ● Case Study |
| 7 | 10/3 | <ul style="list-style-type: none"> ❖ The Feminist Framework ❖ Young Adult Development and Romantic Relationships | <ul style="list-style-type: none"> ● Text: Family Theories Ch. 8 -The Feminist Framework ● Text: The Defining Decade; Introduction --Real Time; Identity Capital; An Upmarket Conversation; The Cohabitation Effect; Being in Like ● Watch: TEDTalk Video - Meg Jay & Defining Decade Activity ● Quiz 5 | <ul style="list-style-type: none"> ● Quiz 5 ● Case Study ● Defining Decade Activity |

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| 8 | 10/10 | <ul style="list-style-type: none"> ❖ Social Exchange Framework ❖ Gottmans' The Sound Relationship Theory | <ul style="list-style-type: none"> ● E-Articles ● Textbook: Family Theories Ch.3 - Social Exchange Framework ● Quiz 6 | <ul style="list-style-type: none"> ● Quiz 6 ● Case Study ● Manual for Healthy Relationships Part 1 |
| 9 | 10/17 | <ul style="list-style-type: none"> ❖ Adult Attachment | <ul style="list-style-type: none"> ● E-Readings ● Quiz 7 | <ul style="list-style-type: none"> ● Quiz 7 ● Discussion: Attachment |
| 10 | 10/24 | <ul style="list-style-type: none"> ❖ Understanding Trauma ❖ Intervention Approaches: Attachment-based Therapy, Yoga, Mindfulness | <ul style="list-style-type: none"> ● E-Reading ● Watch 2 Videos: The Past Affects The Present & How We Can Change Our Brains ● Activity: Making Sense of Our Lives ● Quiz 8 | <ul style="list-style-type: none"> ● Quiz 8 ● Manual for Healthy Relationships Part 2 ● Making Sense of Our Lives Activity |
| 11 | 10/31 | <ul style="list-style-type: none"> ❖ Systems Framework ❖ Family Stress Theory | <ul style="list-style-type: none"> ● E-Reading ● Text: Family Theories Ch. 6 - Systems Framework ● Activity: Mindfulness and Addiction Recovery ● Quiz 9 | <ul style="list-style-type: none"> ● Quiz 9 ● Case Study ● Mindfulness and Addiction Recovery Activity |
| 12 | 11/7 (11/11, Friday – Veteran's Day No Class) | <ul style="list-style-type: none"> ❖ Financial Planning and Family Resource Management | <ul style="list-style-type: none"> ● Text: Suze Orman; The Money Book; Ch.1,2,3,5 ● Activity: Family Stress Theory Activity | <ul style="list-style-type: none"> ● Family Stress Theory Activity |

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| 13 | 11/14 | <ul style="list-style-type: none"> ❖ Introduce Group Presentation Project ❖ Family Intervention ❖ Conflict Framework and Couple and Family Research | <ul style="list-style-type: none"> ● E-Reading ● Textbook: Family Theories Ch. 7 -Conflict Framework ● Quiz 10 | <ul style="list-style-type: none"> ● Quiz 10 ● Case Study ● Manual for Healthy Relationships Part 3 |
| 14 | 11/21 | Fall Break | <i>November 21-25</i> | |
| 15 | 11/28 | <ul style="list-style-type: none"> ❖ Family Intervention - Group Work | <ul style="list-style-type: none"> ● Family Intervention - Group Work | |
| 16 | 12/5 | <ul style="list-style-type: none"> ❖ Family Intervention - Group Work | <ul style="list-style-type: none"> ● Family Intervention - Group Work ● Presentations | |
| 17 | 12/12 (Final Exam Week) | Thursday, December 15 @ 10 | Family Intervention Presentations | <ul style="list-style-type: none"> ● Presentations |