



FAMS 240G X02

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: FAMS

Course Title: Contemporary Families

Year: 2025

Course and Section #: 240G X02

Credits: 3

Course Description

Examines dynamics of the healthy family using family theory, individual life span development, research, and active learning experiences. Analyzes variations within families due to form, gender, socioeconomic status, culture, race, and other factors. Focuses on the diversity of family organization, interaction patterns, parenting practices, values, and prejudice in a multicultural society.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Mathew Withers

Student Learning Outcomes

- Identify the changing nature of today's families and variations in culture, structure and outcomes.
 - Assess variations in families in areas of structure, class, race, and ethnicity.
 - Examine cutting-edge scholarship regarding the study of families.
 - Analyze how factors such as class, race, ethnicity, or gender can influence family development.
 - Discuss trends within the family that have led to these variations.
 - Evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.
 - Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
 - Evaluate global or intercultural issues.
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Course Materials and Texts

- SAGE Vantage
- *Family Life Now*, Welch 3rd Edition

Course Requirements

Course Assignments, Assessments, and Grading Policy

Textbook Quizzes: Online and interactive textbook asks questions to check comprehension of the material. (30% of overall grade)

Story Map Quizzes: Each module has a Story Map with activities, additional readings, videos, and polls. After each Story Map is a quiz to check your comprehension of the material. (10% of overall grade)

Module Activities: For each module, you will complete three activities such as reading, discussing sharing, etc. (40% of overall grade)

ABC Project (Key G/I Assignment): As the signature assignment of this course, you will complete a paper that fulfills the UVU Global Intercultural Objective 3. (20% of overall grade)

Required or Recommended Reading Assignments

All required readings use chapters from the course text that align with

General Description of the Subject Matter of Each Lecture or Discussion

Chapter 1: Family Life Now

Chapter 2: Understanding Families through Research and Theory

Chapter 3: Family Communication, Conflict, and Forgiveness

Chapter 4: Gender in Today's Society

Chapter 5: Intimacy: Developing and Experiencing Affectionate Bonds

Chapter 6: Love and Loving

Chapter 7: The Path to Commitment: Attraction, Dating, Partnering, and Cohabitation

Chapter 8: Singlehood, Coupling, and Marriage

Chapter 9: You, Sex, and Your Sexuality

Chapter 10: Becoming Parents: Choices and Challenges

Chapter 11: Parenting Life Now

Chapter 12: Family Life and Work: A Balancing Act

Chapter 13: Uncoupling: Relationship Deterioration and Divorce

Chapter 14: Rebuilding: Family Life Following Couple Dissolution and Divorce

Chapter 15: Family Change: Stress, Crisis, and Transition

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](https://www.uvu.edu/accessibility) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.