

Psychological Challenges Of Families And Family Members in The Modern Era

TAU International school

Mr. Ilan Tabak Aviram, Ph.D.

Spring 2027

Instructor Contact Information

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Out of Class Availability and Best Ways to Contact

Please email the instructor to schedule a personal office \ Zoom meeting once needed.

Course Credits: 3 TAU Semester Credits

For course times/days and location, please visit the TAU International web site (Study Abroad Course Offerings and Schedules). Please note that all information below is subject to change and/or adjustment as necessary.

Course Description (Summary)

The family structure has been facing dramatic changes during the last few decades, changes that are still taking their place and route. This course aims to encompass these fascinating developments, focusing on psychological challenges that different forms of families are coping with: traditional families in conservative and religious environments, traditional families in liberal environments, as well as non-traditional families, such as single parent families and LGBT parents. We will discuss the various transformations that have been modifying the roles within the nuclear family: the parents, mother, father and children, according to major psychological theories and observe the therapeutic interventions that can improve the well-being of family members.

Course Requirements and Expectations

Attendance, preparation and classroom participation: Students are expected to actively participate in all classes and engage in the classroom's discussions. A list of readings can be found in the syllabus. Reading is not mandatory but recommended.

Midterm paper: Students are responsible for writing a midterm paper, which should contain a maximum of 900 words, and should reflect the students' opinions, thoughts, feelings and experiences related to the classes' topics. The midterm paper should not give a summary of the

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classes, but rather use the material to explore and reflect on interesting ideas or debates related to the topic. The deadline for handing the paper is April 4th, 2027.

Final paper: Submitted in the last class of the semester, students will be expected to write a four pages essay that will include an integration of the course classes material in addition to the use of academic sources to present a creative analysis of the topic. The exact instructions for the assignment will be given 3 weeks prior to the deadline.

General instructions for all papers' submissions: Please send only WORD documents (*.doc) and not PDF files and name the files as follows: LAST NAME_FIRST NAME_PAPER TITLE_TAU2027 (e.g. Scmoe_Joe_midterm_TAU2027)

Learning Outcomes

1. Knowledge of core concepts of Family theories in multidisciplinary areas: Psychology, Sociology, Anthropology and Law.
2. Knowledge of current developments in the research and understanding of Family life and Family roles.
3. Basic analysis and academic writing skills, relevant for the fields of social sciences.

Evaluation Criteria

1. Class attendance: 10%.
2. Class participation and involvement: 10%.
3. Midterm paper 25%
4. Class presentation: 15%
5. Final paper: 40%.

Absence Policy

Attendance is mandatory and attendance will be taken regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the instructor immediately, a doctor's note is required. In the case Zoom classes are administrated instead of in-class ones, participants who cannot attend the online classes are expected to watch the recorded class and submit a make-up assignment that will be posted through the Moodle interface, as a substitute to their online attendance.



Course Schedule

Introduction to the Family: Definitions of family, The History of Family: from Preindustrial to Modern	Meetings 1-2
Theoretical approaches to the Family: The functionalist approach The Feminist approach	Meeting 3
Psychological theories and the family: Freud, Lacan, Winnicott, Adler, Attachment theory, Minuchin and Bowen	Meetings 4-7
Midterm paper – due till April 4 th 2027	
Mothers – Motherhood and its current trends and challenges	Meetings 8-9
Fathers - Fatherhood and its current trends and challenges	Meetings 10-11
Children and childhood – from past to present issues: Technology and screens, self-esteem, Siblings' relationships	Meetings 12-13
Crisis and Pathologies of the Family – Divorce, Abuse and Domestic Violence	Meetings 14-15
New developments in the structure of families - Blended families, Single parent by choice families, LGBTQ+ families	Meeting 16
Final paper due date 20.5.27	

Course Readings

Meetings	Topic	Reading
1-3	Introduction: Definitions & History	<p>Cohen, Philip N. (2018). <i>The Family : Diversity, Inequality, and Social Change</i>. Chapters 1-2, Second edition.. New York, NY ; London: W.W. Norton & Company, Inc.,. Print.</p> <p>Gibbons A. 2008. The birth of childhood. <i>Science</i> 322: 1040– 1043.</p> <p>Haak, W. et. Al. (2008). Ancient DNA, Strontium isotopes, and osteological analyses shed light on social and kinship organization of the Later Stone Age. <i>Proceedings of the National Academy of Sciences</i> Vol. 105 (47) 182268231; DOI: 10.1073/pnas.0807592105</p> <p>Hareven, T. (1991). "THE HISTORY OF THE FAMILY AND THE COMPLEXITY OF SOCIAL-CHANGE." <i>The American historical review</i> 96.1: 95–124. Web.</p> <p>Salmon, C.A., & Shackelford, T.K. (2011). <i>Toward an evolutionary psychology of the family</i>. Oxford University Press.</p> <p>Marchetto, J.P. (2015), <i>WE ARE FAMILY: AN EXPLORATION OF BIBLICAL FAMILY MODELS</i>, Lancaster University, Proquest.</p>



		Emlen, Stephen T. "An Evolutionary Theory of the Family." Proceedings of the National Academy of Sciences - PNAS 92.18 (1995): 8092–8099. Web.
4-5	Theoretical approaches	<p>Ionut Anastasiu. (2012). "THE SOCIAL FUNCTIONS OF THE FAMILY." <i>Euromentor journal</i> 3.2: 1. Print.</p> <p>Marx-Ferree, M. (1990). Beyond separate spheres: Feminism and Family research. <i>Journal of Marriage and Family</i>, Vol. 52, No. 4, Family Research in the 1980s: The Decade in Review (Nov., 1990), pp. 866-884.</p> <p>McCarthy, J. R., & Edwards, R. (2011). Functionalism. In <i>Key concepts in family studies</i> (pp. 104-106). SAGE Publications Ltd, https://dx.doi.org/10.4135/9781446250990.n25</p> <p>McDaniel, Susan A. (2012). "Family Change and Lifecourse Development: Social Transformations on Intimate Frontiers." <i>Sociology Today: Social Transformations in a Globalizing World</i>. London: SAGE Publications Ltd. 279–296. Web.</p> <p>Schwabb, J.J. (2002) Family Function: An Historical and Research Review. In: <i>Family Functioning. Critical Issues in Psychiatry</i>. Springer, Boston, MA. https://doi.org/10.1007/0-306-47191-4_2</p> <p>Wilson, Adrian. (1985). <i>Family</i>, Chapter Taylor & Francis Group,. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/tau/detail.action?docID=166044.</p>
6-9	Psychological Theories	<p>Byng-Hall, J. (2008), The Crucial roles of attachment in family therapy, <i>Journal of Family Therapy</i>, 30: 129-146.</p> <p>Eckstein, D., & Kaufman, J.A. (2012). The role of birth order in personality: An enduring intellectual legacy of Alfred Adler. <i>The Journal of Individual Psychology</i>, Vol. 68(1) 60-74/</p> <p>Even-Tzur, Efrat, and Uri Hadar. "Agents of Law: Psychoanalytic Perspective on Parenthood Practices as Socially Accepted Violence." <i>The Psychoanalytic review</i> (1963) 104.1 (2017): 65–86. Web.</p> <p>Lacan, L. (1938). Family complexes in the formation of the individual. Translated by Cormac Gallagher, Dublin, Ireland.</p> <p>Minuchin, S. (1974). <i>Families & Family Therapy</i>. Cambridge, MA: Harvard University Press, Print.</p> <p>Winnicott, D. (1960). The Theory of the Parent-Infant Relationship. <i>International Journal of Psychoanalysis</i> 41:585-595</p> <p>Keller, Mignonette, and Robert J. Noone. <i>Handbook of Bowen Family Systems Theory and Research Methods : a Systems Model for Family Research</i>. Chapter 4, 47-61. New York, New York ; London: Routledge, 2020. Print.</p>



9-10	Motherhood	<i>Alizade, Mariam. Motherhood in the Twenty-First Century, Taylor & Francis Group, 2006. Chapters 1,3,11. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/tau/detail.action?docID=690230.</i>
11-12	Fatherhood	<p>Abraham, E., Hendler, T., Shapira-Lichter, I., Kanat-Maymon, Y., Zagoory-Sharon, O., & Feldman, R. (2014). Father's brain is sensitive to childcare experiences. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 111(27), 9792–9797. https://doi.org/10.1073/pnas.1402569111</p> <p>Astone, N.M., Karas, A., & Stolte, A. (2016). <i>Father's time with Children: Income and residential differences</i>. Washington D.C.: The Urban Institute.</p> <p>Cabrera, N. J., Tamis-LeMonda, C. S., Bradley, R. H., Hofferth, S., & Lamb, M. E. (2000). Fatherhood in the twenty-first century. <i>Child development</i>, 71(1), 127–136. https://doi.org/10.1111/1467-8624.00126</p> <p>Feldman R. & Bakermans-Kranenburg M.J. (2017), Oxytocin: A parenting hormone, <i>Current Opinion in Psychology</i>, 15, 13-18. DOI:10.1016/j.copsyc.2017.02.011</p> <p>Harrington B. (2022) The New Dad: The Career-Caregiving Conundrum. In: Grau Grau M., las Heras Maestro M., Riley Bowles H. (eds) <i>Engaged Fatherhood for Men, Families and Gender Equality</i>. Contributions to Management Science. Springer, Cham. https://doi.org/10.1007/978-3-030-75645-1_11</p> <p>Hewitt, B., Baxter, J. & Micklejohn, C. (2012). Non-standard employment and fathers' time in household labour, <i>Journal of Family Studies</i>, 18:2-3, 175-186, DOI: 10.5172/jfs.2012.18.2-3.175</p> <p>Offer, S. & Kaplan, D. (2021). The "New Father" Between Ideals and Practices: New Masculinity Ideology, Gender Role Attitudes, and Fathers' Involvement in Childcare. <i>Social Problems</i>, 68, 986-1009</p> <p>Pérez, F. et al. (2017). Paternal post-partum depression: how has it been assessed? A literature review. <i>Mental Health & Prevention</i>. 7 pp. 28-36</p>
13-14	Childhood	<p>Coyne, S. M., Shawcroft, J., Gale, M., Gentile, D. A., Etherington, J. T., Holmgren, H., & Stockdale, L. (2021). Tantrums, toddlers and technology: Temperament, media emotion regulation, and problematic media use in early childhood. <i>Computers in human behavior</i>, 120, 106762. https://doi.org/10.1016/j.chb.2021.106762</p> <p>Danet, M. Parental Concerns about their School-aged Children's Use of Digital Devices. <i>J Child Fam Stud</i> 29, 2890–2904 (2020). https://doi.org/10.1007/s10826-020-01760-y</p> <p>Douclef, M. (2021). <i>Hunt, Gather, Parent: What ancient cultures can teach us about The lost art of raising happy, helpful little humans</i>, Avid Reader Press / Simon & Schuster</p>



		<p>Hair, E. C., Moore, K. A., Garrett, S. B., Ling, T., & Cleveland, K. (2008). The continued importance of quality parent-adolescent relationships during late adolescence. <i>Journal of Research on Adolescence</i>, 18(1), 187–200.</p> <p>Riswick, T., & Engelen, T. (2018). Siblings and life transitions: investigating the resource dilution hypothesis across historical contexts and outcomes. <i>The History of the Family</i>, 23(4), 521–532. https://doi.org/10.1080/1081602X.2018.1532309</p> <p>Segrin, C., Wozidlo, A., Givertz, M., Bauer, A. and Taylor Murphy, M. (2012), The Association Between Overparenting, Parent-Child Communication, and Entitlement and Adaptive Traits in Adult Children. <i>Family Relations</i>, 61: 237-252. https://doi.org/10.1111/j.1741-3729.2011.00689.x</p>
15	Romance and parenthood	<p>Illouz, E., & Polity Press. (2015). <i>Why love hurts: A sociological explanation</i>. Cambridge: Polity</p> <p>Perel, E. (2003). Erotic intelligence: Reconciling sensuality and domesticity. <i>Psychotherapy Networker</i>, 27 Retrieved from https://www.proquest.com/magazines/erotic-intelligence/docview/233312502/se-2?accountid=14765</p>
16-17	Crisis and Pathologies	<p>Amato, P.R. (2000). The Consequences of Divorce for Adults and Children. <i>Journal of Marriage and the Family</i>: 1269–1287</p> <p>Amato, P.R., Cheadle, J. (2005). The Long Reach of Divorce: Divorce and Child Well-Being Across Three Generations. <i>Journal of Marriage and Family</i> 67: 191–206.</p> <p>Jocklin, V., McGue, M., & Lykken, D. T. (1996). Personality and divorce: a genetic analysis. <i>Journal of personality and social psychology</i>, 71(2), 288–299. https://doi.org/10.1037//0022-3514.71.2.288.</p> <p>Price-Robertson, R. (2012). Child sexual abuse, masculinity and fatherhood. <i>Journal of Family Studies</i>.</p> <p>Gewirtz-Meydan, A. & Lahav Yael. (2021). Childhood Sexual Abuse and Sexual Motivations – The Role of Dissociation, <i>The Journal of Sex Research</i>, 58:9, 1151-1160, DOI: 10.1080/00224499.2020.1808564</p>
18	Blended families	<p>Braithwaite, D., Olson, L., Golish, T., Soukup, C. & Turman, P. (2001). "Becoming a family": developmental processes represented in blended family discourse, <i>Journal of Applied Communication Research</i>, 29:3, 221-247, DOI: 10.1080/00909880128112</p> <p>Shorten, C. (2017). <i>Take Heart: A story for modern stepfamilies</i>. Chapter 8. Melbourne University Press.</p>
19	Single parents	<p>Graham S. (2018). Being a 'good' parent: single women reflecting upon 'selfishness' and 'risk' when pursuing motherhood through sperm donation. <i>Anthropology & medicine</i>, 25(3), 249–264. https://doi.org/10.1080/13648470.2017.1326757</p>



		<p>Steinbach, A., Khunt, A.K., & Knull, M. (2016) The prevalence of single-parent families and stepfamilies in Europe: can the Hajnal line help us to describe regional patterns?, <i>The History of the Family</i>, 21:4, 578-595, DOI: 10.1080/1081602X.2016.1224730</p>
20-21	LGBTQ+ parents	<p>Ball, C.A. (2012). <i>The Right to Be Parents : LGBT Families and the Transformation of Parenthood</i>. NYU Press. https://ebookcentral.proquest.com/lib/tau/reader.action?docID=865543&ppg=8</p> <p>Gabriele-Black, K. A., Goldberg, A. E., Manley, M. H., & Frost, R. L. (2021). "Life is already hard enough": Lesbian and gay adoptive parents' experiences and concerns after the 2016 presidential election. <i>Couple and Family Psychology: Research and Practice</i>, 10(2), 103–123. https://doi.org/10.1037/cfp0000162</p> <p>Golombok, Susan et al. (2018). Parenting and the Adjustment of Children Born to Gay Fathers Through Surrogacy. <i>Child development</i> 89.4: 1223–1233. Web.</p> <p>Green, R.-J., Rubio, R. J., Rothblum, E. D., Bergman, K., & Katuzny, K. E. (2019). Gay fathers by surrogacy: Prejudice, parenting, and well-being of female and male children. <i>Psychology of Sexual Orientation and Gender Diversity</i>, 6(3), 269-283. http://dx.doi.org/10.1037/sgd0000325</p> <p>Haines, K.M., Boyer, C.R., Giovanazzi, C. & Galupo Paz, M. (2018). "Not a Real Family": Microaggressions Directed toward LGBTQ Families, <i>Journal of Homosexuality</i>, 65:9, 1138-1151, DOI: 10.1080/00918369.2017.1406217</p> <p>Shenkman, G. et al. Pathways to Fatherhood: Psychological Well-Being Among Israeli Gay Fathers Through Surrogacy, Gay Fathers Through Previous Heterosexual Relationships, and Heterosexual Fathers. <i>Frontiers in psychology</i> 11 (2020): 91–91. Web.</p> <p>Triger, Z. (2013). The Child's worst interest. <i>Israel Studies Review</i>, Volume 28, Issue 2, Winter 2013: 264–281</p>

Instructor Biography

Dr. Tabak-Aviram is an experienced licensed clinical psychologist in Israel, practicing over 15 years with children, adults, couples and families. Dr. Tabak-Aviram has been specializing with preschool children and their parents in a community mental health Centre in Tel-Aviv. During the past decade Dr. Tabak-Aviram's focus of work has been with LGBT individuals, couples, and families. Additionally, he has developed both group and individual counseling frameworks for prospective parents in the process of parenthood through ART. Dr. Tabak-Aviram has been working in both public clinics, supervising psychology interns and in his own private practice in



Ramat-Hasharon. He has been an active speaker for LGBT families and gender creative children in front of mental health professionals, social workers and medical staff members all over Israel.

TAU International Academic Guidelines

Students may only attend classes which they are officially registered for. No auditing of courses is permitted. Students are responsible for reading and adhering to all policies and procedures in the TAU International Academic Handbook [posted here](#) at all times. Below is a summary of some of these relevant policies and procedures.

Learning Accommodations

In accordance to University guidelines, TAU International may be able to accommodate students with learning disabilities or accommodation requests if these requests are also honored at the student's home university or home school. To be considered, students must submit official documentation from their home school or university (if not in English, a notarized official copy translated into English is required) to TAU International in advance of arrival describing in detail any specific needs and how these are accommodated at the home school or university. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs or accommodations they may have. **Without official documentation from the home school submitted on or before the first day of courses, TAU will not be able to honor accommodation support.**

With supporting documentation and by following the correct procedure as outlined above, TAU International and its faculty will do the best it can to make any suitable accommodations possible. However, we cannot guarantee that all accommodations received at the home school can be similarly met at TAU. For example, TAU is usually not able to offer note-taking services in English, private testing rooms, or advance viewing of classroom presentations, exams, or assignments.

It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

In-Class Exams

TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student's responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility



to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

TAU International Absence Policy

Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor's note is required. Teachers are entitled to treat any lateness or absence without documentation as unexcused. Some of our courses such as Service Learning or the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in some courses and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to official TAU Academic Policy, if a student's behavior or attendance during is disagreeable his/her course participation may be cancelled at the discretion of TAU with no due refund.

Grade Appeals

Students are responsible for checking grades once posted or distributed by faculty. The limited grade appeals window and the detailed procedure for appealing a grade – whether a graded assignment, exam or final grade – is outlined clearly in the policies and procedures in the TAU International Academic Handbook [posted here](#).

