**Contemporary Families in the United States Online**

CRN 31374

HDFS 201 Winter 2017

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**Office Hours:**  Phone/f2f/google hangout appointments can be made via [my calendar.](https://calendar.google.com/calendar/selfsched?sstoken=UUd5ZjhLcFk5TzVifGRlZmF1bHR8YWVmZjUzZTRlNDk0ZTRkNjg2MWIyMzc2ZjUwMzQ1ZWI)

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**Course Description**

An introduction to families with application to personal life. Focuses on diversity in family structure, social class, race, gender, work and other social institutions.

**Course Learning Outcomes**

1. Use theoretical frameworks to interpret the role of the family within social process and institutions.
2. Describe the nature, value, and limitations of the basic methods of studying individuals and families.
3. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in inequity.
4. Explain how difference is socially constructed.
5. Analyze current social issues, including the impact of historical and environmental influences, on family development.
6. Analyze ways in which the intersections of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, interact with the country’s institutions to contribute to difference, power, and discrimination amongst families.
7. Synthesize multiple viewpoints and sources of evidence to generate reasonable conclusions.

**HDFS 201 Contemporary Families in the United States** fulfills the Social Processes and Institutions (SPI) and Difference, Power, and Discrimination (DPD) requirements in the Baccalaureate Core for Oregon State University.

Human beings are inevitably social, influencing and being influenced by social groups. The social sciences study social institutions and processes and deal with the human behaviors and values that form and change them, and are essential for an understanding of contemporary society.

The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. Examination of DPD course material is intended to enhance meaningful democratic participation in our college community and our increasingly multicultural U.S. society.

**Class Structure**

This course is taught exclusively online. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. Once you have accessed Moodle, you can bookmark it and access it directly from your home computer. **Log on as soon as possible and update your password and contact information.**

It is our shared responsibility to develop and maintain a positive learning environment for everyone in the class. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Below are some specific ways you can help.

1. **Read** assigned material and take the online quizzes ***before*** the Weekly Wonder for which it has been assigned.The basic pattern to the class is to:
   1. read textbook/article and Moodle book/lesson,
   2. take the quiz,
   3. do the WW (could be paper, could be a forum, could be a group project),
   4. start on the next week’s lesson.

Check Moodle frequently. **Post your course-related questions in the class forum.**

1. **Participate** fully as an individual and in group activities if assigned. ~~I will assign your groups during Week One based on your novel/memoir selection.~~ When working **in small groups** you are responsible for making sure that **everyone participates** and no one dominates, each member’s opinion is respected, and the group stays on task. Be responsive!**~~Make a quick forum post if you cannot participate right away,~~** ~~and let others know when you will get to the tasks.~~
2. Because this is an online course, all assignments must be submitted through Moodle and Turnitin, and all class discussions will occur using Moodle’s forum feature.
3. You can get technology help using the following methods: Call the **Student Help Desk at 541.917.4630** or email questions to [elearning.support@mail.linnbenton.edu](mailto:elearning.support@mail.linnbenton.edu).

Ultimately, it is my responsibility to create opportunities for you to learn; it is **your responsibility to do the work to learn**.

**Academic Integrity**

Students are expected to be honest and ethical in their academic work and to refrain from *cheating* (use or attempted use of unauthorized materials, information, or study aids), *fabrication* (falsification or invention of information), *tampering* (altering or interfering with evaluation instruments or documents), *plagiarism* (representing the words or ideas of another person as one’s own), or *assisting* another person in committing an act of academic dishonesty. Upon documentation of academic dishonesty and after consulting with the department chair and informing the student of the action taken, the instructor may impose any academic penalty up to and including an F grade in the course.

You will be assigned to a group or “team” of three-four students total. The best teams will be willing to work hard both with content and through style differences. Teams typically [move through a cycle](http://sites.psu.edu/alt16/2013/10/31/storming-and-norming/) of both challenging and rewarding periods. Your Instructor will support this work. **It is required that you use your LBCC email account for teamwork on Google Docs and communicate via the Group Moodle Forum;** it will facilitate sharing documents with others as well as Instructor monitoring and grading.If you cannot use this email and/or communicate to coordinate asynchronous work on group projects, this is not the class for you. Both of these abilities are required to succeed in this class.

**LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**Required Materials**

* + Cherlin, A. J. (2010). *Public and Private Families: An Introduction* (**7th Ed.**) Boston: McGraw Hill (Using the 6th or 8th editions are fine as well, although there are some terminology/content differences);
  + Three readings:

Rank, Mark R. (2003). [“As American as Apple Pie”.](http://socialstratification.files.wordpress.com/2008/10/poverty_contexts_american_apple_pie.pdf) *Contexts, 2 (3).* 41-49.

Johnson, Allen (nd).  [“The Social Construction of Difference”.](http://www.odec.umd.edu/CD/UNIVERSAL%20READINGS/The%20Social%20Construction%20of%20Difference%20Johnson.pdf) 15-20.

Whyte, Martin King (1992). [“Choosing Mates--the American Way”.](http://www.google.com/url?q=http%3A%2F%2Fezproxy.libweb.linnbenton.edu%3A2048%2Flogin%3Furl%3Dhttp%3A%2F%2Fsearch.ebscohost.com%2Flogin.aspx%3Fdirect%3Dtrue%26db%3Daph%26AN%3D9206291808%26site%3Dehost-live&sa=D&sntz=1&usg=AFQjCNFk8JuG08bid9W-A7GvyogaQUqcvw) *Society, 29 (3).* 71-77;

* + Usage of  **Google Docs via your LBCC email address;**
  + Your choice of a novel/memoir: *Between the World and Me* by Ta-Nehisi Coates; *the girl in the tangerine scarf* by mohja kahf*;The Love Wife* by Gish Jen*; What Night Brings* by Carla Trujillo; **or** *Sex Object: A Memoir* by Jessica Valenti.
  + Ability to access and utilize Moodle, Turnitin within Moodle, your LBCC email, Google Drive, and LBCC Library databases regularly.
  + Access to [*The* *Washington Post*](http://www.washingtonpost.com/)***.***

To access your free educational online subscription, [click here and follow the instructions.](http://help.washingtonpost.com/link/portal/15067/15080/Article/628/How-do-I-activate-my-gov-mil-edu-free-subscription)

Once you have verified your email address through the link on the confirmation email message, you will be able to access The Washington Post content from anywhere on any device. Just be sure that you are signed in with your .edu email address.

**Evaluation**

1. **Quizzes: Open Note/Open Book Quizzes based on the assigned textbook chapters, online readings, and the online Moodle book/lesson** are **due by 1:00 p.m. Friday each week, including the first week.** The quiz is designed to demonstrate your completion of text reading and Moodle lesson/screencast. Understanding the reading will enable you to take part in class forums and Weekly Wonders with the baseline knowledge (understanding and remembering as defined on [Bloom’s Taxonomy)](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) needed in order to contemplate the material with higher-level thinking. Here are [tips for taking HDFS 201 quizzes.](https://docs.google.com/a/linnbenton.edu/document/d/1WzuwqJksJt4U8y1g1w2DAKzPGaMzDFtg2HAdTaJx-3A/edit?usp=sharing) Quizzes will not be made up or reopened; take your quiz early! *(10 points per week x 10 = 100 points).*
2. **Weekly Wonders:** Each week you will earn between 25 and 50 WW points. Some will be individual grades and some will be team grades.  *(25-50 points per week x 8 = 300 total points).  (*[Instructions forWeekly Wonders 1 and 2 linked here)](https://docs.google.com/a/linnbenton.edu/document/d/1ML81lApGdSlNyEynl3Sdq-fdTUJxvs9puVXxfvnvj0M/edit?usp=sharing).

* Weekly Wonders (and quizzes)will focus onthe readings/lectures of the current week **with an expectation that material from previous weeks has been understood and retained.**Most WWs will involve [critical thinking](http://www.insidehighered.com/views/2012/10/11/essay-what-political-campaign-shows-about-need-critical-thinking) and the [higher levels of thinking as defined by Benjamin Bloom’s Taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) (analyzing, evaluating, synthesizing).
* Some Weekly Wonders can be fully made up, others not.
* I do not accept any e-mailed assignments**.**
* I use Turnitin, a tool to educate students about using too much similarity (plagiarism) in written work and to maximize my grading via rubrics and recorded voice comments.

**3. Midterm Questions:** At midterm time (WW 5) you will answer 1-3 questions in essay, slideshow, or matrix format (your choice). The questions will be posted Tuesday of Week five, and will be due the Tuesday of Week Six. They will be heavily focused on the Difference, Power, and Discrimination and Social Processes and Institutions aspects of this course. You are expected to use course resources (textbook, articles, novel, websites). Answering these questions and the feedback that I provide you will prepare you for the Final Exam.(50 points).

**4. Ending Questions:** Your answers to the Ending Questions will demonstrate your understanding of current issues, how social processes and institutions influence families, and the variations in power and discrimination they experience based on their differences. Doing this requires you to evaluate and to synthesize class material. You may answer in essay, slideshow, or matrix format. The final question will be posted the Tuesday of Week 10 and due the Tuesday of Week Eleven. *(100 points).*

**Evaluation Totals**

Quizzes 100

WWs 1-4 (25 each)  100

WW 4-8 (50 each) 200

Final 100

Total                    500

**Instructor’s Notes**

It is my purpose to help you understand the concepts in this class as deeply as possible.  I want you to retain these concepts in your long-term memory, as opposed to your short-term memory. To reach this goal, we will all engage in critical thinking. What is critical thinking? [Take a look at this article and pay attention especially to numbers one, two, and five.](http://www.insidehighered.com/views/2012/10/11/essay-what-political-campaign-shows-about-need-critical-thinking)I’ll be looking for you to question and think in a critical manner throughout the course. If you are unfamiliar with this kind of thinking, there will be exercises to help you learn how to approach materials critically.

The assignments are intended to help you make personal and cultural connections to the course content, and to support the development of your [*sociological imagination*.](http://sociology.about.com/od/Works/a/Sociological-Imagination.htm) How is what we are studying relevant to your daily life? Can you look at your life experience from an alternative view? Making these kinds of connections is both more challenging and more rewarding than merely memorizing content.

I work hard, and I expect you to as well. *You are the person who has the greatest impact on your learning and on your grade*.  **If you have course-related questions or comments, post them in the class forum.** I will respond daily during the week and once on weekends. For personal matters only, contact me directly. I will respond to emails within one week. Use your LBCC email address, head your e-mails with HDFS 201 and sign with your first and last names for the fastest response. I am also available for f2f, google hangouts, or telephone appointments. I enjoy talking with students about course questions, future education, and career plans.

To be successful in this class you should read **diligently** and be prepared to think, “listen”, and participate. It is essential that you seek clarification, deeper learning, or assistance when you have a question as you work with course materials.  I **expect** you to have questions and thoughts about the course content; articulating these thoughts and questions will help you hone your critical thinking skills.

I make it a high priority to grade your work promptly.  Late work is an exception, and will be graded at the Instructor’s discretion, following the grading *of all on-time work from all of my classes*.  **If you submit late work, be advised that you may not see the evaluative grade until Finals Week.** (Note the late work deadlines on the course calendar).

**Extra Credit**

Extra credit is at the discretion of the Instructor. Any extra credit available to one student must be available to all students. In this course, the following opportunities exist for extra credit. All are due by Tuesday, March 13th, but may be submitted at any time during the course. EC will be graded during Finals Week.

1. [Domestic Violence Essay Question.](https://docs.google.com/a/linnbenton.edu/document/d/1bgpHyPvxUS6GXu--wAQKNTOhwJpGPggZ6PMUmGXDkL0/edit?usp=sharing) (up to 10 points).
2. Dick Weinman [documentary](https://www.youtube.com/watch?v=UciTFCPCivI) and r[esponse](https://docs.google.com/a/linnbenton.edu/document/d/1bgpHyPvxUS6GXu--wAQKNTOhwJpGPggZ6PMUmGXDkL0/edit?usp=sharing) (up to 15 points).
3. [Transgender TED talk](http://www.ted.com/talks/geena_rocero_why_i_must_come_out?language=en) and r[esponse](https://docs.google.com/a/linnbenton.edu/document/d/1bgpHyPvxUS6GXu--wAQKNTOhwJpGPggZ6PMUmGXDkL0/edit?usp=sharing) (up to 10 points).

**Campus Resources**

Many resources such as the Library, Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described on the LBCC website.

You should meet with your instructor during the first week of class if:

* You have a documented disability and need accommodations,
* Your instructor needs to know medical information about you, or
* You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact Disability Services at 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

**Tools for Success**

* Read and take the quiz by 1:00 p.m.every Friday.
* Set aside a regular weekly time to participate on Moodle,including asynchronous work with your group.
* Come to Moodle each time prepared to question, think, and discuss the material.
* Complete your WW by 1:00 each Tuesday starting Week 2. (Week One’s WW is due Wednesday, January 11th).

**Course Schedule HDFS 201 Winter 2017 Online**

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| --- | --- | --- | --- |
| **Week** | **Topic** | **Reading** | **Work Due** |
| **1**  *9 -15 Jan* | The Study of Families and theoretical perspectives; Variation in Families. | Syllabus, Chapters 1 & 2 | **Wednesday:** [**WW1**](https://docs.google.com/a/linnbenton.edu/document/d/1ML81lApGdSlNyEynl3Sdq-fdTUJxvs9puVXxfvnvj0M/edit?usp=sharing)**/Novel Choice and Classwork schedule/plan**  **Friday: Quiz 1 due by 1:00 p.m.** |
| **2**  *16 - 22 Jan* | Gender; the social construction of difference. | Chapter 3 &  [The Social Construction...](http://www.odec.umd.edu/CD/UNIVERSAL%20READINGS/The%20Social%20Construction%20of%20Difference%20Johnson.pdf) article | **T:** [**WW2**](https://docs.google.com/a/linnbenton.edu/document/d/1ML81lApGdSlNyEynl3Sdq-fdTUJxvs9puVXxfvnvj0M/edit?usp=sharing)**/Presentation intro shared in Forum and uploaded**  **F:Quiz 2** |
| **3**  *23 - 29 Jan* | Social Class and Poverty; Implicit Bias | Chapter  4 & [Apple Pie article](http://socialstratification.files.wordpress.com/2008/10/poverty_contexts_american_apple_pie.pdf) | **T: WW3/Forum (early post by Monday at 1:00 p.m.)+**  **F: Quiz 3** |
| **4**  *30 Jan -5 Feb* | Race and Ethnicity; Social Policy | Chapters 5 & 14; first ⅓ of novel due | [**WW 4/**](https://docs.google.com/a/linnbenton.edu/document/d/1G_g4HmEhEz_sKJnh0ma8h3p8NpdQ342qE_5e85k4gss/edit?usp=sharing)**Book Groups Forum (early post by Monday at 1:00 p.m.)+ plus Turnitin Submission of your first post**  **F: Quiz 4** |
| **5**  *6 - 12 Feb* | Sexualities, Dating, Union Formation & Dissolution | Chapter 6, [Dating article](http://ezproxy.libweb.linnbenton.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9206291808&site=ehost-live) ; | **T: Break***(All late work from weeks 1-4)*  **F: Quiz 5** |
| **6**  *13 - 19 Feb* | Continued | Chapter 7; Second ⅓ of novel due | **T:WW5/Midterm Questions (no late extension/no make up)**  **F: Quiz 6** |
| **7**  *20 - 26 Feb* | Continued | Chapters 12, 13 | **T:WW6/Paper**  **F: Quiz 7** |
| **8**  *27 Feb - 5 Mar* | Working Families | Chapter 8 | **T: Break**  **F: Quiz 8** |
| **9**  *6 - 12 Mar* | Parent-Child Relations, the Elderly, and Families | Chapters  9 & 10 (up to p.327); Novel due | **T:WW 7**/**Forum (early post Monday by 1:00 p.m.)+**  **F: Quiz 9** |
| **10**  *13 - 19 Mar* | Continued |  | **T:WW8/Book Groups Forum(early post Monday by 1:00 p.m.)+**  *(All late work from weeks 5-9 and extra credit)*  **F: Course Questionnaire subs for Quiz 10** |
| **11**  *Mar 21*  *1:00 p.m.* |  |  | **Final Essay Exam**  **am and Course Questionnaire due Tuesday at 1:00 p.m. (no late work/no make up)** |

*The Instructor reserves the right to make changes in the course schedule. Changes will be announced in class and posted in the live link to this syllabus (from Moodle).*

+See Forum Rubric for specific grading policies regarding posting dates.The early posting deadline is for those of you who strive for an “A “ on this assignment and are willing to get your voice out there early as an example/leader. It is fine to complete all of your posts “early”, but I realize this will not work for all schedules, and that is why the longer posting period is allowed.

\*\*My Moodle course page will be “under construction” this term. Weekly quizzes and WWs are based on the reading (of the text or assigned articles) and the Weekly “Lesson” or “Book” and/or screencast. I am in process of changing books into lessons as well as creating/updating screencasts. Sometimes you will see a book icon (green) and sometimes a “lesson” that has a white icon with little rectangles. The icon will vary week to week, based on my progress, but the content is the same. Be sure to view the screencast, if applicable, and pay attention to my written comments that clarify any reference to assignments in the screencast.  *Liz*