**jContemporary Families in the United States F2F**

CRN 48197

HDFS 201 Spring 2017: T R 1:00 p.m. MKH 203

**Instructor:** Liz Pearce, Ed.M.

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**Office Hours:** C[lick here](https://calendar.google.com/calendar/selfsched?sstoken=UUd5ZjhLcFk5TzVifGRlZmF1bHR8YWVmZjUzZTRlNDk0ZTRkNjg2MWIyMzc2ZjUwMzQ1ZWI) to make an appointment on my calendar. I am glad to speak with you by phone/google hangout as available.  [Instructor Website](http://cf.linnbenton.edu/wed/ed/pearcel/web.cfm?pgID=3751)

**Support Staff:** Sonya James, [jamess@linnbenton.edu](mailto:jamess@linnbenton.edu), 541 917 4258, NSH 101.

**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 class is taught with technology enhancement and in a [“flipped” format](http://www.knewton.com/flipped-classroom/).

In flipped classes, some of the baseline content is delivered primarily away from F2F time. In this class that is your textbook and the weekly Moodle lessons. You’ll read and participate in those on your own, then take the baseline quiz by Tuesday at noon each week.

The “homework” --or higher -level thinking and assignments (Weekly Wonders)-- are mostly completed in F2F class, with support from the Instructor and your peers. Some Weekly Wonders will be submitted individually; some will be submitted via your team.Some will be graded for quality (A-F); some will be graded with full points for full participation only.

You are expected to attend class two times per week. It is fundamental to your success in this course to come to every class section prepared for class. In this class students will have access to **electronic tablets** for use during class time. Students will be able to personalize their assigned tablets. (You must use your **LBCC email** account to access your google drive; **be sure you know your email and password**).

You will spend much of your class time with your “team”. This team of peers will have work assignments during most class sessions (some graded, some not). It is imperative that you devote energy to getting to know your team members. 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.

**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://ezproxy.libweb.linnbenton.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9206291808&site=ehost-live) *Society, 29 (3).* 71-77.

* + Your choice of a novel/memoir: *the girl in the tangerine scarf* by mohja kahf*; What Night Brings* by Carla Trujillo *Between the World and Me* by Ta-Nehesi Coates (memoir); *The Love Wife* by Gish Jen (novel); **or** *Sex Object* by Jessica Valenti (memoir)
  + 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 implement your full content access to the website and you have a valid email address that ends in .edu, .gov, or .mil, while outside of your school or workplace network, [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, .gov or .mil email address.

**Evaluation**

1. **Open note/Open book Quizzes: Quizzes** (taken on-line) are **due by noon Tuesday each week.** The quiz is designed to demonstrate your completion of text reading and Moodle lesson. Understanding this will enable you to take part in class activities 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 that comes later in the week (WWs). Quizzes will not be made up or reopened; take your quiz early! Lowest quiz grade dropped. *(10 points per week x 9 = 90 points).*
2. **Weekly Wonders:** Each week (or so) you will earn 50 - 100 WW points. **Sometimes points will be awarded on the basis of participation only; sometimes based on quality**. Some will be individual grades and some will be team grades. Many will include participation points as a part of the grade. *(50 - 100 points per activity X 8 = 510 total points).*

* Weekly Wonders (and quizzes)will focus on **the 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](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm) (analyzing, evaluating, synthesizing, creating).
* 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.

**Evaluation Totals**

Quizzes 90

WWs 1-7(50-60 each)    410

WW8/Journal 100

Total                    600

**540- 600 A**

**480 - 539 B**

**420 - 479 C**

**360 - 419 D**

**Under 360: F**

**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 (linked and attached) 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.

The assignments are intended to help you make personal and cultural connections, 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 you? 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.

Class time is valuable and I will be focused on teaching and learning during the time that we have together we have each week. Please feel comfortable eating, drinking, and leaving the room for the bathroom or communication needs. Be focused on this class while you are in the room; if you can’t focus, leave the room.

If you distract me with one of the above behaviors, I will call you on it. One student’s lack of focus can distract others.  Be respectful. If you find you have personal business to attend to (e.g. phones calls/texting, conversations, or other class work**),** *take care of it outside of the classroom*. We will be using lots of electronic technology in this class, and I think that it goes without saying, use it respectfully. I believe that access to internet searches and applications will greatly enhance the course experience for all of us. I expect you to apply yourself to your education during class hours.*You are the person who has the greatest impact on your learning and on your grade*.

If you have questions or comments that need attention, ask your question at one of our class check-in times (the end of class each day). If it is a personal matter, talk with me at the end of class, telephone, or email me.Please head your e-mails with HDFS 201 and sign with your first and last names.

To be successful in this class you should read **diligently** and be prepared to think, “listen”, and participate. Moodle, the readings, and F2F sessions complement one another; you must participate in all of them in order to succeed. 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. Be prepared to stand, move around, use your tablet and the internet, and talk each day; do not become too attached to your seat. We will move in class.

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, you may not see the grade until the end of the term. (Note the late work deadlines on the course calendar). Not all WWs may be fully made up.

**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. Extra credit will be graded during Week 11.

1. [Domestic Violence Essay Question.](https://docs.google.com/a/linnbenton.edu/document/d/1bgpHyPvxUS6GXu--wAQKNTOhwJpGPggZ6PMUmGXDkL0/edit?usp=sharing) (up to 8 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 12 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 the Center for Accessibility Resources in Red Cedar Hall 105 or at 541 917-4789. If you have documented your disability, remember that you must complete a Request for Accommodations form every term in order to receive accommodations.

**Course Schedule HDFS 201 Spring 2017 F2F**

* **Weekly Reading (**Text**, Moodle Lesson and/or Screencast), and Quizzes due every Tuesday by noon** (with the exception of the first quiz; see syllabus).
* **WWs due in class or via Moodle as per syllabus, subject to change.**

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| **Week** | **Topic** | **Reading** | **Work Due** |
| **1**  *3-9 Apr* | The Study of Families and theoretical perspectives; Variation in Families. | Syllabus, Chapters 1 & 2 | **R: Quiz 1 due by Friday noon.** |
| **2**  *10-16 Apr* | 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: Quiz 2 (by noon)**  **R: WW1/Slideshow draft due in class in your Google Drive**  **F: Submit final WW1 via Moodle** |
| **3**  *17-23 Apr* | Social Class and Poverty | Chapter  4 & [Apple Pie article](http://socialstratification.files.wordpress.com/2008/10/poverty_contexts_american_apple_pie.pdf) | **T: Quiz 3**  **R: WW2/In Class** |
| **4**  *24-30 Apr* | Race and Ethnicity; Social Policy | Chapters 5 & 14; **first ⅓ of novel due** | **T: Quiz 4,**  **In Class:** [**https://implicit.harvard.edu/implicit/takeatest.html**](https://implicit.harvard.edu/implicit/takeatest.html)  **R: WW3/Book Groups** |
| **5**  *1-7 May* | 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) ; | *(All late work from weeks 1-4 due by Tuesday noon)*  **T: Quiz 5**  **R: WW4/In Class** |
| **6**  *8-14 May* | Continued | Chapter 7; **Second ⅓ of novel due** | **T: Quiz 6, In class: Power and Privilege activity**  **R: WW5/Midterm Question work**  **F: WW5 due by noon** |
| **7**  *15-21 May* | Continued | Chapters 12, 13 | **T: Quiz 7**  **R: WW6 Prep** |
| **8**  *22-28 May* | Working Families | Chapter 8 | **T: Quiz 8**  **R:WW6/In the News** |
| **9**  *29May-4Jun* | Parent-Child Relations, the Elderly, and Families | Chapters  9 & 10 (up to p.327) | **T: Quiz 9**  **R:WW 7 Prep** |
| **10**  *5-11 Jun* | Continued | **Finish novel** | *(All late work from weeks 5-9 and extra credit due by Tuesday noon)*  **T: Course Questionnaire subs for Quiz 10, WW7 (In Class)**  **R: WW8 presentation via Google Drive**  **F: WW8 Due** |

*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*

My Moodle course page will be “under construction” this term. I am in process of changing books into lessons. 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.  *Liz*

**What Exactly is Critical Thinking? From *Inside Higher Ed,*** October 11, 2012

## By [Paul Gary Wyckoff](https://www.insidehighered.com/users/paul-gary-wyckoff)

Everyone applauds the idea of critical thinking, and liberal arts colleges often make their ability to teach critical thinking a key selling point. But no one seems to define what they mean by that term.

As I prepared for the start of classes this fall, I tried to pinpoint the critical thinking skills I really want my students to learn. And as I listened to public debates on everything from tax policy to Obamacare, five essential thinking skills seemed to be missing, again and again. So, based on our dysfunctional national dialogue, here are the "core competencies" I hope to instill in my students:

**1. The ability to think empirically, not theoretically.** By this I mean the habit of constantly checking one's views against evidence from the real world, and the courage to change positions if better explanations come along. I have great admiration for scholars like Richard Muller, the University of California physicist and global warming skeptic, whose work was heavily funded by the conservative Koch brothers. When new, more comprehensive data from his own research team provided convincing evidence of global temperature increases, [Muller changed his mind, and later sounded the alarm about carbon dioxide emissions.](http://www.nytimes.com/2012/07/30/opinion/the-conversion-of-a-climate-change-skeptic.html?pagewanted=all&_r=0)Unfortunately, however, much of our public debate on many issues seems to be a clash of theoretical world views, with neither side willing to dispassionately examine the evidence or modify their views. In Congress, the individuals most willing to change their minds – the moderates – have been systematically driven out by more extreme candidates who are dedicated to holding fast to their predetermined positions, regardless of subsequent facts.

**2. The ability to think in terms of multiple, rather than single, causes.** When you drop a book, it will fall on the floor -- a single-cause event. But most of the interesting things in the world have multiple causes; educational success, for example, is affected by a student's aptitude, but also by the educational achievements of the student's parents, the quality of the school he or she attends, and the attitudes and intelligence of the other students in that school. In such cases, simple comparisons become unreliable guides to action, because the effects of intervening variables haven't been screened out. So, for example, judging a president by Reagan's famous question – "Are you better off now than you were four years ago?" – implicitly assumes that presidential actions are the only variable affecting the economy. This is, of course, nonsense – our globalized economy is affected by a huge variety of factors, including exchange rates, oil prices, the fate of the European Union, the strength of the Chinese economy, and so on. In these situations, we need higher-order analysis that adjusts for these external factors to gauge the true effect of a policy.

**3. The ability to think in terms of the sizes of things, rather than only in terms of their direction.** Our debates are largely magnitude-free, but decisions in a world with constrained resources always demand a sense of the sizes of various effects. For example, President Obama contends that investments in education and infrastructure are crucial to the nation’s future growth. And it makes intuitive sense that better-educated workers would be more productive, and that repaired highways could transport goods to market more quickly and at lower cost. But Republicans are dead-set against new taxes to pay for these investments. In such a polarized situation, the only way to finance these programs would be to borrow money, and these days much of the government’s borrowed funds are supplied by overseas investors from places like China and Japan. The interest payments on government bonds, then, are a real hindrance to economic growth. The wisdom of these investments, therefore, depends critically on the magnitude of the two effects. How big are the payoffs from investments in education and infrastructure? How much of our debt is owned by foreigners, and what interest rate will we have to pay to them? These kinds of debates cannot be solved by looking only at the direction of anticipated effects, because without quantification, we have no basis for comparison of those effects. In politics and policy, size matters.

**4. The ability to think like foxes, not hedgehogs.** In his seminal book, *Expert Political Judgment*, Philip Tetlock followed Isaiah Berlin in distinguishing between hedgehogs, who know one big thing and apply that understanding to everything around them, and foxes, who know many small things and pragmatically apply a "grab bag" of knowledge to make modest predictions about the world. In his study of hundreds of foreign policy experts over 20 years, Tetlock showed that foxes outperform hedgehogs in making predictions, and hence tend to make better decisions. But our current political climate favors hedgehogs, because they tend to be more confident, forceful, and predictable in their views. Mitt Romney's choice of Paul Ryan as a running mate can be seen as an attempt by a fox (Romney) to capture some of the allure and excitement surrounding a hedgehog (Ryan).

**5. The ability to understand one's own biases.** An expanding literature in psychology and behavioral economics suggests that we are full of unconscious biases, and a failure to understand these biases contributes to poor decision-making. Perhaps the most common and dangerous of these is confirmation bias, the tendency to seek out information in accordance with our previous views and ignore or dismiss information contrary to those views. This undermines our ability to weigh the evidence in an evenhanded manner. Our media culture reinforces this problem, as liberals have their MSNBC, *The Nation, The New York Times* and think tanks like the Center for American Progress, while conservatives have their Fox News*,* the *National Review, The Wall Street Journal*and the Heritage Foundation. In the current world, no one need bear the inconvenience of contrary information.

In general, our public debates are textbook examples of non-critical thinking. But these five traits can provide a foundation for a more enlightened dialogue in the future. And students with these skills will think about their world in a deeper, more constructive way.

*Paul Gary Wyckoff is professor of government and director of the Public Policy Program at Hamilton College.*

