**Contemporary Families in the United States F2F**

CRN 36049

HDFS 201  Winter 2014: TR 10:00 - 11:20; IA - 231

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

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**Office Hours:** Mondays 2:00 to 3:00; Wednesdays 10:00 to 11:00; Thursdays and Fridays by appointment.   If you cannot come in person,  I am glad to speak with you by phone during office hours and other times as available.  Please call, or e-mail me, and I will call you back. [Instructor Website](http://cf.linnbenton.edu/wed/ed/pearcel/web.cfm?pgID=3751)

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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. Identify basic concepts related to the study of family development.

* *What are the basic concepts when it comes to studying families?*

2. Articulate how individual characteristics and contextual factors, such as age, race, and social class and their socially defined meanings attributed to difference interact to contribute to individual and family development over time.

* *How does your age, race, gender, etc. and the way society looks at you contribute to your individual and family development?*

3.  Identify the impact of historical and environmental influences on individual and family development over time, with a focus on the social environment’s interplay with family development and processes.

* *How do external factors--like the government, courts, schools, etc. impact how families develop?*

4. Describe the ways in which diversity in individuals relates to family structure and processes.

* *What is the relationship between diversity and how families behave?*

5. Describe family structural and interactional patterns which may differentially impact the course of individual development. Use analytical thinking to apply current human development and sociological theories to practical situations. Synthesize multiple viewpoints to generate reasonable conclusions.

* *How can we put all the above ideas together to best understand families?  What are the differing viewpoints that experts and that society hold about family development?*

**Class Structure**

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

In flipped classes, the base-line 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 prior to Tuesday’s class. The “homework” --or higher -level thinking and assignments-- are primarily completed in F2F class, with support from the Instructor and your peers. Your Weekly Wonder assignment will be due on Thursdays or Fridays. *Note: it will take two weeks to get completely into this schedule, so check your syllabus and Moodle page closely for dates.*

You are expected to attend class two times per week, with the exception of days that are scheduled “off” by the Instructor. It is fundamental to your success in this course to come to every class section having 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. These may be available for check out later in the term.

This class has a **Facebook** page. It is recommended that students use their FB accounts to enroll in our group. You can create a “fake” profile (e.g. “The Green Machine” or other nickname) if you prefer to remain unidentified on FB. Locate the class FB page ([HDFS 201 Winter 2014)](https://www.facebook.com/groups/1447967532083284/) and ask to become a member of the group. I will add you. While the group is currently “open”, I will make the group “**secret**” at the beginning of the second week of the term so that **all members and content will be confidential within our class section.**

You will spend much of your class time with your “team”. This team of peers will have work assignments during most class sessions (most ungraded, but some graded). 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. Your Peer Mentor and Instructor will support this work.

Your on-line peer mentor is Neil Killion. He will play an active role on FB and on Moodle, as well as attending some class times.. Neil is a political science major with foci in writing, public speaking, critical reasoning, and international relations at the University of Oregon. Neil was a successful student in this class, and has served as a peer mentor for over a year. Students consistently rate him as very helpful. He knows a lot! Keep in touch with him for questions and advice.

**HDFS 201 Contemporary Families in the United States** fulfills the Difference, Power, and Discrimination (DPD) requirement in the Baccalaureate Core for Oregon State University. 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. These individual beliefs and institutional 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 will enhance meaningful democratic participation in our diverse college community and our increasingly multicultural U.S. society.

**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 (sold in LBCC bookstore as a paperback version: *Contemporary Families in the U.S.)*
  + Two 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.

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  Microsoft WORD (*not microsoft works or word pad*) or an open source internet site such as Google Docs or Open Office to submit electronic assignments.
  + Ability to access and utilize Moodle, Google Drive, Facebook, and LBCC Library databases regularly
  + about 20 notecards (any size; any color)

**Evaluation**

1. **Quizzes: Quizzes** (taken on-line) are **due by midnight Monday each week.** The quiz is designed to demonstrate your completion of text reading and Moodle lesson. Understanding the reading will enable you to take part in class activities and Weekly Wonders with the base-line knowledge (understanding and remembering as defined on [Bloom’s Taxonomy)](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm) needed in order to contemplate the material with higher-level thinking that comes later in the week. *(10 points per week x 10 = 100 points).*
2. **Weekly Wonders:** Each week you will earn up to 25 or 50 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.  *(25-50 points per week x 10 = 300 total points).* Weekly Wonders are usually due Thursday or Friday.

**Important points to keep in mind:**

* 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.

1. **Midterm Draft Project:** At midterm time (WW 6) you will submit a draft of your final project. Your draft project will demonstrate your emerging ability to apply the concepts of difference, power, and discrimination and social processes and institutions to a problem that you have chosen. *(50 points). Note: If you earn at least a “C” (38 points) on your draft project, you have additional options (see assignment instructions).*
2. **Final Project:** The final project will demonstrate your understanding of how social processes and institutions influences 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. During Finals Week (Week 11) you will submit your final completed project *(100 points).*

**Evaluation Totals**

Quizzes 100

WWs 1-5, 7-9              200

WW 6, 10 100

Final Project   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*. How is what we are studying relevant to your daily life? 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 my saying, use it respectfully. I believe that access to internet searches and applications will greatly enhance the course experience for all of us.

We have only a few hours together each week, and I expect you to apply yourself to your education during those hours.

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 questions or comments that need attention, please contact me at any time. I will check e-mail most week days and occasionally on weekends. Please 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 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. Moodle, FB, and F2F sessions complement one another; you need to be present in order to succeed. Iit is essential that you seek clarification or assistance when you have a question after reviewing 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. The place for this is in class, both f2f and via technology.

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 the end of the term. (Note the late work deadlines on the course calendar).

**Additional Credit**

Additional credit is at the discretion of the Instructor. Any additional credit available to one student must be available to all students. In this course, the following opportunities exist for additional credit.

1. [Domestic Violence Essay Question.](https://docs.google.com/document/d/1CKiCuV6YufZzbhuXcEi12TApYRInFilfCgVhdEpnIuQ/pub) (up to 10 points)
2. Identification of Apps relevant to course material and outcomes (up to 10 points)

The instructor reserves the right to make changes in the course schedule. Any changes will be announced and posted on Moodle.

**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 prior to Tuesday’s class.
* Set aside a regular weekly time to participate on Moodle.
* Come to class every day prepared to question, think, and discuss the material.
* Be prepared to stand, move around, use the internet, and talk each day; do not become too attached to your seat. We will move in class.

**Course Schedule HDFS 201 Winter 2014 F2F**

* **Weekly Reading (Text and Moodle Book), and Quizzes due every Monday by midnight (except Week 1).**
* **WWs due each Friday. (following the quiz on the related material).**

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| **Week** | **Topic** | **Reading** | **Work Due** |
| **1**  *Jan. 6 -12* | Introduction to the Study of Families and theoretical perspectives; Variation in Families: historical, cross-cultural and contemporary. | Syllabus, Chapters 1 & 2 | **Quiz 1 (due by midnight Friday).** |
| **2**  *Jan. 13–19* | Gender | Chapter 3 | **WW 1 (Tues) and WW 2 (Fri)**  **Quiz 2 (Thursday)** |
| **3**  *Jan. 20 – Jan.26* | Social Class and Poverty | Chapter  4 & [Rank article](http://socialstratification.files.wordpress.com/2008/10/poverty_contexts_american_apple_pie.pdf) | **WW 3**  **Quiz 3 (***by midnight Monday as are all of the remaining quizzes)* |
| **4**  *Jan. 27 – Feb.2* | Race and Ethnicity; Social Policy | Chapters 5 & 14 | **WW 4: Online Forum**  **Quiz 4** |
| **5**  *Feb.3 -- Feb.9* | Sexualities, Dating, Union Formation & Dissolution  Thurs: Guest Bryan Miyagishima (Research) | Chapter 6, [Whyte article](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) | **WW 5 : Online Forum**  (All late work Weeks 1 - 4 due 2/3)  **Quiz 5** |
| **6**  *Feb.10 – Feb. 16* | Continued  Tuesday: Guest Speaker Shelly Dermody | Chapter 7 | **WW 6 (*aka Midterm Project )***  **Quiz 6** |
| **7**  *Feb.17 – Feb. 23* | Continued  Tuesday: Teamwork (no class) | Chapters 12, 13 | **WW 7 --Team Project**  **Quiz 7** |
| **8**  *Feb.24 – Mar. 2* | Working Families | Chapter 8 | **WW 8 -Team Project**  **Quiz 8** |
| **9**  *Mar. 3 - 9* | Parent-Child Relations, the Elderly, and Families  Tuesday: Forum (No class) | Chapters  9 & 10 (up to p.327) | **WW 9--On-line Forum**  (Additional Credit due 3/3)  **Quiz 9** |
| **10**  *Mar10 -16* | Continued |  | **WW 10** (no late option**)Team**  (All late work Weeks 5-9 due 3/10)  **Quiz/Course Survey 10** |
| **11** | **Tuesday, March 18**  **Final  Project Due by 11:00 a.m.** |  | Upload your Final by 11:00 a.m. |

*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).*