

# Contemporary Families in the United States CRN 20372

## HDFS 201 Fall 2019: T R 1:00 p.m. MKH 203

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**Office Hours:** [Click here to make an appointment on my calendar.](#)

### 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 individual and family within social process and institutions.
2. Critique 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 discrimination.
4. Explain how difference is socially constructed.
5. Analyze current social issues and place them in historical context(s).
6. Analyze ways in which the intersections of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age are related to difference, power, and discrimination in the United States.
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

### Outside of class

1. Start working at home after Thursday's class. Open the Moodle class page, and read Liz's Weekly Book or Lesson. It is at the top of the coming week's section. The book contains Liz's emphasis on the text readings and links to short readings and videos. Read, view and take notes. Some students elect to view the quiz questions before reading the text to serve as a reading guide. This leaves you one quiz attempt.
2. Read your assigned textbook (Andrew Cherlin, *Public and Private Families*) and online readings, taking notes. Practice summarizing each section of the text to yourself in your own words. Read part of your chosen book on your own schedule, meeting course deadlines.
3. Complete your quiz. The quiz score demonstrates that you understand the definitions and terms in the reading. If needed and you have a remaining attempt, take the quiz again prior to Tuesday's class. (The quiz will close Tuesday at noon. Quizzes are never reopened).

### In Class

1. Attend class. Every day. Arrive early and be present the entire class period.
2. Tuesday is the set up for that week's "Weekly Wonder" which is the graded activity that takes place Thursday in class. It's your chance to solidify what you have read by articulating your ideas and questions, and being challenged by Liz's supplementation of the material and questions.
  - a. Distill and Discuss: you and a small group of peers will collaborate to distill the weekly readings and then share your work with the rest of the class. This activity demonstrates that your group can analyze the readings and identify the main ideas.
  - b. Mini-lecture: Liz will lecture on the readings and additional course concepts not presented in the textbook.
  - c. Class discussion: The class will participate in examining materials more deeply via in class anonymous polling, videos, predictive analysis, and small group application. This helps you to connect the readings you've done at home with the ideas learned in class.
3. Thursday is the Weekly Wonder. Via lecture, guided questions, and collaborative work with a small group of peers you will analyze and apply cumulative course materials, with an emphasis on this week's topic.
  - a. Mini-lecture: Liz will lecture on the "BIG IDEAS" of the concepts and ideas related to this week's topic.
  - b. Collaborative work: your small group will work with guided questions.
  - c. Share your work with peers. Via Coffee Shops, Gallery Walk, or Group presentations, you will communicate what you have learned to others.
  - d. Weekly Wonder upload. In the final part of class, Liz will provide one question that ties together the weekly concepts. You will write your answer (usually 300 words or fewer) and upload your response to Moodle as a Turnitin submission. You may discuss the question with your peers, but must upload work in your own words. Your individual writing demonstrates your synthesis of the cumulative material with an emphasis on connections among concepts. *Your grade will be a combination of participation points and qualitative points based on your individual written response.* Weekly Wonders may not be made up, but the lowest grade is dropped.

## Required Materials

- Cherlin, A. J. (2017). *Public and Private Families: An Introduction (8th Ed.)*. Boston: McGraw Hill (Using the 7th edition is fine as well, although there are some terminology/content differences). Available on reserve in the LBCC library.
- Two online readings:
  - Rank, Mark R. (2003). "[As American as Apple Pie](#)". *Contexts*, 2 (3). 41-49.
  - [The Social Construction of Difference](#) by Allan Johnson
- Your **choice** of a book: [Muslim Girl: A Coming of Age](#), by Amani Al-Khatahtbeh, 2017 (memoir); [Killers of the Flower Moon](#), David Grann, 2017 (nonfiction); [No One Cares About Crazy People: the Chaos and Heartbreak of Mental Health in America](#), Ron Powers, 2017 (nonfiction/memoir); [The Hate U Give](#) by Angie Thomas, 2017 (novel); or [What Night Brings](#) by Carla Trujillo, 2003 (novel)
- *Note: There are hard copies of these books in the LBCC library and two of them are available electronically from the library: Killers of the Flower Moon: [bit.ly/killersflower](http://bit.ly/killersflower) (LBCC Library full access link) and Muslim Girl: [bit.ly/muslimg](http://bit.ly/muslimg) (LBCC Library limited access link)*

## Evaluation

1. Open note/Open book Quizzes: Quizzes (taken online) or Reading Response are due by noon Tuesday each week. You have two tries for every quiz and unlimited time, but the deadline is firm. Quizzes will not be made up or reopened; take your quiz early! Lowest quiz grade dropped. (*10 pts. x 9 = 90 points*). See assignment sheet for alternatives.
2. Weekly Wonders: Each week you will earn up to 40 WW points. Points will be awarded on a combined basis of participation and quality of work. WWs may not be made up, but the lowest grade will be dropped. (*40 pts. X 9 = 360 points*).
  - a. Weekly Wonders 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 and the [higher levels of thinking as defined by Benjamin Bloom's Taxonomy](#) (analyzing, evaluating, synthesizing, creating).
  - b. If you must miss class for an extended period, be in touch with me **and the Center for Accessibility Resources** right away.
  - c. I do not accept any e-mailed assignments.
  - d. I use Turnitin, a tool to educate and monitor students about having too much similarity (plagiarism) in written work. Using someone else's work as your own, or using others' ideas without citation is considered plagiarism and can be grounds for failing an assignment, or the class.
3. WW11/Final Reflective Project. Your final reflective project (written, audio, or other format) will demonstrate your growth and development of critical thinking on a selected topic. You will receive a separate handout on this project early in the term. (*100 pts.*)

### Evaluation Totals

Quizzes	90
WWs 1-10	360
<u>WW11 Final</u>	<u>100</u>
Total	550

### Grade Calculations

A	= 90-100 % (495 - 550 points)
B	= 80-89% (450 - 494 points)
C	= 70-79% (390 - 449 points)
D	= 60-69% (335- 389 points)
F	= 59% or below (334 or fewer points)

## Class Expectations

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 do so, we will practice critical thinking: examining multiple sources of information and our own biases, identifying multiple causes and effects related to complex problems, and continually reassess as new knowledge is uncovered in order to form viewpoints.

Hearing differing perspectives will support growth in your thinking. Listen carefully to others' points of views. Express your own. Ground your thinking in the best evidence possible. I expect us to dialogue, question, and to disagree. None of us have walked in each others' shoes; listening and learning from others' experiences is an opportunity. Reflect upon what you hear and read. Respect and listening are key.

Class time is valuable and I expect all of us to be focused on teaching and learning during the time that we have together each week. Ask questions pertaining to class topics during class time. If it is a personal matter, tell me after class, telephone, or email me. Head your emails with HDFS 201 F2F.

I make it a high priority to grade your work promptly. *Late work is an exception, and will be graded at my discretion, following the grading of all on-time work from all of my classes.* If you submit late work, it will be graded by Week 11. (Note the late work deadlines on the course calendar). *Extra credit* is at the discretion of the Instructor and will be graded during Week 11. [Click here to access extra credit opportunities.](#)

## Campus Resources

Many resources such as the Library, Student Help Desk (for computers and software) Learning Center, the Writing Desk, and Family Connections, are available to you as a student. They are described on the LBCC website.

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support ([resources@linnbenton.edu](mailto:resources@linnbenton.edu) , or visit us on the web [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). Our office can help students get connected to resources to help. Furthermore, please notify me (Liz) if you are comfortable in doing so. This will enable me to provide any resources that I may have.

**Center for Accessibility Resources** Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

**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.

## Course Schedule HDFS 201 Fall 2019 F2F

- Weekly Reading (Text, Moodle Lesson/Book)
- Quizzes due every Tuesday at noon (except first week; quiz due Friday midnight).
- WWs due in class or via Moodle by Thursday midnight except WW2, due Friday midnight.

Week	Topic	Reading	Work Due
<b>Part I (Weeks 1-2: Family variations; theories; studying families; social processes and institutions; social characteristics, social identity, and social construction of difference; family structures; history of families and social policy.</b>			
<b>1</b> <b>30 SEPT -</b> <b>6 OCT</b>	The study of families and theoretical perspectives	Syllabus, Chapter 1 & <a href="#">The Social Construction of Difference</a>	T: N/A R: WW1 "In the News" in class Quiz 1 due by <i>Friday midnight</i> .
<b>2</b> <b>7-13 OCT</b>	History of Families and Social Policy; Social Identity	Chapter 2	T: Quiz 2 (by noon) R: WW2/Slideshow Draft presented in class to small group Upload final WW2 by <i>Friday midnight</i>
<b>Part II (Weeks 3-5) Social characteristics of individuals and families; implicit bias; intersectionality.</b>			
<b>3</b> <b>14 - 20</b> <b>OCT</b>	Gender	Chapter 3; first 1/3 of novel due	T: Quiz 3 R: WW3/"In the News" in class
<b>4</b> <b>21 - 27</b> <b>OCT</b>	Social Class and Poverty	Chapter 4 & <a href="#">As American as Apple Pie</a>	T: Quiz 4 R: WW4 MT Question #1 based on novel/memoir
<b>5</b> <b>28 OCT -</b> <b>3 NOV</b>	Race and Ethnicity; Social Policy	Chapters 5 & 14	<i>(All late work from weeks 1-4 due by Tuesday midnight)</i> T: Quiz 5 R: WW5/"In the News" in class

<b>Part III (Weeks 6-7): Family formation and development; love relationships.</b>			
<b>6</b> <b>4 - 10</b> <b>NOV</b>	Sexualities, Dating, Union Formation & Dissolution	Chapters 6 & 7	T: Quiz 6 R: WW6/In class activity
<b>7</b> <b>11 - 17</b> <b>NOV</b>	<i>Continued</i>	Chapter 12; second 1/3 of novel due	T: Quiz 7 R: WW7/"In the News" in class
<b>Part IV (Weeks 8-10): Working families; children and parents; intergenerational relationships; difference, power and discrimination.</b>			
<b>8</b> <b>18 - 24</b> <b>NOV</b>	Working Families	Chapter 8; finish novel/memoir	T: Quiz 8 R: WW8/MT Question #2 based on comprehensive course content
<b>9</b> <b>25 NOV</b> <b>- 1 DEC</b>	Parent-Child Relations, the Elderly, and Families	Chapters 9 & 10	T: Quiz 9 R: WW9/"In the News" in class
<b>10</b> <b>2 - 8</b> <b>DEC</b>	<i>Continued</i>		<i>(All late work from weeks 5-9 and extra credit due by Tuesday midnight)</i> T: Quiz 10 (Questionnaire) WW10 prep R: WW10/In Class Book Slideshow presentations
<b>11</b> <b>Tues,</b> <b>12/10</b>	<b>Final (WW11) due 1:00 p.m. on Tuesday December 10th</b>		Final Reflective Paper (WW11) due by 1:00 p.m. No late assignments accepted.

*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 progressively 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*