**Contemporary Families in the United States Hybrid**

CRN 20372

HDFS 201  Fall 2013; Tues 1 - 2:50

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**Office Hours:** Tuesdays 9:30 to 10:30 and Wednesdays 1:30 to 2:30 p.m.; Mondays and Thursdays 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)

**On-line Peer Mentor**: Neil Killion, [neil.killion.9921@mail.linnbenton.edu](mailto:neil.killion.9921@mail.linnbenton.edu)

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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?*

**Hybrid and Technology-Enhanced Flipped Class**

This is a hybrid class taught with technology enhancement.  You are expected to attend class once a week and to read your text as well as participate on **Moodle** for several hours each week.

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 Tuesday Class)](https://www.facebook.com/groups/212930672201414/) 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 content will be confidential within our class section.

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 books. 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. You will work on your WW in class Tuesday every week. Some WWs will be due at the close of class Tuesday; others may have a due date 48 hours later (Thursday 3:00). *Note: it will take two weeks to get completely into this schedule, so check your syllabus and Moodle page closely for dates.*

**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 (or submit a hard copy)
  + Ability to access and utilize Moodle, Google Drive, Facebook, and LBCC Library databases regularly
  + about 50 notecards (any size; any color)

**Evaluation**

1. **Weekly Quizzes: Weekly quizzes** (taken on-line) are **due by midnight Monday each week.** The weekly quiz is designed to demonstrate your completion of the week’s reading. 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 may earn up to 25 points for your participation in this class. **Sometimes points will be awarded on the basis of participation only; sometimes based on the quality of your work**. Some will be individual grades and some will be team grades. *(25 points per week x 9 = 225 total points).* Weekly Wonders are due Tuesdays at the end of class time (or Thursdays at the same time, 3:00, in some cases).

**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 may be partially made up, and some may not be made up.

●      I do not accept e-mailed assignments**.**

1. **Draft Project:** At midterm time (WW 5) you will submit a draft of your final project *(50 points)*. 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” (35 points) on your draft project, you may eventually earn additional points with the completion of your final project.*
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 *(125 points).*

**Evaluation Totals**

Weekly Quizzes 100

WWs                   225

Draft Project 50

Final Project   125

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 think this way.

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 have fewer than two hours together each week, and I expect you to take care of your personal needs in an unobtrusive way.

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; help me prove it!

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.

We are blessed to have an on-line peer mentor in this course, Neil Killion. He will play an active role both on FB and on Moodle. Neil is a political science major with foci in writing, public speaking, critical reasoning, and international relations at the University of Oregon, has taken this class, and has served as peer mentor for this class for over a year. He knows a lot! (and tends to be awake at later hours than I am). Keep in touch with him for questions and advice.

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. “American Winter” screening at LaSells Stewart Center, OSU, Corvallis, Thursday night from 6 - 9:00 p.m. Thursday 10/3 (eight Portland-area families in the recession)
3. Demonstration of Critical Thinking Questions and Comments on FB (up to 10 points)
4. Identification of Apps relevant to course material and goals (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 as soon as possible and 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, and talk each day; do not become too attached to your seat! We will move in this class.

**Course Schedule HDFS 201 Hybrid Fall 2013**

* **Weekly Reading (Text and on-line Moodle Book), and Quizzes due every Monday by midnight.**
* **WWs due each week (following the quiz on the related material), either in class Tuesday or by Thursday at 3:00 as announced.** *For example, you will take Quiz 2 by Monday, October 7th and WW 2 will be due Tuesday or Thursday later that week.*

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| --- | --- | --- | --- |
| **Week/Date** | **Topic** | **Reading** | **Work Due** |
| **1**  *9/30 - 10/6* | Introduction to the Study of Families and theoretical perspectives; Variation in Families : historical, cross-cultural and contemporary. | Syllabus, Chapters 1 & 2 | **Weekly Quiz 1 (due by Thursday 3:00 p.m.)** |
| **2** *10/7 - 10/13* | Gender | Chapter 3 | **WW # (Monday) and WW 1 (Tuesday)**  **Weekly Quiz 2** *(by midnight Monday as are all of the remaining quizzes)* |
| **3**  *10/14 - 10/20* | Social Class and Poverty | Chapter  4 & [Rank article](http://socialstratification.files.wordpress.com/2008/10/poverty_contexts_american_apple_pie.pdf) | **WW 2** *(by Tuesday as are all of the remaining WWs)*  **Weekly Quiz 3** |
| **4**  *10/21 - 10/27* | Race and Ethnicity; Social Policy | Chapters 5 & 14 | **WW 3**  **Weekly Quiz 4** |
| **5**  *10/28 - 11/3* | Sexualities, Dating, Union Formation & Dissolution | 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 4**  **(All late work from weeks 1 - 4 due 10/28)**  **Weekly Quiz 5** |
| **6**  *11/4 - 11/10* | Continued | Chapter 7 | **WW 5 (*aka Midterm Project Draft due 11/5)***  **Weekly Quiz 6** |
| **7**  *11/11- 11/17* | Continued | Chapters 12, 13 | **WW 6 --Team Project**  **Weekly Quiz 7** |
| **8**  *11/18 - 11/24* | Working Families | Chapter 8 | **WW 7 -Team Project**  **Weekly Quiz 8** |
| **9**  *11/25 - 12/1* | Parent-Child Relations, the Elderly, and Families | Chapters  9 & 10 (up to *The Quality...Ties* section) | **WW 8--On-line Discussion Forum**  **(Additional Credit Assignment due 11/26)**  **Weekly Quiz 9** |
| **10**  *12/2 - 12/8* | Continued |  | **WW 9 (no late option)---Team Project/Debate**  **(All late work Weeks 5-9 due 12/3)**  **Weekly Quiz 10** |
| **11** | **Tuesday, 12/10 by 3:00 p.m.** |  | Tuesday, December 10th: Turn in your project to Liz in WOH 204 (or upload to Moodle) by **3:00 p.m.** |

*The Instructor reserves the right to make changes in the course schedule. Changes will be posted in the live link to this syllabus (from Moodle), on FB and/or Moodle.*