# Contemporary Families in the United States CRN 20372

# HDFS Spring 2020 T R 1:00 p.m.

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

**Office:**[ZOOM (set up account here)](https://linnbenton.zoom.us/); all appointments will be held via ZOOM spring quarter

**Phone:** N/A Spring 2020

**E-mail address:** [pearcel@linnbenton.edu](mailto:pearcel@linnbenton.edu)

**Office Hours:** [Click here to make an appointment on my calendar](https://calendar.google.com/calendar/selfsched?sstoken=UUd5ZjhLcFk5TzVifGRlZmF1bHR8YWVmZjUzZTRlNDk0ZTRkNjg2MWIyMzc2ZjUwMzQ1ZWI).

**ZOOM Classroom:** [**https://linnbenton.zoom.us/j/95057211502**](https://linnbenton.zoom.us/j/95057211502)**: updated link 4/13**

## 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 processes 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.

## Required Materials

* Online links to required readings provided in the course schedule.
* Your choice of a book: [Muslim Girl: A Coming of Age](https://www.goodreads.com/book/show/30650040-muslim-girl?ac=1&from_search=true), by Amani Al-Khatahtbeh, 2017 (memoir); [Killers of the Flower Moon,](https://www.goodreads.com/book/show/29496076-killers-of-the-flower-moon?ac=1&from_search=true) David Grann, 2017 (nonfiction); [No One Cares About Crazy People: the Chaos and Heartbreak of Mental Health in America](https://www.goodreads.com/book/show/30363776-no-one-cares-about-crazy-people), Ron Powers, 2017 (nonfiction/memoir); [The Hate U Give](https://www.goodreads.com/book/show/32075671-the-hate-u-give) by Angie Thomas, 2017 (novel); or [What Night Brings](https://www.goodreads.com/book/show/574267.What_Night_Brings) by Carla Trujillo, 2003 (novel) **Note:** Two of these books 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)
* Access and Bookmark [Liz’s YouTube channel for this term.](https://www.youtube.com/playlist?list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY)
* These key documents: [Glossary of Terms for HDFS 201](https://docs.google.com/document/d/1XTcwDsSgkjeZT66Iqr85sQ0zML4TspVXq0zr7Lew5PQ/edit?usp=sharing), [Reading Guide and Essential Questions](https://docs.google.com/document/d/1XQ-9PwdilB1pIevXS9wNzB7sTQUwQ346SsleuGbmLSs/edit?usp=sharing), [Liz’s Social Identity Wheel](https://drive.google.com/file/d/0B05PTqQSjz1gSWxnMkc1Q29pLXJERmNUZ2tWZU5ibVBrdXFN/view?usp=sharing)

## Evaluation

1. Weekly Questionnaires will be posted on Moodle. Due Tuesday night, but accepted up until Sunday midnight.Ten points awarded for thoughtful effortful submission. Each submission is worth up to 10 points. Will not be reopened. One missed submission will be dropped. *(10 pts. x 9 = 90 points).*
2. Bi-Weekly Wonders: Every two weeks you will submit a more substantial assignment. (2*5 pts. X 5 = 125 points).* 
   1. Bi-Weekly Wonders will focus on the readings/videos of the current week with an expectation that material from previous weeks has been understood and retained. Most Bi-WWs will involve 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, creating). [See folder with assignment sheets.](https://drive.google.com/drive/folders/1Azpxqogkq0HMwwsehXwqnlkh1SXH06Gi?usp=sharing)
   2. 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.
      1. When Turnitin is employed in Moodle, you must return to the original assignment to read my feedback and view your rubric (it does not appear in the gradebook. 🙁)
3. Final Reflective Question. Your final reflective question (written, audio, or other format) will answer 1-2 questions and demonstrate your growth and development of critical thinking on a selected topic. You will view a separate handout on this project by the middle of the term. *(35 pts.)*

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### Evaluation Totals

Weekly Questionnaires 90

Bi-WWs 125

Final Reflective Questions 35

Total 250

## 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.

This is a different term for all of us, with unique stresses and challenges. I will do my best to adjust this course so that you obtain the course outcomes (seven!) in the most desirable way possible. This means you will see updates to this syllabus as the term progresses. **Bookmark this syllabus and refer back to it often.**

Hearing differing perspectives will support growth in your thinking. For this reason, attend any ZOOM sessions that you can. Participate in Forums when those are offered. 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.

Ask questions pertaining to class topics during class ZOOM time or on the Class Forum. If it is a personal matter, set up an appointment or email me. Head your emails with HDFS 201.

## My Requirements

* If you must miss class for an extended period, be in touch with me **and the Center for Accessibility Resources (see below)** right away.
* I do not accept any e-mailed assignments**.**
* 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/during Week 10. (Note the late work deadlines on the course calendar).
* Extra creditis at the discretion of the Instructor and will be graded during Week 10. [Click here to access extra credit opportunities.](https://docs.google.com/document/d/1bgpHyPvxUS6GXu--wAQKNTOhwJpGPggZ6PMUmGXDkL0/edit?usp=sharing)

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## 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. **All of these services, including the ones described below, are still available remotely Spring 2020.**

[**Check this LBCC webpage for updates and information**](https://www.linnbenton.edu/faculty-and-staff/college-services/public-safety-emergency-planning-ehs/covid19/faq-students.php) **related to resources during the COVID-19 pandemic.** There is also a LiveChat feature.

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](https://www.linnbenton.edu/current-students/student-support/roadrunner-resource-center.php) 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](https://www.linnbenton.edu/cfar) 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 Spring 2020

I reserve the right to update and change this schedule as needed. Updates will be posted on this document and in Moodle.

Student Weekly Schedule:

1. Monday: Online reading assignment(s) and Liz’s video (s).
2. Tuesday: Submit questionnaire and attend ZOOM session (1:00 p.m.)
3. Thursday: Attend ZOOM session (1:00 p.m.); submit Bi-WW every other week.
4. Final deadline for both assignments is Sunday at midnight.

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| **Week One** | |
| **Topics: Intro to Course and Theories about Family Development** | |
| **Read:** Public and Private Families: Chapter One, 8th. Edition, by Andrew Cherlin. Available in two formats:   * [Scanned .pdf of textbook chapter](https://drive.google.com/file/d/0ByaO93I9OYacNUZjREY4TXZVeWM/view?usp=sharing) **OR** * [Accessible format for screen reader](https://docs.google.com/document/d/1Lh1Cxnd8xCTTus2KtIn6YDyjRN1qz7H9XDuJc_wzztw/edit?usp=sharing)   **View**: [Introduction to HDFS 201](https://www.youtube.com/watch?v=tY95xplHcXY&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=1); [Theories and Concepts](https://www.youtube.com/watch?v=ERQr8tI7fNc&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=2); [Sociological Imagination](https://www.youtube.com/watch?v=BINK6r1Wy78&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=4&t=0s)  **Attend**: Two ZOOM sessions (T and R 1:00)  **In Class:** Introduction to course and tools; Book Choice, Social Problems; Social Institutions; online library access.  **Turn in**: Moodle Questionnaire and [Bi-Weekly Wonder (WW) One](https://docs.google.com/document/d/1qc49v6OIE4DKz8KrIhz2A30lpBCn4s1eZCQQoWCy124/edit?usp=sharing). | |

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| **Week Two** | | |
| **Topics: Issues, Social Problems, Poverty and Social Class; Current Issues** | | |
| **Read:** [Social Problems: Continuity and Change](https://saylordotorg.github.io/text_social-problems-continuity-and-change/s04-understanding-social-problems.html),[Saylor Foundation:](https://saylordotorg.github.io/text_social-problems-continuity-and-change/s04-understanding-social-problems.html)  [Understanding Social Problems](https://saylordotorg.github.io/text_social-problems-continuity-and-change/s04-understanding-social-problems.html): (Introduction, Sections 1.1 through 1:3); **AND**  [Poverty:](https://saylordotorg.github.io/text_social-problems-continuity-and-change/s05-poverty.html) Introduction, Sections 1.1 through 1.2)  **View:** [The Changing American Family](https://www.youtube.com/watch?v=Ql0Q5uf-AbA&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=6&t=69s); ~~Poverty and Social Class~~ your choice, from [The Conversation](https://theconversation.com/us/) or other reputable source  **Attend:** Two ZOOM sessions (T and R 1:00)  **In Class:** Tuesday: Socioeconomic Status, Life Chances and Poverty; Thursday: Current Issues and our families; Reading and Viewing in HDFS 201  **Turn in:** MoodleQuestionnaire | | |

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| **Week Three** | | |
| **Topics: Social Construction of Difference, Social Identities and Intersectionality** | | |
| **Read:** [The Family: A Socially Constructed Idea](https://docs.google.com/document/d/1xBl38dd6WfROl7GLD5RV9dESNY_oxKgtxqtMTp8o3Z4/edit?usp=sharing)  **Recommended:** The Social Construction of Difference by Allan Johnson:   * [Scanned .pdf of text chapter](https://drive.google.com/file/d/0B_CTW36m8XfVcE83QWZwSXNLQnhqTUFsOXJoVXVmSWphWHBr/view?usp=sharing) **OR** * [Accessible format for screen reader](https://docs.google.com/document/d/1FJRXcnq04njTFJwk5TmumMSnIAXJRbVs4yLUk1qKAdA/edit?usp=sharing)   **View:** [Social Construction;](https://www.youtube.com/watch?v=GVVWmZAStn8&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=4) [The myth of race](https://www.youtube.com/watch?v=VnfKgffCZ7U&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=15&t=0s); [What is Intersectionality?](https://www.youtube.com/watch?v=EXJ4Dbdm1ks&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=11);  **Resource:**  [Liz’s Social Identity Wheel](https://drive.google.com/file/d/0B05PTqQSjz1gSWxnMkc1Q29pLXJERmNUZ2tWZU5ibVBrdXFN/view?usp=sharing)  **Attend:**Two ZOOM sessions (T and R 1:00)  **In Class:** Tuesday:What is your social identity? What do families need? And Intersectionality; Bi-WW 2; Thursday: Family Form vs. Family Functionality; Share your Introductory Family slideshow DRAFT with a small group  **Turn in:** Questionnaire and [Bi-WW Two](https://docs.google.com/document/d/1jxhuufgoxW5ee5k-xYP40XoVDJBKo24Tb4UmpHqMchU/edit?usp=sharing). | | |

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| **Week Four** | | |
| **Topics: Implicit Bias and Book Club Discussions** | | |
| **Read:** the first half of your selected book  **View:** [Studying Families: Implicit Bias](https://www.youtube.com/watch?v=5vRJ80xTLL0&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=7); [What does my headscarf mean to you?](https://www.youtube.com/watch?v=18zvlz5CxPE&t=287s); [Prejudice and Discrimination: Crash Course #39](https://www.youtube.com/watch?v=7P0iP2Zm6a4&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=8&t=0s)  **Resource:**  [Liz’s Social Identity Wheel](https://drive.google.com/file/d/0B05PTqQSjz1gSWxnMkc1Q29pLXJERmNUZ2tWZU5ibVBrdXFN/view?usp=sharing)  **Attend:** One Zoom session Thursday at 1:00  **In Class:** Implicit Bias, Intersectionality follow-up**,** Book Clubs  **Turn in:** Questionnaire | | |

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| **Week Five** | | |
| **Topics: Community, Sexuality, Relationships, and Unions** | | |
| **Read:** [Sexualities (Chapter 6, *Public and Private Families*) pp.154-168](https://drive.google.com/file/d/1Fx745zk5lfgpc00q_K2B_WjsT8bD3rTO/view?usp=sharing); **and** Love and Nurturance Chapter Draft; **and** [Marriage and Cohabitation in the U.S](https://www.pewsocialtrends.org/2019/11/06/marriage-and-cohabitation-in-the-u-s/). Pew Research Center, pp.1-5  **View:** [Big Ideas: Union Dissolutions and Repartnering](https://www.youtube.com/watch?v=HkH9fEytINM&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=13)  **Recommended**: Remainder of Sexualities chapter  **Attend:** One Zoom session Thursday at 1:00  **In Class:** Sexualities and Dating; Book Clubs  **Turn in:** Questionnaire and [Bi-WW Three](https://docs.google.com/document/d/1BSprpW2mAbv8JswFf-YNslDLxoM9noNJ2OJW02-zYPc/edit?usp=sharing). | | |

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| **Week Six** | | |
| **Topics: More on Relationships; How we Study Families** | | |
| **Read:**[Continuity and Change**:** Social Problems **1.4 only**](https://saylordotorg.github.io/text_social-problems-continuity-and-change/s04-04-doing-research-on-social-probl.html)**; and** [From Online Dating to Online Divorce: An Overview of Couple and Family Relationships Shaped Through Digital Media](http://ezproxy.libweb.linnbenton.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&AN=126215361&site=eds-live); **and** [Parenting in America](https://www.pewsocialtrends.org/2015/12/17/parenting-in-america/), Pew Research Center  **No viewings this week** (more reading)  **Attend:**One Zoom session Thursday at 1:00  **In Class:** How/why study families; pros/cons of methods  **Turn in:** Questionnaire; *all Late Work Weeks 1-5 due by Sunday 5:00 p.m.* | | |

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| **Week Seven** | | |
| **Special Topics: How the Past affects the Present; What do Families Need?** | | |
| **Read:** *The Case for Reparations*, Ta-Nehisi Coates:   * [Online version with images](https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/) **OR** * [Audio version](https://radiopublic.com/the-atlantics-audio-articles-6vVV4Q/s1!42360) **OR** * PDF version   **View:** [Difference, Power, and Discrimination](https://www.youtube.com/watch?v=uDRtYRnBri4&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=10); [Being multiracial in America](https://www.youtube.com/watch?v=21H9lA6MLHM&list=PL7Ov_8ABbHnOdQlCIed6kh9FRIKt48RqY&index=14&t=30s)  **Attend:** One Zoom Session Thursday at 1:00  **In Class:** Laws, Policies, Practices that affect Families;Book Clubs  **Turn in:** Questionnaire and [Bi-WW Four](https://docs.google.com/document/d/1wMpFAlh_d1ZQETn8pQNdcVvRDQ7kXdlcIeiIz30rdag/edit?usp=sharing) | | |

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| **Week Eight** | | |
| **Topics: Housing and Homes; Difference, Power and Discrimination** | | |
| **Read:** Housing Chapter Draft  **View:** US Laws and Policies (link to be provided) and TBD  **Attend:** One Zoom Session Thursday at 1:00  **In Class:** Census 2020 and Racial-Ethnic Groups; Book Clubs  **Turn in:** Questionnaire | | |

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| **Week Nine** | | |
| **Topics: Book Club Discussions** | | |
| **Read:** Finish your selected book; additional reading related to your book  **View:** TBD based on your book  **Attend:** One Zoom Session Thursday at 1:00  **In Class:** Book Clubs  **Turn in:** Questionnaire and [Bi-WW Five](https://docs.google.com/document/d/1BSprpW2mAbv8JswFf-YNslDLxoM9noNJ2OJW02-zYPc/edit?usp=sharing); *all Late Work Weeks 6-9 due by Sunday 5:00 p.m.* | | |

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| **Week Ten** | | |
| **Topics: Art, Beauty, Media and Culture** | | |
| **Read:** Art and Beauty Chapter Draft  **View:** One media source (e.g. movie, television series, game or other media source) that you enjoy or would like to view that includes some aspect of family life.  **Attend:** One Zoom Session Thursday at 1:00  **In Class:** Present Book Slideshows.  **Turn in:** Questionnaire and Final Reflective Question | | |

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## Bi-Weekly Wonders

Bi-Weekly Wonders will focus on the readings/videos of the current week with an expectation that material from previous weeks has been understood and retained. Most Bi-WWs will involve 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, creating). [See folder with assignment sheets.](https://drive.google.com/drive/folders/1Azpxqogkq0HMwwsehXwqnlkh1SXH06Gi?usp=sharing)

### Bi-WW 1: Due Week One

[Response to introductory readings, viewings, and prompts](https://docs.google.com/document/d/1qc49v6OIE4DKz8KrIhz2A30lpBCn4s1eZCQQoWCy124/edit?usp=sharing)

### Bi-WW 2: Due Week Three

[Your family introduction slideshow](https://docs.google.com/document/d/1jxhuufgoxW5ee5k-xYP40XoVDJBKo24Tb4UmpHqMchU/edit?usp=sharing)

### Bi-WW 3: Due Week Five

[Response to first half of novel/memoir](https://docs.google.com/document/d/1BSprpW2mAbv8JswFf-YNslDLxoM9noNJ2OJW02-zYPc/edit?usp=sharing)

### Bi-WW 4: Due Week Seven

[Response to selected current events and readings](https://docs.google.com/document/d/1wMpFAlh_d1ZQETn8pQNdcVvRDQ7kXdlcIeiIz30rdag/edit?usp=sharing)

### Bi-WW 5: Due Week Nine

[Book slideshow](https://docs.google.com/document/d/1BSprpW2mAbv8JswFf-YNslDLxoM9noNJ2OJW02-zYPc/edit?usp=sharing)

**Final Reflective Question: Due Week Ten Friday at 5:00 p.m. (35 points)**