

# HDFS 201: Contemporary Families in the U. S.

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*Office hours: By appointment, via phone or google chat*

## **Course Information**

Course name: Contemporary Families in the U.S.

Scheduled time/days: online

Number of credits: 3

Prerequisites: None

## **Required Course Materials**

Cherlin, A. J. (2017). *Public and private families, 8<sup>th</sup> edition*. McGraw Hill: New York, NY. ISBN 978-0-07-802715-4

Articles/links as posted by Instructor

Access to Moodle

## **Course Description**

This class is an introduction to families with application to personal life. This class focuses on diversity in family structure, social class, race, gender, work, and its interaction with other social institutions.

## **Student 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.

## **Behavior and Expectations**

Maintaining a Safe Learning Environment for all: It is essential that we maintain the classroom as a safe space for students to share their ideas, even if they do not always match our own. Participation in this class is strongly encouraged. Discussion and opinion are crucial to the learning environment. Differences in opinion leave opportunity to explore new perspectives. However, it is equally as important to be respectful of all differences in opinions, lifestyles, and choices among class members.

Academic Honesty and Integrity: You are held accountable to the Student Code of Conduct, which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

Plagiarism: I take plagiarism very seriously. I understand that sometimes it is not easy to know exactly how to cite or reference something, so feel free to ask me as I am happy to help. The writing center is also a great resource for help with your papers. As well, there are several fantastic online tools for citation guidelines. We will use APA format and citation guidelines for every assignment- including weekly discussion boards. So I would suggest you get familiar with it if you are not, and consider investing in a style guide as a reference tool.

Plagiarism tutorials will be assigned the first week of class. Students must complete the tutorial before any assignments are accepted. You will be expected to follow the rules of citing throughout the entire class. All papers or long written assignments for this class will be submitted through Turnitin, a plagiarism detection and learning tool that is now integrated with Moodle, to identify the percentage of similarities of your writing to journal articles, internet sources and other students' papers in its database. Turnitin will generate reports for instructors highlighting potentially unoriginal work. The use of Turnitin is subject to the Privacy Pledge and Policy posted on Turnitin.com, and you will retain all rights to your written work. See more about plagiarism under College Policies.

Guidelines for communication: My email is jonest@linnbenton.edu. Be careful to use this email only, as there is another email with my name, but I do not have access to it. I am happy to set up a time for a phone conference or video chat.

Attendance/Tardiness Policy: As this is an online class, attendance is not like a class on campus. However, it is crucial that you log in during the week and do the work as the term goes on. Because of the various deadlines, you cannot put the work off until late in the term. Also, I will post announcements or email students directly, so please check your email regularly. You will be held responsible for any information that I share through email or announcements. If there are any unforeseen circumstances that arise, please contact me and we can make a plan on how you can participate in the class.

## **Course work and Class Policies**

This is an online class, with all assignments being done through the internet using Moodle. Students are expected to engage in online discussions with classmates as well as complete written assignments. **Assignments and discussions are all due on Sunday evenings for each week.** Those assignments and discussions will be posted by Monday morning, allowing students time to complete them in a timely manner. Work turned in after the Sunday evening deadline will receive a penalty for being late unless prior approval was granted. Assignments are available for one week after the due date, for a late submission window.

**Course Work and Evaluation:** *There are four main areas of assessment for learning outcomes: 1) quizzes; 2) online activities and participation; 3) Term writing assignments; 4) Final exam*

**1) Quizzes (20% of grade):** An online quiz will be posted each week by Monday morning. **Students must complete the quiz by the following Sunday evening (11:59 p.m.).**

A. Weekly quizzes will be available on Moodle on the class site.

- B. The quiz will remain open for one additional week for late submission. Once closed a quiz may not be submitted without prior approval.
- C. If you do not like grade on the quiz, you may take it a second time (at least 30 minutes later) and the highest score will be recorded. The highest 8 quiz scores are included in your final grade, the lowest two are dropped.
- D. Students are welcome email me questions about the readings. I may respond with an email and / or include the topic in an announcement if several people have the same questions.

## **2) Online Activities and Participation (40% of grade):**

### **A. Forum / Discussion:**

1. There will be discussion per week. **Discussion board questions** will be posted no later than Monday.
2. Each discussion will be based on class content for the week or combining previous weeks.
3. You must make **on substantive response** to the questions and **respond to at least 2 of your classmate's posts by midnight on the following Sunday.**

### **B. Instructor one on one**

1. Between week 3 and week 6, I will be arranging meetings with students individually via video chat through google chat or zoom.
2. These meetings are mandatory for ALL students, regardless of their performance in class. It is your responsibility to look ahead and find a time that will work for you.
3. Please allow 20-30 minutes
4. Students will receive assignment points for the meeting.

### **C. Current Event Post:**

Every week each student **will find and share one current event to a forum board, with a short statement about how the article/event is relevant to the current week's course content.**

1. The events posted need to be related to family issues and current events. Examples of posts could include links to articles on social and family policy, or news articles or research articles related to families.

Song lyrics, comic strips etc... could be used if the post includes how the post exemplifies course content.

2. Editorials or personal opinions are not appropriate for this post. As an example, an article about proposed cuts to the SNAP program would be appropriate, an editorial condoning or condemning the proposed cut is not.
3. **Students will also respond to one other student's article.**
4. Student submissions and peer responses are due by Sunday night at 11:59pm.

#### D. Weekly Submission of Content Discussion Question

1. Each week students will submit a question to me for further discussion. The question should be something for which you are seeking clarity and deeper understanding.
2. I will respond to these questions with video chats.
3. You are graded on:
  1. the timely and quality submission of your question
  2. your viewing and responding to my answer to at least two submitted questions.

### **3) Term Writing Assignments (30% of grade):**

#### A. Weekly writing assignments

1. Every week there will be 2-3 assignments that will require deep thought on the subject of the week, usually following the readings, lecture notes, and any other resource.
2. The assignments will be posted by Sunday evening. Students are expected to give substantive thought on the topic.
3. Assignments must be completed by Sunday night of the following week.
4. Assignments include: participating in an online discussion with your classmates, writing a short reflection, viewing and responding to a video, or larger assignments using outside resources.

#### **B. Term Film Assignment:**

1. You will be given a list of films from which you are to choose and then write a short paper.

2. The paper will be expected to include how themes and concepts learned in class are visible in the films.
3. More details will be in the third week of the term. The assignment description, grading rubric, and submission site is in the Term Film Review Assignment section of the course Moodle home page. The film paper is due Sunday of week 9 by 11:59pm.

**C. Application of Theory Paper**

1. Students will select from a list of pre-approved research topic related to family studies.
2. Topics are due on Sunday April 12.
3. Papers are due at the end of week 7.

**4) Final Exam (10% of grade)**

1. The final exam will be a “take home” exam on your computer.
2. You will access the final by using Moodle.
3. The exam will be available for 24 hours on the day that the school has assigned for our final exam.

**Grading**

Points from the class will be distributed by category.

CATEGORY	PERCENT OF FINAL GRADE
Quizzes	20
Weekly Online Participation: Includes discussion board, weekly discussion questions and responses and current events	40
Term Writing assignments (Film analysis and theory paper	30
Final Exam	10

Letter grades will be assigned by the following criteria:

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89%	Good Work
C	70-79%	Average Work
D	60-69%	Poor Work
F	0-59%	Failing Work

## **College Policies**

### A. LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

### B. Disability and Access Statement

You should meet with your instructor during the first week of class if:

- 1 You have a documented disability and need accommodations.
- 2 Your instructor needs to know medical information about you.
- 3 You need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources (CFAR) [Online Services webpage](#) every term in order to receive accommodations. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call 541-917-4789.

### C. Statement of Inclusion



To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

#### D. Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can report a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

#### E. More on Plagiarism

(taken from the LBCC Student Handbook)

Plagiarism is a type of academic dishonesty. It is recommended that students review the definition of plagiarism according to Webster's New World Dictionary, which states that to plagiarize means to take writings or ideas from another and pass them off as one's own. This includes information taken from websites, print media, interviews, and conversations. Plagiarism is stealing someone else's work or thoughts (or intellectual property) and lying to cover the theft. It is a serious offense.

Not all plagiarism is intentional, deliberate theft or deceit. Some plagiarism results from forgetting or not knowing what plagiarism is. Plagiarism, one form of cheating or dishonesty, it is not just the failure to give credit for an exact quotation. It is also the failure to mark all kinds of borrowings correctly. Plagiarism includes both intentional and unintentional acts, such as:

1. obtaining a paper on the Internet and turning it in as the student's own work; this obviously is intentional;

2. copying sections of another's original document or electronic file and putting the text into one's own work without documentation, as if it was one's own original work;
3. copying a sentence or an important, exact phrase of two words or more, or a coined word (which may or may not be copyrighted) without the use of quotation marks and credit;
4. copying the structure of another's argument and merely substituting key words to match one's own style;
5. using another's results in one's own words without giving him or her credit;
6. failing to document any borrowing when quoting, paraphrasing, summarizing, or importing and placing a graphic

An instructor may recommend the consequence for plagiarism, including, but not limited to issuing an F for a paper, assignment, test or course. (see Administrative Rule No. C602) Further, an instructor may initiate a complaint through the dispute resolution process as outlined in this document. Students violating the standards of student conduct may be subject to sanctions as outlined in this document.

### **Public Safety/Campus Security/Emergency Resources:**

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell

phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

### **Campus Resources**

## A. The Writing Center (Albany location)

The Writing Center is on the 2<sup>nd</sup> floor of Willamette Hall. At LBCC's Writing Center, our goal is to help students become more confident, effective, and expressive writers – and to make the writing process a more joyful one. Students can meet with Writing assistants one-on-one in drop-in sessions, make an appointment for a 30-minute session, or submit their writing online to the Online Writing Lab (OWL) to discuss any paper in any discipline at any stage of the writing process – from brainstorming to revising final drafts. Students also have access to computers, handouts, and texts that will offer additional writing support.

You can also submit papers to the Online Writing Lab (OWL), at:

<http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php>

You do not have to be enrolled in a writing class to benefit from our services; we can help with any academic assignment, scholarship essay, job application, or your own work.

## B. Library

Computers and printing available.

### **Tips for Success in This Class**

1. Review the syllabus and learn the policies and procedures for this class. Understand your rights and responsibilities as a student and a class member.
2. Read the textbook chapters and / or other readings as assigned. The assignments and discussions will be much more interesting and valuable if you have the basic ideas already formulating in your mind.
3. Follow directions to assignments and the term book review.
4. Challenge your own assumed ideas and let the instructor challenge them as well. I will sometimes play the role of “devil’s advocate” to challenge you to consider other sides of an issue that you may have not thought of before. Don’t be frustrated, this is the time to challenge yourself. It is easy to assume the thoughts and beliefs of those around you as you develop, but it is harder to seriously think about topics in a new way, that might be completely different than you started out.

5. Learn how to ask clarifying questions and to serve as a coach for your classmates. We all benefit from helping others with a challenge.
6. When confused, challenged, frustrated, or having an “aha” moment let me know. I love having students either ask questions or just share.
7. Be engaged and work from your stretch zone. You will get out of this class what you put into this class.
8. Complete the assignments on time.
9. Be respectful of classmates who may have different thoughts and beliefs than your own. Although I hope this class gives you new information and starts you thinking outside your own current beliefs, there is no expectation that you will leave a “new person,” or that you will all share the same opinions by the end of the class.