

Contemporary Families in the United States

CRN 16675

HDFS 201 Summer 2021

Instructor: Liz Pearce, Ed.M.

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Office Hours will be held specifically for HDFS 201 students. The first week I will start each OH with a brief overview of the course and then be open for questions for the remainder of the hour. Later sessions will be Q & A only. Overviews will be recorded and posted on Moodle. **ZOOM Link for all sessions:** <https://linnbenton.zoom.us/j/96006654986>

If you have a specific question or would like to go over your own work with me, [please sign up for an appointment on my calendar](#). You may take any spot labeled “practicum student.”

Dates, Times and Topics:

Course Overview plus Week One Tips: Tuesday June 29th at noon and at 4:30 p.m. (repeat)

Week Two and Keeping the End in Mind (final Weekly Wonder): Friday July 2nd at noon and at 4:30 p.m. (repeat)

Putting it all together: Tuesday July 13th at noon and at 4:30 p.m. (repeat)

Q & A: Tuesday July 20th at noon, Tuesday July 27th at noon and at 4:30 p.m.

NOTE that times/days may change based on participation levels.

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.

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

- Three introductory videos:
 - [Quick Start to HDFS 201](#)
 - [How to choose your book](#)
 - [Book Choices 2021](#)
- Online link and/or printed .pdf of [Contemporary Families: An Equity Lens](#) by Elizabeth Pearce and student authors (2020) and online links to required readings provided in the course schedule.
 - To get [a curated printed copy of the text, click here](#). This version (about \$20) will be better than printing it at home, but not as good as the online version (with live links, podcasts, and videos.) But if you like having a hard copy as well, I highly recommend this version.
- Your choice of a book: [There There](#) by Tommy Orange, 2018 (novel); [Just Mercy](#) by Bryan Stevenson, 2014 (memoir); [What Night Brings](#) by Carla Trujillo, 2003 (novel); or [Dear America, Notes of an Undocumented Citizen](#) by Jose Antonio Vargas, 2018 (memoir). *Note that “The Hate you Give” is not an option in Summer 2021.*
 - **Links above go to library copies; choose, check out or order your book choice asap!**
- Access and bookmark [Liz’s YouTube channel for this term](#) and these key documents: [Glossary of Terms for HDFS 201](#), [Reading Guide and Essential Questions](#), [Liz’s Social Identity Wheel](#)

Required Coursework

1. Ten Questionnaires. Complete the two assigned questionnaires before midnight on Friday (this will show up as Friday 23:59 p.m. on Moodle) every week. The lowest score out of the ten total Questionnaires will be dropped

(15 points each; 9 x 15 = 135 points total.)

2. Five Forum Discussions. Make your first post by Friday 23:59 p.m. and all replies by Sunday 23:59 p.m. **(20 points each; 5 x 20 = 100 points total.** No scores dropped.)
3. Weekly Wonders. Complete the assignment before midnight on Sunday (this will show up as Sunday 23:59 p.m. on Moodle) every week of the course. WWs may be completed in any format: short essay, slideshow, art, poetry, music, dance or video. Artistic representations such as poetry or dance need to be accompanied by a short analysis explaining how the art represents what you've learned. **(WWs 1 and 2 are worth 50 points each; WW3 is a quickie worth 15 points that gives you time to work ahead on WWs 4 & 5 which are worth 75 points = 265 points total.)**

Grading: two methods

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| Participatory Grading | Weekly Questionnaires and Forums: If your work shows active participation and engagement, follows basic (but not perfect) writing conventions, uses your own words, demonstrates a grasp of course materials, and meaningful interactions with peers (Forums only) full points are awarded. |
| Evaluative Grading | Weekly Wonders: Graded qualitatively A-F. A rubric will be provided for assignments; rubrics are grounded in Bloom's Taxonomy of Learning . |

Grade Calculations

This course is worth 500 points total. Students need to complete all assignments to pass or achieve excellence in the course.

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| 450-500 points | A | 400-449 points | B | 350-399 points | C | 300-349 points | D | 299 and lower | F |
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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 reassessing 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 (six!) in the most desirable way possible. This means you may 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. Fully engage in these opportunities. 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.

Ask questions pertaining to class topics or assignments in the Questions Forum on Moodle. If it is a personal matter, set up an appointment or email me. Head your emails with “HDFS 201 student”. If you ask a general question via email, I will remind you to post it in the Forum.

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. They can help with accommodations in all of your courses.
- I do not accept any e-mailed assignments.
- I make it a high priority to grade your work promptly. **Late work is not penalized as long as it meets the late work deadline (see calendar). But it moves to the end of the line for grading.** If you submit late work, it will be graded by/during **Week Six of the Summer term.**
- Post general questions in the Class Forum. Reserve email for personal matters and put “HDFS 201 student” in the subject line; I will prioritize your email.
- Extra credit is at the discretion of the Instructor and will be graded during Week 11. [Click here to access extra credit opportunities.](#)

Academic Integrity

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty,

knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the [College's academic integrity policy](#).

If I become aware of academic misconduct, I will meet with the student(s) in question to discuss the matter and may assign a consequence of an "F" or "NP" for part of the assignment, the entire assignment, or the course overall. I will also report the matter to the Manager for Student Conduct and Retention, and the College may take further disciplinary action. When in doubt if something constitutes academic misconduct, please contact me and ask for clarification.

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 Winter 2021. Use "Chat Now" to help you find what you need!

Roadrunner Resource Center

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, [or visit us on the web](#) 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 Summer 2021

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

Suggested Weekly Schedule:

1. Monday - Friday: Complete weekly readings and viewings.
2. Friday: Submit Weekly Questionnaires and first Forum posts by 23:59 p.m.
3. Sunday: Submit Weekly Wonder and Forum replies by 23:59 p.m. WWs and Forums are based on **cumulative work** to date, with an emphasis on the **prior week's** reading and viewing.

Note: although the weekly activities are designed to be completed in chunks throughout the week, the weeks will be open so that you can complete all/most work by Friday if that is your preference. The exceptions are the Forums where you may need to return to respond to others later in the week.

Important Links:

- All readings are in [Contemporary Families: An Equity Lens](#) unless otherwise indicated.
- [Questionnaires and Weekly Wonders \(WWs\) are described here.](#)

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| Units One and Two: June 28 - July 4 |
| Unit One Topics: Intro to Course and Social Constructions Unit Two Topics: Studying Families and Social Problems |
| Outcomes Measurement: Outcome #5: Analyze current social issues and place them in historical context(s). |
| <p>View: Liz's Introductory Videos and Units One/Two Preview</p> <p>Read: Section One: Social Constructions and the Front Matter (In Gratitude through Preface). Choose your book for the Book Club and start reading.</p> <p>View: Introduction to HDFS 201; The Changing American Family; Social Construction: The myth of race.</p> <p>Read: Section Two Studying Families; Privilege, Oppression and Difference by Allan Johnson (chapter excerpt) Continue reading your book choice.</p> <p>View: Theories and Concepts; Sociological Imagination; Social Problems; Social Construction of Difference</p> <p>Due Friday: Questionnaires One and Two, First Forum Post</p> <p>Due Monday (extension due to July 4 holiday): Weekly Wonder One and Forum replies.</p> |

Week Two: July 5-11

Topics: Health, Health Care, and Housing

Outcomes Measurement: #1: Use theoretical frameworks to interpret the role of the individual and family within social processes and institutions. and #4: Explain how difference is socially constructed.

Read: [Section Three Health and Health Care](#). Read at least $\frac{1}{3}$ of your book choice.

View: [What is Intersectionality?](#); [Sick around America](#)

Resource: [Liz's Social Identity Wheel](#)

Read: [Section Four Housing](#); keep reading your book choice.

View: [Studying Families: Implicit Bias](#); [What does my headscarf mean to you?](#); [Prejudice and Discrimination: Crash Course #39](#)

Due Friday: Questionnaires Three and Four, First Forum Post

Due Sunday: Weekly Wonder Two and Forum replies.

Week Three: July 12 -18

Topics: Connection, Love, and Nurturance

Outcomes Measurement: #2: Critique the nature, value, and limitations of the basic methods of studying individuals and families.

Read: [Section Five Connection and Love](#); [Marriage and Cohabitation in the U.S. Pew Research Center](#), pp.1-5; [From Online Dating to Online Divorce: An Overview of Couple and Family Relationships Shaped Through Digital Media](#); keep reading your book choice--you should be about 60-75% finished by now.

View: [Units 5 & 6 Preview Video](#); [Intersectionality:Khan Academy](#); [Human Sexuality is Complicated](#); [If I were a Boy](#) (Watch this with an eye to socially constructed gender roles: what does it say? Whom is left out?)

Resource: [Reading Peer-Reviewed Articles](#) (like the *Online Dating to Online Divorce* article)

Read: [Nurturance chapter draft in Google Docs](#) and [Parenting in America. Pew Research Center](#);

View: [Big Ideas: Union Dissolutions and Repartnering](#)

Due Friday: Questionnaires Five and Six, First Forum Post

Due Sunday: Weekly Wonder Three and Forum replies

Late work deadline Friday for Weeks 1-3 (Forums and Questionnaires not eligible for late work.)

Week Four: July 19 - 25

Topic: Visual Culture, Representation and Belonging

Outcomes Measurement: #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, #5: Analyze current social issues and place them in historical context(s) and
#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.

Read: [Visual Culture: Art and Beauty](#); finish up your book choice.

Read: [Section Seven Representation and Belonging](#); finish up your book choice.

View: [Week 8 Preview](#); [Why Does the Government Care about Race?](#); [What Kind of Asian are You?](#); [Family Policy 2020](#)

Due Friday: Questionnaires Seven and Eight, First Forum Post

Due Sunday: Weekly Wonder Four and Forum replies

Week Five: July 26 - August 1**Topic: Justice, Food and Water**

Outcomes Measurement: #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

Read: [Section Eight Justice](#)

View: [Units 9 and 10 Preview](#); [Difference, Power, and Discrimination](#); [Being multiracial in America](#); [Why is Oregon so White?](#)

Read: [Section Nine Food and Water](#); [The Environmental Justice Movement](#)

View/Listen: [The economic injustice of plastic](#); [When you Gotta Go: The Public Bathroom Problem](#)

Due Friday: Questionnaires Nine and Ten, First Forum Post

Due Sunday: Weekly Wonder Five and Forum replies