

Fall 2019

Meeting days: T, TH	Instructor: Rachael Horn Langford
Meeting times: 9:30-10:45am	E-mail: RachelHornLangford@pointloma.edu
Meeting location: RH112	Office hours by appointment in RH102
Final Exam: Tuesday, Dec 17 at 10:30am	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

PLNU's catalog indicates this course as a “study of the changing nature and function of the family as a basic institution of society with emphasis upon variety related to culture, class, and ethnicity.”

In particular, SOC 2050 will introduce you to various perspectives in the study of marriage and family. During the term we will critically explore the connections between our own personal lives and the larger societies in which we live by evaluating the following: the historical background of the American family system; cross-cultural comparisons of families; nonmarital lifestyles; and the impact of policy, social class, race, and ethnicity on the family. We will also turn our attention to how sociologists approach the study of intimacy; gender; partner selection; communication and conflict resolution; work and the family; power and violence, and divorce and resilience.

This course and its requirements encourage a “hands-on” experiential approach that allows you to actively grapple with the ideas, issues, and problems inherent in the field. Lectures will be augmented with discussion, group work, activities, and videos. One component of this student-driven course will be peer evaluation, peer response, peer collaboration and to use these collective processes to support our mutual learning goals. This compels you to have a stake in the class. It depends on cooperative learning as well as the expertise, dedication, and interest of the instructor.

COURSE LEARNING OUTCOMES

By the end of the course, you will be able to:

1. Understand and articulate the differences between the concept of family as a public and private institution.
2. Understand the family within the main Sociological Frameworks
3. Demonstrate an understanding of how the structure of families and family relationships are influenced by key social, economic, political and cultural forces.
4. Demonstrate an understanding of how constructions of gender, race, sexuality, ethnicity, age and class affect family structure and the experiences of family members.
5. Discuss how families are connected to and shaped by culture and other major institutions especially political and economic processes.
6. Understand the importance of advocacy in helping vulnerable populations access available services in our county.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks.

COURSE SCHEDULE AND ASSIGNMENTS

	DATE PRESENTED	CLASS CONTENT AND ASSIGNMENT
Week 1	Sept 5	Introduction to Course
Week 2	Sept 10, 12	Defining Family and Personal Choice in Context Read: Chapter 1 in textbook
Week 3	Sept 17, 19	Historical Origins of Family Read: Coontz. <i>Marriage, a History: Ch. 1</i> (Canvas)
Week 4	Sept 24, 26	Gender and Family Read: Chapter 3 in textbook <i>Optional Reading: Come out of your Gender-Role Foxholes</i> (Canvas) Analytic Memo due Tuesday
Week 5	October 1, 3	Sexuality and Intimate Relationships Read: Chapter 4 in textbook <i>Optional Reading: Gen X and Millennials... sexual happiness</i> <i>Optional Video: Perel's TED Talk: 'Secret to desire in a long-term relationship'</i> Analytic Memo due Tuesday
Week 6	October 8	Exam 1

	October 10	<p>Love and Choosing a Partner Read: Chapter 5 in textbook <i>Armstrong. Is Hooking up Bad for Young Women?</i> (Canvas) <i>Optional Readings:</i> Catron. 36 Questions That Lead to Love Analytic Memo due Thursday</p>
Week 7	October 15 October 17	<p>Love and Choosing a Partner cont'd Book Club Mandatory Meeting 1 Thursday</p>
Week 8	October 22, 24	<p>Nonmarital Lifestyles Read: Chapter 6 in textbook <i>Optional Reading: How Cohabitation is Reshaping American Families</i> (Canvas) Student Panel</p>
Week 9	October 29, 31	<p>Marriage Read: Chapter 7 in textbook <i>Khimm. The New Nuclear Family</i> (Canvas) <i>Optional Reading: Korean multiculturalism & the marriage squeeze</i> (Canvas) Analytic Memo due Tuesday</p>
Week 10	November 5, 7	<p>Reproduction and Parenting Read Chapter 8 in textbook Analytic Memo due Tuesday</p>
Last Day to drop semester classes: Nov 8		
Week 11	November 12 November 14	<p>Exam 2</p> <p>Challenges for Raising Children Chapter 9 Read: Clifford. <i>The New Reality of 'Jane Crow'</i> (Canvas) <i>Optional Readings:</i> Glazer. <i>Women in Prison</i> (Canvas) Stacey. <i>How Does Sexual Orient. Parents Matter?</i></p>
Week 12	November 19, 21	<p>Work and Wellbeing Read: Chapter 10 in textbook <i>Dodson. Families Facing Untenable Choices</i> (Canvas) <i>Optional Reading: The Cost of Keeping Children Poor</i> Book Club Mandatory Meeting 2</p>

Week 13	November 26	Communication Read: Chapter 11 in textbook Pritchett. <i>No sound no fury no marriage</i> Smalley. <i>Four Types of Communication</i> Analytic Memo due Tuesday
	November 28	Thanksgiving Break - No Class Thursday
Week 14	December 3, 5	Power and Violence Read: Chapter 12 in textbook Miller-Perrin. <i>Violence and Maltreatment</i> Analytic Memo due Tuesday
Week 15	December 10, 12	Divorce, Resilience and Hope Read: pages 354-361 and pages 344-350 Student Panel Project Hours or Research Paper due Thursday
	December 17	Final Exam 3

PARTICIPATION AND ANALYTIC MEMOS

Your regular attendance and participation in the discussion sessions and in classroom activities is critical to your success and the success of the overall class. Memos serve as a guide to the reading, engage students with the material, and prepare students for meaningful discussion. Students must complete **five** Memos over the course of the semester. A memo is **not** due on the day that a student is assigned as a Discussion Facilitator. Prior to each scheduled discussion students may submit an **Analytic Memo** containing the following:

1. Substantive answers to 4-6 questions centered on the major points of the assigned reading(s). Make use of 2-3 examples, statistics, or quotes from readings and/or personal experience to illustrate ideas. Refer to the Analytic Memos posted on Canvas for Memo Questions.
2. Thoughtfully reflect on and evaluate what you have learned with least two aspects of assigned reading(s) that you found most interesting/challenging/confusing.
3. A hard copy will be handed in at beginning of each class.

To earn credit for an Analytic Memo, a student needs to show a good faith effort on their answers to each question and they must be present in class to contribute to class discussion. Analytic Memos account for 13% of the course grade.

DISCUSSION FACILITATOR

Beginning early in the semester, the class will divide into small groups during a portion of the class as scheduled. Over the course of the semester, each member of the class will be expected to serve as the discussion leader for their group on one occasion. Discussion Facilitation accounts for 7% of the final course grade. This will require that you:

1. Become an expert on a topic for the day. Prepare an outline of outside resources that extends the topic in assigned readings. Provide your instructor with a copy of your outline prior to start.
2. Prepare a minimum of five unique discussion questions you believe will encourage greater thinking about the topic's ideas. Ensure that group members have copies of your questions. Provide your instructor with a copy of your questions prior to start.
3. Provide a 1-2 minute oral summary and introduction of the topic for your discussion group then deep dive into at least **four main ideas** of the readings through outside resources. Students are encouraged to use **multiple** resources (Ryan Library!) to present outside material. The purpose of the summary and outside material is to demonstrate and clarify the significance of the subject matter, frame the discussion, relate course material to real life situations, and spark interest for group members.
4. Pose to the discussion group your series of questions exploring the topic.
5. Ask each participant to share their discussion questions. If the question is unclear, ask for clarification of their thinking and reframe it.
6. Facilitate and guide the discussion. You are required to keep the discussion going and on the topic for the time allotted. Glossing over material too quickly or ending early will result in deduction of points.
7. Actively solicit the participation of all members of the group. Call on individuals who are not participating. Actively work to ensure that each member has the opportunity and the expectation to participate in the discussion. Ask for differing opinions.
8. Evaluate group members' Analytic Memo contributions within two business days. Use the Rubric and leave feedback for each student that clarifies, encourages, and augments learning.

The ability to organize and facilitate a group discussion is a critical skill in today's academic and business environment. Use your group facilitator's role as the opportunity to be creative. Incorporate thought-provoking outside resources: you can gather specific case examples, data/writings, handouts, videos, visual/graphic materials that expand, relate, and illustrate the readings' topic. Resources may add to or critique the material we are discussing. Video clips must be emailed to professor 24 hours before class meeting.

COURSE PROJECT: SERVICE LEARNING or BOOK CLUB

The Course Project is worth 19% of the grade and you have the option of either volunteering in your community OR engaging additional textbooks. The 12-hour Service Learning Project has you extend your sociological learning outside the classroom doors through hands-on experience in the community and classmate discussions. The project allows you to use your classroom knowledge and civic engagement to authentically and meaningfully serve as leaders and agents of hope, build your academic experience and strengthen your community. Refer to the Service Learning folder on Canvas for detailed instructions and firm due dates.

The second option- the Book Club- will explore family dynamics and social structure. The purpose of the Book Club is to facilitate the development of research skills, critical thinking, oral and writing skills, and to self-evaluate the learning process in the field of family. The Book Club selections are *Promises I Can Keep* by Maria

J. Kafalas and Kathryn Edin and *The Common Good* by Robert Reich. The project will consist of two mandatory meetings and a Final Research Paper due at the end of the semester that will show application of course concepts, research and writing skills. Late submissions not accepted. Refer to the Book Club folder on Canvas for detailed instructions, meetings, research paper, and firm due dates.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Lamanna, Mary Ann. *Marriages, Families, and Relationships: Making Choices in a Diverse Society*. 13th Edition ISBN-13: 978-1337109666

2. Additional readings will be available free on Canvas

ASSESSMENT AND GRADING

Assignment distribution:

Participation	40 points (10%)	A=93-100	C=73-76
Analytic Memo	50 points (13%)		
Discussion Facilitator	30 points (7%)	A-=92-90	C-=70-72
Course Project	75 points (19%)		
Exam 1	70 points (17%)	B+=87-89	D+=67-69
Exam 2	70 points (17%)	B=83-86	D=63-66
Exam 3	70 points (17%)	B-=80-82	D-=60-62
	405 points total	C+=77-79	F=0-59

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Work missed (e.g., an assignment) because of an *excused* absence (PLNU athletic participation, class trip) may be made up. Documentation required. Work missed (e.g., submitting an assignment) because of an *unexcused* absence (doctor's appointment, course registration, job interviews, etc.) may NOT be made up. If you are absent from class, you are responsible for the material discussed in class and any assignments made in class. Ignorance is no excuse. Because of the importance attached to attendance and the resulting opportunity for participation, it is 10% of your grade.