

Meeting days: T, TH	Instructor: Rachael Horn Langford
Meeting times: 11:00-12:15	E-mail: RachelHornLangford@pointloma.edu
Meeting location: RH109	Office hours by appointment
Final Exam: 5/03/18	

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 250 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 love and intimacy; gender and sexuality; dating and partner selection; communication and conflict resolution; work and the family; power and violence in relationships and divorce and remarriage.

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.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Schwartz. 2012. Marriages and Families: Diversity and Change. 7th edition. Pearson
ISBN13: 978-0205845309
2. Additional readings will be available free on Canvas

ASSESSMENT AND GRADING

Assignment distribution:			
Participation	10%	A=93-100	C=73-76
Analytic Memos	10%	A-=92-90	C-=70-72
Discussion Facilitator	20%	B+=87-89	D+=67-69
Service Learning/Book Club	20%	B=83-86	D=63-66
Midterm	20%	B-=80-82	D-=60-62
Final Exam	20%	C+=77-79	F=0-59

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. Thorough answering of four to six questions centered on the major points of the assigned readings. Make use of examples from reading and/or personal experience to illustrate ideas. Refer to the Analytic Memos folder posted on Canvas for Weekly Questions.

2. Two or more aspects of assigned reading(s) that you found most interesting/challenging/confusing. Thoughtfully reflect on and evaluate what you have learned.

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 10% 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 two occasions. Facilitation accounts for 20% of the final course grade. This will require that you:

1. Become an expert on the readings for the day. Bring in outside material to amplify and expand the material included in the reading. Prepare a detailed written outline of the day's assigned readings. Prepare a minimum of five discussion questions you believe will encourage greater thinking about the ideas. Insure that group members and instructor have copies of your questions for meeting. Provide your instructor with a copy of your outline after meeting.
2. Provide a brief oral summary and introduction of the topic for your discussion group. Students are encouraged to use multiple resources (Ryan Library!) and present outside material. The purpose of the summary and outside material is to demonstrate the significance of the subject matter, frame the discussion, relate course material to real life situations, and spark interest for group members.
3. Pose to the discussion group a series of questions exploring the topic.
4. Ask each participant to share their discussion points. If the point is unclear, ask for clarification of their thinking and reframe it to facilitate learning.
5. 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.
6. 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.
7. Summarize your group's discussion for the class as appropriate.
8. Evaluate group members' Analytic Memo contributions within two days. Refer to Rubric and leave feedback for each student that clarifies, encourages, and augments learning.

COURSE PROJECT: SERVICE LEARNING or BOOK CLUB

You have the option of either volunteering in your community OR engaging an additional textbook. The 12-hour Service Learning Project has you extend your sociological learning outside the classroom doors through hands-on experience with real issues that society is grappling with. The project allows you to use your classroom knowledge and civic engagement to build your academic experience, help build better communities, and engage as agents of hope. Refer to the Service Learning folder on Canvas for detailed instructions and firm due dates.

The second option- the Book Club- will explore how social class impacts family dynamics. 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 our field of social problems. The Book Club selection is *Promises I Can Keep* by Maria J. Kafalas and Kathryn Edin. 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. Course Project is worth 20% of the grade.

PLNU ATTENDANCE AND PARTICIPATION

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.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted on paper at the beginning of the class session when they are due. Late submissions are not accepted in this course. Partial credit (50%) for late Memos allowed within two days of due date. If you have a medical emergency, psychological crisis or death in the family, obviously I will work with you to find a way for you to make up your work. Documentation is required to do so *within two days* of missed work.

FINAL EXAMINATION POLICY

There are two exams in this course consisting of multiple-choice and written essay. 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.

PLNU ACADEMIC HONESTY

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

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

On another note, I will do everything in my power to make this class accessible to all students. If I am doing something that interferes with your learning, please e-mail me or come and see me on campus. If you need assistance with course material, want to continue a discussion, or just talk, please email me. My door is always open.

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.

COURSE SCHEDULE AND ASSIGNMENTS

DATE PRESENTED	CLASS CONTENT	Week
01/11/18	Introduction to Course Canvas, Syllabus, civil dialogue, and social capital.	1
01/16/18 01/18/18	Introduction to Marriage, Family, and Choice Read: Chapter 1 in textbook Course contracts due Analytic Memo due 01/16/18	2
01/23/18 01/25/18	Research Read: Chapter 2 in textbook Analytic Memo due 01/23/18	3
01/30/18 02/01/18	Gender Read: Chapter 3 in textbook <i>Come out of your Gender-Role Foxholes</i> (Canvas) Analytic Memo due 01/30/18	4
02/06/18 02/08/18	Choosing a Partner Read: Pp. 99-101 in Ch 4 and Ch 5 in textbook <i>Love.com and Let's Not Get to Know Eachother</i> (Canvas) Analytic Memo due 02/06/18	5
02/13/18 02/15/18	Sexuality and Intimate Relationships Read Chapter 6 in textbook <i>Gen X and millennials... secret to sexual happiness</i> (Canvas)	6

	Analytic Memo due 02/13/18	
02/20/18 02/22/18	Living Alone and Nonmarital Lifestyles Read Chapter 7 in textbook Analytic Memo due 02/20/18 Book Club Mandatory Meeting I	7
02/27/18 03/01/18	Student Panel Midterm	Midterm
03/06/18 03/08/18	Spring Break - No class	9
03/13/18 03/15/18	Communication and Marriage Relationships Read Chapter 8 in textbook Analytic Memo due 03/13/18	Last Day to Drop: Mar 23rd
03/20/18 03/22/18	Parenting Read Chapter 9 in textbook Analytic Memo due 03/20/18	11
03/27/18 04/03/18	Work and Wellbeing Read Chapter 10 in textbook <i>For U.S. Parents, a Troubling Happiness Gap</i> (Canvas) Analytic Memo due 03/27/18 Easter Recess - No Class 03/29/18	12
04/05/18	Power and Violence Read Chapter 11 in textbook Analytic Memo due 04/05/18	13
04/10/18 04/12/18	Divorce Read Chapter 12 in textbook Analytic Memo due 04/10/18 Student Panel	14
04/17/18 04/19/18	Remarriage and Stepfamilies Read Chapter 13 in textbook Analytic Memo due 04/17/18 Book Club Mandatory Meeting II	15

04/24/18 04/26/18	Special Topic (and Wrap Up) Project Hours or Paper due	16
05/03/18	Final Exam Thursday, May 3 rd	Final Exam