**HD 166 The Family: Continuing Concerns**

**Fall 2018 Sept. 4 – Oct. 26 On-line**

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**Texts:**

Cherlin, A. J. (2013). *Public and private families* (7th ed.). New York: McGraw-Hill.

**Course Description:** This course will examine research, theory and family policy that relates to complex concerns families face over time.

**Introduction and Learning Objectives:**

This on-line course **is organized into 6 learning modules** with textbook and other readings, some include power point presentations (optional to view), and videos. Each module is allocated a set time however you may work ahead should you choose. **There are due dates!** I have organized the materials slightly different from what the required textbook author uses and am not covering all of the texts chapters as you will note in the Module Structure included in this syllabus. You will also see the assigned modules on D2L under content with the related materials included.

**Learning objectives**

Through active engagement, completion of assignments and exams:

* Students will be able to define what makes a family.
* Students will reflect (through writing) on the factors (race, culture, social class, gender roles and family structure) that make families different and similar.
* Students will develop an understanding of family diversity in structure, culture and inequalities as it links to social policy.
* Students will be able to examine an issue, analyze its implications, and formulate a position.
* Students will be able to identify and apply different sociological theory and research methods used to investigate complex family issues

**Workload Expectation**

The University of Wisconsin System defines the course workload (i.e., reading, watching videos, attending class, discussing, studying) for the average student for 3 credit undergraduate class at 9 hours per week during a 15 week academic semester, not including the final exam period. Note this expectation is for the average student getting an average grade.

The on-line format may make this class feel faster and a more intense learning experience. It is my hope that the way the class is set up will assist you in learning the information. Compared to a traditional classroom, an on-line class requires greater self-motivation and discipline and may have more reading/writing assignments.

**Exams:**

There are 4 tests dispersed throughout the modules. They are active and are timed (180 minutes) so once you start a test you will have 180 minutes to complete and submit it. Each test has 25 questions worth 50 points. Each test covers 2 chapters with the questions separated by chapter. While the tests are dispersed throughout the modules, you may take them at any time during the class as long as they are completed by October 26 at 11:59 PM . In accordance with the Americans with Disabilities Act of 1990, students who need special accommodations should contact the instructor.

**Written Work:**

When responding to assignments within the modules please use proper sentence structure and grammar. **BE COMPLETE IN YOUR RESPONSES**. Support your statements with evidence from the text and video. Explain how the topic relates to your experiences and/or current situation. Please proof your assignments prior to submitting them checking for common spelling and punctuation errors. When responding you do not need to include the questions. Please utilize the reflection rubric.

**Grading Plan:**

Assignments:

Module Reflections 45%

On-line Discussion 10%

Policy Letter to Legislature 15%

Tests 30%

**Grade/Percentage**

A 94-100% B 83-86 C 74-76 D 60-66

A- 90-93 B- 80-82 C- 70-73 F < 60

B+ 87-89 C+ 77-79 D+ 67-69

**HD 166: tentative Course Schedule**

**September 4 - 8**

**Mod I**

* Read through the Syllabus
* Read Chapter 1 – Public and Private Families & Chapter 2- The History of the Family in the text- Public and Private Families by Cherlin
* Participate in On-line Discussion for Week 1
  + "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessing of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America." - Preamble
  + Access the Constitution and its Amendments at: http://constitutionus.com/
  + How does one's identity influence the definition of "We"? How have "We the People" changed in the United States since 1787? What portions of the Constitution and its Amendments address family concerns and in what way? Should additional Amendments be considered and why?

**September 9 - 15**

* Complete the Chapter 1 & 2 assignment
* Take test 1- ch 1&2

**September 16 - 22**

**Mod II**

* Read Chapter 3-Gender and Families in the text
* Read the article- *Two spirits, one struggle: The front lines of being First Nations and gay.*
* View videos found on e-reserve 1) Tomgirl & 2) Kuma Hina- A place in the middle
* Watch video “Pink for Boys and Blue for Girls” at <https://www.facebook.com/originofeverythingpbs/videos/330862337401115/>
* Complete the assignment on *The Codes of Gender*
* Consider policy issue for letter to legislature

**Friday, September 21 @ 11:59PM assignments for Modules I & II are due to the drop box**

**September 23 - 29**

**Mod III**

* Read Chapter 6-Sexualities in the text
* Skim Debate- Issue # 6- Should “Abstinence- Until Marriage” Be the Only Message for Teens?
* Complete the assignment on *Mars, Venus or Planet Earth?*: women & men in a new millennium; a lecture- On Gender by Michael Kimmel
* Take test 2- ch 3& 6

**September 30 – October 6**

**Mod IV**

* Read Chapter 4-Social class and Family Inequality in the text
* View – *Poor Kids* (on eReserve)
* View - *Two American Families* (on eReserve)
* Read Poverty causes and effects
* Participate in the On-line Discussion
  + Watch the video (1 min 31 sec) at: <https://www.facebook.com/attn/videos/1385208598181262/>
  + Read the article at: <https://www.cbsnews.com/news/where-americans-are-going-hungry/?ftag=CNM-00-10aac3>
  + Share your reaction. Should programs like this be expanded, reduced, or eliminated? Which assistance programs, if any, should receive funding priority?
  + What could be done to remove the stigma and misconceptions surrounding public assistance programs? How can we eliminate shaming those who access available funding?
* Complete the Poverty assignment
* Research issue for policy letter to legislature

**Friday, October 5 @ 11:59PM assignments for Mods III & IV are due to the drop box**

**October 7 -13**

**Mod V**

* Read Chapter 9-Children and Parents in the text
* Skim Debates: issue #11- “Should Same Sex Couples be allowed to Legally Marry” and issue #13- “Should Lesbian and Gay Individuals Be Allowed to Adopt Children?”
* View DVD- *Our House* (on eReserve)
* Complete the Our House assignment
* Complete Test 3 – ch 4 & 9

**October 14-20**

**Mod VI**

* Read Chapter 12-Divorce & Chapter 13-Stepfamilies in the text
* Read Debate issue #3- “Does Divorce Create Long-Term Negative Effects for Children?”
* Participate in the On-line Discussion
  + "Knowing is not enough; we must apply. Willing is not enough; we must do." - Johann Wolfgang von Goethe
  + Review the section "Family Policy Advocacy Resources" and read Chapter 14-The Family, the State, and Social Policy and read the article “We the People: Renewing Commitment to Civic Engagement”
  + What role can individuals have in advocating for family policy? What evidence has emerged to support the rationale that policymaking should aim to strengthen families? What issues have been a focus of policymaking in the last decade? What issues do you believe should be the focus going forward?

**October 21-26**

* Complete the Divorce & Step-parenting assignment
* Take test 4- ch 12 & 13
* Write final draft of policy letter to legislature

**Complete remaining assignments and turn in by 11:59 PM Friday, October 26 ☺**

**Complete all remaining tests by Friday, October 26 at 11:59 PM**

**Changes in Syllabus:**

I reserve the right to make changes regarding any of the above requirements in order to enhance the quality of student learning. I also reserve the right to modify the course outline to cover material adequately; show newly discovered videos, or any other reason which may require such an adjustment.

**Special Note:** The class policy procedures for dealing with cheating will be consistent with the UWSP policy. Academic dishonesty will result in failure on the assignment or failure in the course depending on the circumstances.

**Resource List**

Schroeder, Elizabeth. (2006). *Taking sides: Family and personal relationships*. (7th ed.). Iowa: McGraw-Hill/Dushkin.

Anderson, C. (2004). Family and community policy: Strategies for civic engagement.

Goodheart-Willcox, Tinley Park, Illinois.

Bogenschneider, K. (2006). *Family policy matters: how policymaking affects families and what professionals can do*. (2nd ed.) Boca Raton: CRC Press.

Bogenschneider, K. (2000). Has family policy come of age? A decade review of the state

of U.S. family policy in the 1990s. Journal of Marriage and the Family, 62(4),

1136-1159.

Coontz, S. (1997). What we really miss about the 1950’s. The way we really are: Coming

to terms with America’s changing families (pp. 33-50). New York, NY: Basic

Books.

Kamerman, S. B., & Kahn, A. J. (2001). Child and family policies in an era of social

policy retrenchment and restructuring. In T. Smeeding & Koen Vlemincks (Eds.), Child well-being and poverty: Policy in modern nations (pp501-525). Bristol, UK: The Policy Press.

Klassen, K. (2014). Two spirits, one struggle:The front lines of being First Nations and

gay. Vancouver Westender. Retrieved from, <http://www.westender.com/news-issues/two-spirits-one-struggle-the-front-lines-of-being-first-nations-and-gay-1.1269015#sthash.IAhaUzME.dpuf>

Public Policy Through a Family Lens: Sustaining Families in the 21st Century. National Council on Family Relations: Minneapolis, MN. 2000.

Wisensale, S. (2001). Family leave policy: The political economy of work and family in America (pp. 29-51). Armonk, NY: M. E. Sharpe.

**Video/DVD**

Hamer, D. (2014). A place in the middle. Kanopy. Retieved from,

<http://uwsp.kanopystreaming.com/video/expanding-gender-youth-out-front>

Jhally, S. (2009). The codes of gender: Identity + performance in pop culture. Media

Education Foundation.

Kimmel, M. (2008). Mars, Venus or planet Earth?: Women & men in a new millennium.

Media Education Foundation.

Lynch, J. A. (2014). Tomgirl. Kanopy. Retieved from,

<http://uwsp.kanopystreaming.com/video/expanding-gender-youth-out-front>

Moyers, B. Hughes, K. (Director). (2013). Two American Families [Video file]. PBS.

Kanopy. Retrieved from [https://uwsp.kanopy.com/video/frontlinetwo-american- families](https://uwsp.kanopy.com/video/frontlinetwo-american-%20%20%20families)

Neumann, J. (Director). (2012). Poor Kids [Video file]. PBS. Kanopy. Retrieved from https://uwsp.kanopy.com/video/frontline-poor-kids

Spadola, M. (1999). Our house. The Cinema Guild.