**HD 166 The Family: Continuing Concerns**

**Winterim 2017 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 Mods. 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 mods, you may take them at any time during the class as long as they are completed by Jan 20 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 Mods please use proper sentence structure and grammar. **BE COMPLETE IN YOUR RESPONSES**. Support your statements with evidence from the text or 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.

**Grading Plan:**

Assignments:

 Chapter 1&2 20 pts

 Codes of Gender 50 pts

 Mars, Venus or Planet Earth 45 pts

 Males & Females & Communication 10 pts

 Poverty 35 pts

 Our House 35 pts

 Divorce & Step Parent 25 pts

 **4 Tests 50 pts each**

**Grade/Percentage**

A 95-100% B 83-86 C 73-76 D 60-66

A- 90-94 B- 80-82 C- 70-72 F < 60

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

**HD 166: tentative Course Schedule**

**January 3 Tuesday**

**Mod I**

* Read through the Syllabus
* Read chapters 1 & 2 in the text- Public and Private Families by Cherlin
* Complete the Chapter 1 & 2 assignment
* Take test 1- ch 1&2

**January 4 & 5 Wednesday & Thursday**

**Mod II**

* Read chapter 3 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
* Complete the assignment on *the Codes of Gender* found under the “content” section on D2L

**January 6 Friday @ 11:59PM assignments for Modules I & II are due to the drop box**

**January 9 & 10 Monday & Tuesday**

**Mod III**

* Read chapter 6 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
* Read through “Males & Females & Communication” and complete the response section.
* Take test 2- ch 3& 6

**January 11 & 12 Wednesday & Thursday**

**Mod IV**

* Read chapter 4 in the text
* View DVD- *Waiting on the World to Change* (on eReserve)
* View DVD- *Waging a Living* (on eReserve)
* Read Poverty causes and effects
* Complete the Poverty assignment

**January 13 Friday @ 11:59PM assignments for Mods III & IV are due to the drop box**

**January 16 & 17 Monday & Tuesday**

**Mod V**

* Read chapter 9 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

**January 18 & 19 Wednesday & Thursday**

**Mod VI**

* Read chapters 12 & 13 in the text
* Read Debate issue #3- “Does Divorce Create Long-Term Negative Effects for Children?”
* Complete the DIVORCE & STEP PARENTING assignment
* Take test 4- ch 12 & 13

**Complete remaining assignments and turn in by11:59 PM Friday, January 20 ☺**

**Complete all remaining tests by Friday, January 20 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. (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**

ABC News. (2008). Waiting on the world to change poverty in Camden, New Jersey.

 Films for the Humanities & Sciences.

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>

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

Weisberg, R. (2004). Waging a living. Public Policy Productions, Inc.