



Department/School Name: Sociology and Social Work

**Course Number and Name: SOC2050
(Sociology of the Family)**

Number of Units 3

Meeting days: Tues/ Thurs	Instructor title and name: Ruth Victor
Meeting times: 9:30am - 10:45 am	Phone: 2064990518
Meeting location: Rohr 112	E-mail: rvictor@pointloma.edu
Exams: Feb 22nd, April 12th 2022	Office location and hours: Wed 10am-11am over Zoom (by appointment)

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.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

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.”

This is a required course for the social work major and contributes knowledge and experiences to help build the foundational competencies identified by the Council on Social Work Education (CSWE) needed for social work practice. The relationship between this course and the CSWE Competencies are attached. The course specifically contributes to competencies numbered 2,3,6,7,8. [CSWE Competencies - SOC2050.xlsx](#)

In particular, SOC 2050 will introduce you to various perspectives in the study of marriage and family. During our shared journey, 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 class will give you the ability to understand how people make sense of the world. This understanding is critical for your **professional and personal lives**. In addition, when you read or hear claims about families, you will be able to examine the assumptions or premises of arguments, think about possible sources of bias, look at the evidence, and consider alternative interpretations and solutions.

The class 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

Together, we will:

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.
7. Relate differences in the core concepts to their impact on social well-being.

This is a shared learning journey. I'm in. Are you?

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 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Lamanna, Mary Ann. Marriages, Families, and Relationships: Making Choices in a Diverse Society. 13th Edition

ISBN-13: 978-1337109666

Additional readings will be available free on Canvas

ASSESSMENT AND GRADING

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Assignment distribution:

Synchronous Participation @ 5 points each	80 (19%)
Discussion Boards @ 10 points each	130 (31%)
Surveys @ 2 points each	6 (1%)
Course Project	60 (14%)

Exam 1	70 (16%)
Exam 2	70 (16%)
Total points for course	416

It is possible to earn an additional 20 points in extra credit from the various options below. Points will be added to the total class points.

- Relationship Qs EC (Week 8) 10 points possible
- Film EC (Week 14) 10 points possible

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** classes/ in person classes is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of 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. A portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the Discussion assignments by the posted due dates. Failure to meet these standards will result in an absence for that day. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

One of the goals for this class will be to stimulate creative and critical thinking which requires being involved in the analysis and discussion of various topics. Participation means being prepared by doing the readings **before synchronous/face to face** class meetings and offering substantive insights and comments **during** class discussions. You will earn **five** points in total for each week's synchronous contribution.

COURSE PROJECT

The Course Project is worth 15% of the grade and you have several options: from mindful volunteering, to creating an original art piece or conducting research in the community. The Course Project has you extend your sociological learning outside the classroom doors through authentic hands-on experiences that offers opportunities to meaningfully serve as leaders and agents of hope and change. Projects will culminate in Presentations at the end of the semester. Refer to the Course Project information page in the Week 1 Module on Canvas for detailed instructions .

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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.

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. 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.

EXAMINATION POLICY

There will be two examinations during the semester. There will be no final exam. Instead, you will be presenting your semester long project during the last week of the course.

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.

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 in office hours. If you need assistance with course material, want to continue a discussion, or just talk, please let me know. My door is always open.

COURSE SCHEDULE AND ASSIGNMENTS AT-A-GLANCE

DATE PRESENTED

CLASS CONTENT

Week 1 (Jan 10th-Jan 15th)

Introduction to Course

Review Canvas logistics and orient to class

Due Monday

WK1 Share "A Little About You"

Due Monday

WK1 Survey

Thursday

Class over Zoom

Week 2 (Jan 17-Jan 22nd)

Defining Family and Making Choices

Textbook

Chapter 1

Readings/ videos on Canvas

The Way We Weren't(Coontz), TV Families over the years, Sociological Imagination

Due Tuesday

WK2 Discussion (classmate responses due Friday)

Tues/Thursday

Class in person

Week 3 (Jan 24th- Jan 29th)

Studying Marriage and Family

Textbook

Chapter 2

Readings/video on Canvas

Research on family trends(Pew Research), Three Major Paradigms in Society, Crack Babies(Retro Reports

Due Tuesday

WK3 Discussion (classmate responses due Friday)

Tues/Thursday

Class in person

Week 4 (Jan 31st - Feb 5th)

Gender and Family

Text

Chapter 3

Readings/ Videos on Canvas

Due Tuesday

Tues/ Thursday

Week 5 (Feb 7th - Feb 12th)

Textbook

Readings/ videos on Canvas

Due Tuesday

Tues/Thursday

Week 6 (Feb 14th - Feb 19th)

Textbook

Readings/ videos on Canvas

Due Tuesday

Tues/Thursday

Due Friday

Exam 1: Feb 22nd 2021

Week 7(Feb 21st - Feb 26th)

Textbook

Readings/ videos on Canvas

Video - Baby Daddy, Mars and Venus today, Good morning Britain, TED Talk - Angela Kade Goepferd
WK4 Discussion (classmate responses due Friday)
Class in person

Sexuality and Intimate Relationships

Chapter 4

Is Hooking up bad for women?(Armstrong, Hamilton, England), Sex needs a new Metaphor(TED Talk - Al Vernacchio)

WK5 Discussion (classmate responses due Friday)

Class in person

Love and Choosing a Partner

Chapter 5

Modern Romance(Aziz Ansari), Pandemic Dating(Lang)

WK6 Discussion (classmate responses due Friday)

Class in person

Project Proposal

Nonmarital Lifestyles

Chapter 6

Millennials have figured out an approach to relationships(Renfro), How cohabitation is

	reshaping American families(Brown), Living Single(DePaulo)
Tuesday	Exam 1
Wednesday(Feb 23rd)	WK7 Discussion (classmate responses due Friday)
Thursday	Class in person
<u>Week 8 (Feb 28th - March 5th)</u>	Marriage
Textbook	Chapter 7
Readings/ Videos	Marriage, a history (Coontz), Why You Should Treat Marriage Like a Business(Page)
Due Tuesday	WK8 Discussion (classmate responses due Friday)
Tues/ Thursday	Class in person
Due Friday	Relationship Questions Extra Credit
Last Day to drop semester classes:	March 6th
March 7th - 11th	Spring Break
<u>Week 9 (March 14th - 19th)</u>	Reproduction and Parenting
Textbook	Chapter 8
Read/ watch	The relentlessness of Modern Parenting(Miller), TED Talk - Designer Babies(Blair)
Due Tuesday	WK9 Discussion (classmate responses due Friday)
Tues/Thursday	Class in person

Week 10 (March 21st - 26th)

Textbook

Read

Due Tuesday

Tues/ Thursday

Due Friday

Challenges for Raising Children

Chapter 9

The new reality of Jane Crow(Clifford, Silver-Greenberg), Why is Raising a Child in the US so Hard(Bokat-Lindal)

WK10 Discussion (classmate responses due Friday)

Class in person

WK10 Project's Sociological Lens Assignment

Week 11(March 28th - April 2nd)

Textbook

Read/ Watch

Due Tuesday

Tues/ Thursday

Work and Well being

Chapter 10

Two Women returning to Work(Collins), Working through a Pandemic(Kamal, Panchal, Garfield)

WK11 Discussion (classmate responses due Friday)

Class in person

Week 12 (April 4th - April 9th)

Textbook

Read/ Watch

Due Tuesday

Tuesday/ Thursday

Communication

Chapter 11

Four types of Communication(Smalley), No Sound, No Fury, No Marriage (Pritchett) Ten Ways to Have a Better Conversation (Headlee)

WK12 Discussion (classmate responses due Friday)

Class in person

Exam 2

April 12th

Week 13(April 11th - April 16th)

Textbook

Read

Due Wednesday(April 13th)

Thursday

Power and Violence

Chapter 12

He Held a Gun to my Head. I Loved Him(Steiner),
Violence and Maltreatment in Intimate Partner
Relationships (Miller-Perin)

WK13 Discussion (classmate responses due
Friday)

Class in person

Week 14(April 18th - April 23rd)

Textbook

Read/ Watch

Due Tuesday

Tues/ Thursday

Due Friday

Divorce, Resilience and Hope

Chapter 13, 14, 15

The Three Secrets of Resilient People(Lucy Hone),
Rethinking Infidelity(Perel),

WK14 Discussion (classmate responses due Friday)

Class in person

Film Extra Credit Assignment

Week 15(April 24th - April 29th)

Class Project Presentations