

Course Syllabus

Department of Sociology, Social Work, and Family Science

SOC 2050-1 – Sociology of the Family

3 units

Fall 2026Ⓢ

Meeting days/times (T,R 9:30am - 10:45am) Ⓢ

Meeting location (Rohr Sociology, Rm. 111) Ⓢ

Final Exam: (Thursday, 12/17, 10:30am - 1:00pm) Ⓢ

Course Information

Specifics for the Course

Instructor title and name:

J.C. Acevedo, MSW

Phone:

n/a

Email:

jacevedo@pointloma.edu

Office location and hours:

By appointment, please email me or schedule in person.



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 is an expression of faith. Being of Wesleyan heritage, we strive 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](https://canvas.pointloma.edu/courses/68209/files/search?preview=6606455&search_term=CSWE) (https://canvas.pointloma.edu/courses/68209/files/search?preview=6606455&search_term=CSWE)

[CSWE Competencies - SOC2050.xlsx](https://canvas.pointloma.edu/courses/68209/files/search?preview=6606455&search_term=CSWE) (https://canvas.pointloma.edu/courses/68209/files/search?preview=6606455&search_term=CSWE)

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:

- Understand and articulate the differences between the concept of family as a public and private institution.
- Understand the family within the main Sociological Frameworks
- Demonstrate an understanding of how the structure of families and family relationships are influenced by key social, economic, political and cultural forces.
- Demonstrate an understanding of how constructions of gender, race, sexuality, ethnicity, age and class affect family structure and the experiences of family members.
- Discuss how families are connected to and shaped by culture and other major institutions especially political and economic processes.
- Understand the importance of advocacy in helping vulnerable populations access available services.
- Relate differences in the core concepts to their impact on social well-being.

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

Required Texts and Recommended Study Resources*

Marriages, Families, and Relationships: Making Choices in a Diverse Society. Lamanna, Mary Ann. Marriages, Families, and Relationships: Making Choices in a Diverse Society. 15th Edition ISBN-13: 978-0-357-94855-2

Additional readings will be available free on Canvas

Course Credit Hour InformationⓈ

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this course meets the PLNU credit hour policy for a ___ unit class delivered over ___ 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 ____ total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Assessment and Grading★

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

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	

FINAL EXAMINATION (aka Project Presentations)

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 final exam slot. Successful completion of this class requires participating in the final project presentation on its scheduled day. The final examination schedule is posted on the [Class Schedules \(http://www.pointloma.edu/experience/academics/class-schedules\)](http://www.pointloma.edu/experience/academics/class-schedules) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [SOC2050], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or



family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [SOC2050, Sociology of the Family], we will cover a variety of topics, some of which you may find triggering. The experience of being psychologically triggered versus intellectually challenged are different

(<https://www.rducounselingforchange.com/post/difference-between-being-triggered-and-having-emotions/>  (<https://www.rducounselingforchange.com/post/difference-between-being-triggered-and-having-emotions/>)). The main difference is that an individual must have experienced trauma to experience psychological triggering, whereas an intellectual challenge or being emotionally activated is not tied specifically to trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

General Course Concerns*

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

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.

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 you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](https://www.pointloma.edu/offices/student-life-formation/) (<https://www.pointloma.edu/offices/student-life-formation/>).



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](https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures) (<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>) to view which states allow distance education outside 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.]

PLNU Recording Notification★

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. Please consult the [Academic Honesty Policy](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academichonesty) [↗\(https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academichonesty\)](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academichonesty) in the [University Catalog](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/) [↗\(https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy★



Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academicbehavior)  (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/#academicbehavior>) in the [University Catalog](https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/)  (<https://pointloma-public.courseleaf.com/tug-catalog/academic-general-policies/>).

PLNU Artificial Intelligence (AI) Policy★

With full accountability and responsibility resting on you the student assigning self- ownership to the work, you are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this [Purdue resource](https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074)  (<https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074>) to guide your citations when using AI. Please keep in mind that you alone are solely responsible for the content and quality of the work product you submit in this course. Any errors in accuracy or validity will directly impact your grade.

PLNU Academic Accommodations Policy★

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email \(mailto:EAC@pointloma.edu\)](mailto:EAC@pointloma.edu) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration of course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations



equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) has experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).

Sexual Misconduct and Discrimination*

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services](mailto:counselingservices@pointloma.edu) (<mailto:counselingservices@pointloma.edu>) or [consult the list of campus pastors](https://www.pointloma.edu/title-ix/get-help-now) (<https://www.pointloma.edu/title-ix/get-help-now>).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](http://www.pointloma.edu/nondiscrimination) (<http://www.pointloma.edu/nondiscrimination>).



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 \(https://catalog.pointloma.edu/content.php?catoid=46&navoid=2650#Class_Attendance\)](https://catalog.pointloma.edu/content.php?catoid=46&navoid=2650#Class_Attendance) 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 class meetings and offering substantive insights and comments **during** class discussions. You will earn **five** points in total for each week's synchronous contribution.

Some weeks will require some participation before class. See Canvas for the weeks that list Reflection Question or Scale in the Session Agenda line. The syllabus makes a note of these weeks as well.

Loma Writing Center

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage \(https://www.pointloma.edu/centers-institutes/loma-writing-center\)](https://www.pointloma.edu/centers-institutes/loma-writing-center) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](https://plnu.mywconline.com/) ➞ (https://plnu.mywconline.com/)
- [Website \(https://www.pointloma.edu/centers-institutes/loma-writing-center\)](https://www.pointloma.edu/centers-institutes/loma-writing-center)
- [Email \(mailto:writingcenter@pointloma.edu\)](mailto:writingcenter@pointloma.edu)

COURSE SCHEDULE AND ASSIGNMENTS AT-A-GLANCE

DATE PRESENTED

Week 1:Sept. 1st, 2026

CLASS CONTENT

Introduction to Course



Review Canvas logistics and orient to class

Due Thursday 9/03/2026, before class: *WK1 Share "A Little About You"*

Due Thursday 9/03/2026, before class *WK1 Survey*

Week 2 : Sept. 8th, 2026 **Making Family Choices in a Changing Society**

Textbook: Chapter 1

Due Tuesday 9/08/26: P. 4-9, 12-22 WK2 Discussion

Due Thursday 9/10/26 P. 22-27 Discussion Classmate Responses/Reflection Question

Week 3: Sept. 15th, 2026 **Exploring Relationships & Families**

Textbook: Chapter 2

Readings/ video on Canvas: Research on family trends(Pew Research), Three Major Paradigms in Society, Crack Babies

Due Tuesday 9/15/26: WK3 Discussion (classmate responses by Thursday

Due Thursday 9/17/26. Reflection Question

Textbook Init	Chapters	Weeks	Due Dates
Unit 1 -Making Family Choices in a Changing Society	Ch. 1	Week 1-4	Test is Sept. 23
Unit 2 Overview of Special Populations	Ch. 2	Week 5- 8	Test is Oct. 21
Unit 3 Micro/Mezzo Effects of Social, Economic, and Environmental Injustice	Ch. 3	Week 9- 12	Test is Nov. 20
Unit 4 Mezzo/Macro Effects of Social, Economic, and Environmental Injustice	Ch. 4	Week 13- 15	Test is D



Final

Test is
Dec. 16

Final Exam: Dec. 17th, 2026 @ 10:30am: Class Project Presentations

