

Meeting days: T, TH	Instructor: Professor Rachael Horn Langford
Synchronous Meeting: 9:30-10:30am, TH	E-mail: rhornlan@pointloma.edu
Meeting location: Zoom	Zoom office hours every Wednesday 10-11am and by appt.
Final Exam: Thursday, Dec 3 at 10:30am	

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 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 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:

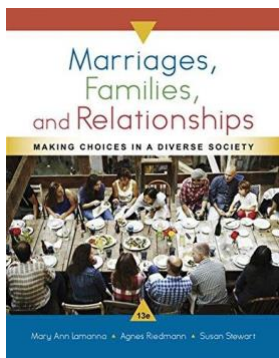
1. Understand and articulate the differences between the concept of family as a public and private institution.
2. Understand the family within the main Sociological Frameworks
3. Demonstrate an understanding of how the structure of families and family relationships are influenced by key social, economic, 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 in our county.

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

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	70 (17%)
Discussion Boards @ 10 points each	130 (32%)
Surveys @ 2 points each	6 (1%)
Course Project	60 (15%)
Exam 1	70 (17%)
Exam 2	<u>70</u> (17%)
Total points for course	406

It is possible to earn an additional 35 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
Voting EC (Weeks 9 & 12)	15 points possible
Film EC (Week 14)	10 points possible

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** 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** class meetings and offering substantive insights and comments during class discussions. You will earn **five** points for each 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 and due dates.

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.

FINAL EXAMINATION POLICY

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 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.

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 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 AND ASSIGNMENT
Week 1	August 20 Due Tuesday Due Tuesday	Introduction to Course Review Canvas logistics WK1 Share WHO you are Padlet WK1 Survey
Week 2	August 25, 27	Defining Family and Making Choices

		<p>Read: Chapter 1 in textbook Read: Coontz. <i>Marriage, a History</i> (Canvas) Watch: The Changing American Family Watch: The Sociological Imagination WK2 Discussion (classmate responses due Friday)</p>
Week 3	September 1, 3	<p>Studying Marriage and Family Read: Chapter 2 in textbook Watch: Three Major Paradigms in Sociology Watch: A Tale of Two People Watch: “Crack Babies: A Tale From the Drug Wars” WK3 Discussion (classmate responses due Friday)</p>
Week 4	September 8, 10	<p>Gender and Family Read: Chapter 3 in textbook Watch: “Mars and Venus Today” <i>Optional Reading: Come out of your Gender-Role Foxholes</i> WK4 Discussion (classmate responses due Friday) Film Extra Credit</p>
Week 5	September 15, 17	<p>Sexuality and Intimate Relationships Read: Chapter 4 in textbook Watch: “Vernacchio’s TED Talk: Sex needs a New Metaphor” Armstrong. <i>Is Hooking up Bad for Young Women?</i> <i>Optional Article: Bilefsky. How to Avoid Honor Killing? Suicide</i> <i>Optional Article: The Gift of our Bodies</i> <i>Optional Video: Perel's TED Talk: 'Secret to desire...'</i> WK5 Discussion (classmate responses due Friday)</p>
Week 6	September 22, 24	<p>Love and Choosing a Partner Read: Chapter 5 in textbook Read: Raza. “What Single People ... dating post-pandemic” Listen: Podcast: “To Fall in Love With Anyone, Do This” Read: “36 Questions that (may) Lead to Love” WK6 Discussion (classmate responses due Friday)</p>

Exam 1 available September 25- September 28

Week 7	Sept 29, October 1	<p>Nonmarital Lifestyles Read: Chapter 6 in textbook</p>
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Due Tuesday
Due Friday

Read: Renfro. *Millennials ... approach to relationships*
Optional Reading: How Cohabitation is Reshaping American Families
 WK7 Discussion (classmate responses due Friday)
 Wk7 Project Proposal Assignment

Week 8 October 6, 8

Marriage
 Read: Chapter 7 in textbook
 Watch: "The Next America"
 Read: Weiss. *Creating a Name for Themselves*
 Optional Video: "Marriage"
 Optional Article: Khimm. *The New Nuclear Family*
Optional Reading: Korean multiculturalism & the marriage squeeze
 WK8 Discussion (classmate responses due Friday)
 WK8 Survey
 Relationship Qs **Extra Credit**

Due Tuesday
Due Tuesday
Due Friday

Week 9 October 13, 15

Reproduction and Parenting
 Read: Chapter 8 in textbook
 Watch Video: *Both Sides of the 'Heartbeat' Bill*
 WK9 Discussion (classmate responses due Friday)
 Voting Extra Credit: Parts 1 and 2

Due Friday
Due Friday

Week 10 October 20, 22

Challenges for Raising Children
 Read: Chapter 9
 Read: Dow. *How Black Mothers Struggle... 'Thug' Imagery*
 Read: Clifford. *The New Reality of 'Jane Crow'*
 Watch: America Reframed- Little Dream Catchers
Optional Readings: Stacey. How Sexual Orientation Matter?
 WK10 Discussion (classmate responses due Friday)
 WK10 Project's Sociological Lens Assignment

Due Tuesday
Due Friday

Last Day to drop semester classes: October 23

Week 11 October 27, 29

Work and Wellbeing
 Read: Chapter 10 in textbook
 Read: Collins. Two New Moms Return to Work
 Read: Thomason & Williams. Work-Life Balance After Pandemic?
 Read: Dodson. Families Facing Untenable Choices
 Listen to Audio: *Working Mothers and Overtime*
Optional Reading: Goldberg. Womens' Setbacks post Covid-19
 WK11 Discussion (classmate responses due Friday)

Due Tuesday

Exam 2 available October 30- November 2

Week 12	November 3, 5 Due Tuesday Due Friday	Communication Read: Chapter 11 in textbook Pritchett. <i>No sound no fury no marriage</i> Smalley. <i>Four Types of Communication</i> WK12 Discussion (classmate responses due Friday) Voting Extra Credit Part 3
Week 13	November 10, 12 Due Tuesday	Power and Violence Read: Chapter 12 in textbook Read: Miller-Perrin. <i>Violence and Maltreatment</i> Watch: Interview w Marta Palaez WK13 Discussion (classmate responses due Friday)
Week 14	November 17, 19 Due Tuesday Due Friday	Divorce, Resilience and Hope Read: pages 354-361 and pages 344-350 WK14 Discussion (classmate responses due Friday) Film Extra Credit Assignment
Week 15	November 24 November 26 December 1, 3`	Prepare for Project Presentations Thanksgiving Break – no class Class Project Presentations