

DePaul University

School of New Learning

HC 214 Society and the Family: Plotting the Future

Faculty: Kenya Grooms
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Location: Spring 2009
Oak forest Campus

Dates/Time: Tuesdays, 6:30pm-9:30pm

Course Description:

In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1960s. What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great grandparents play in the changing family?

Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future?

Competencies:

H-4: Can analyze power relationships among racial, social, cultural, or economic groups in the United States. (Required); H-2-x: Can explain the development, roles, and maintenance of the family system from 1960 to the present; **H-3-x Can explain how family structure influence race and socioeconomic status**; H-3-x: Articulates criteria for analyzing the impact of family on individual development; Understands How Family Influence Impacts the Work Place

Learning Strategies:

Readings, lecture, discussion, video clips and class presentations will contribute to the students overall learning experience.

Required Reading:

Skolnick, A. & Skolnick, J. Family in Transition (14th Edition) Allyn and Bacon Publishing, Boston, 2006.

Suggested readings:

The Shift: Scholarly Views of Family Structure Effects on Children, 1977-2002

Norval Glenn and Thomas Sylvester

Institute for Family Values

Journal of Marriage and family (2001)

Changing Perspectives on the American Family in the Past

Susan M. Juster and Maris A. Vinovskis

Annual Review of Sociology, Vol. 13, (1987), pp. 193-216

The History of Research on Father Involvement: An Overview

Michael Lamb

Marriage & Family Review (2000). 29, 23-42.

Recommended Resource:

Website: www.familyscholarslibrary.org

Learning Outcomes:

Competence	Learning Outcome	Student Assignments
H-4: Can analyze power relationships among racial, social, cultural, or economic groups in the United States.	1. Can describe the unequal power relationships between different family configurations within the U.S. 2. Can discuss how sociology and economic dynamics impact single parents.	Class Presentation: Reading Assignment: Destined for Equality (8) Reaction Paper Reading Assignment: The economy that Never Sleeps (30) Reaction Paper Reading Assignment: Why Middle Class Mothers & Father are going Broke (31)

		Reaction Paper
H-2-x: Can explain the development, roles, and maintenance of the family system from 1960 to the present.	<ol style="list-style-type: none"> 1. Can identify and describe the traditional family in the U.S. 2. Can identify and describe changing family systems since 1960. 	<p>Reading Assignment: Changes in the Demographics of Families over the Course of American History (4) Reaction Paper</p> <p>Reading Assignment: Children of the Gender Revolution: Some Theoretical Questions and Findings from the Field. (9) Reaction Paper</p>
H-3-x Can explain how family structure influence race, gender and socioeconomic status.	<ol style="list-style-type: none"> 1. Can identify and describe the racial disparities as they relate to family structure changes. 2. Can identify and describe SES and it relates to changes in family structure. 	<p>Reading Assignment: The decline of the family: Conservative, Liberal, and Feminist Views. (6) Reaction Paper</p> <p>Reading Assignment: Diversity within African-American Families (32) Reaction Paper</p> <p>Reading Assignment: Diversity within Latino Families (33)Reaction Paper</p> <p>Reading Assignment: Gay and lesbian Families: Queer Like Us (34) Reaction Paper</p>
Understands How Family Influence Impacts the Work Place	<ol style="list-style-type: none"> 1. Can identify and describe how roles and responsibility within the family impact individuals within the workplace 	<p>Reading Assignment: Family Values Against the Odds (26) Reaction Paper</p> <p>Reading Assignment: The Second Shift: Working Parents and the Revolution at Home</p>

		<p>(27) Reaction Paper</p> <p>Reading Assignment: The Work Crunch (28) Reaction Paper</p>
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Reaction Papers:

Reaction papers should be the student’s reaction to each of the readings assigned (12 total), one page in length, typed and double spaced. {5 points each}

Class presentations:

Students should choose one topic from the readings discussed in class. The list of topics will be passed around the class in the first class session. Students will sign-up based on a particular topic of interest related to the family. Presentations should include content from the topic reading as well as content from two additional sources. Presentations are oral. The minimum presentation time is fifteen minutes and the maximum is twenty-five minutes. Students should leave three to five minutes for questions from the instructor and classmates. Students should prepare a handout to be distributed to the class and the instructor. {20 points}

Class Discussion:

Students should be actively involved in each class discussion. {10 points}

Attendance and Participation:

Attendance is mandatory. Missing class makes assessment difficult. Students are expected to attend and participate in all class sessions. Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Absences must be the result of unavoidable circumstances. One absence may be excused; multiple absences will result in a grade reduction. Always consult our Blackboard for handouts and assignments. {10 points}

Make-Up Work:

Make up work will be assigned at the discretion of the instructor

Academic Integrity:

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following:

(a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s.

(b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.

(c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

(d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

Grading Scale:

A	100 to 92
B	91 to 83
C	82 to 74
D	73 to 65
F	64 and below
INC	Incomplete grades must be negotiated with Faculty

Class Schedule

Week	Topic	Assigned Reading	Assignment
Week 1 Foundations	Introductions; Defining family; Discussion: Different types of families Lecture: Families in the 60s & 70s Video Clip: 60s TV Family	Skolnick Textbook : Reading 4 pp. 40-58	Writing Exercise: Reading Reaction Papers – Due Week 2
Week 2	Class Discussion: Changes in the Family Lecture : Families in the 80s & 90s Video Clip: 90s TV	Skolnick Textbook : Reading 6 pp. 76-90	Writing Exercise: Reading Reaction Paper – Due Week 3

	Family		
Week 3	Lecture: Families 2000-Present Class Discussion: Compare and Contrast roles and responsibility Video Clip: 2000s TV Family	Skolnick Textbook : Reading 8 & 9 pp. 109-128	Writing Exercise: Reading Reaction Papers – Due Week 4
Week 4	Class Discussion: Role Changes/ Impact on Gender Development Lecture: Social Structure Changes	Skolnick Textbook : Reading 30 & 31 pp.	Writing Exercise: Reading Reaction Papers – Due Week 5
Week 5	Class Discussion: Are Two Parents Financially Necessary? Lecture : Family Structure and the Economy		
Week 6	Lecture & Class Discussion: Economic Impact (SES-Education/Finances)	Skolnick Textbook : Readings 32, 33 & 34 pp.	Writing Exercise: Reading Reaction Papers – Due Week 7
Week 7	Lecture & Class Discussion: Diversity & the Family Video Clip: Diverse Families	Skolnick Textbook : Reading 26, 27 & 28 pp.	Writing Exercise: Reading Reaction Papers – Due Week 8
Week 8	Lecture & Class Discussion :		

	Work & the Family		
Week 9 Outcome	Lecture & Class Discussion: Redefining the Family		Presentation Preparation
Week 10	Society & the Family Overview		Presentation

DePaul University Academic Integrity Policy:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy:

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Students Accommodations:

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLoS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.