Community Context of Individual and Family  
FACS 4100 (CRN 30023)  
Fall 2015

INSTRUCTOR: Dr. Jewrell Rivers
CLASS LOCATION: Room 207, Bowen Hall
CLASS DAYS/TIMES: Tuesday, Thursday, 9:30 - 10:45
OFFICE LOCATION: Room 223, Bowen Hall
OFFICE HOURS: Monday, Wednesday, Friday, 9:00 – 10:00, 11:00 –12:00,  
Tuesday, Thursday, 9:00 – 9:30, 11:00 – 12:30
PHONE: 391 - 5088 (office phone)  
391 - 5080 (school phone)
E-MAIL: jrivers@abac.edu
WEATHER HOTLINE: (229) 391 - 5225

ACADEMIC SUPPORT CENTER TUTORIAL HOURS:  
Monday – Thursday, 8:00 a.m. – 8:00 p.m.  
Friday, 8:00 a.m. – 1:00 p.m.  
Ground Floor of the Carlton Center

LS REQUIREMENTS: N/A

Children and Families in Communities: Theory, Research, Policy and Practice. Wiley  

COURSE DESCRIPTION: This course is designed to be a senior-level course for  
students in the Rural Studies program and specifically within the Social and Community  
Development concentration. Family policy is concerned with social problems or issues  
that impact the stability of families and refers to the guidelines, legislation, principles,  
and activities put in place to improve conditions relating to family and individual welfare.  
Moreover, family policy examines family problems within a community context and the  
interaction of the family with other social institutions (e.g., education, health care,  
economy, religion, criminal justice and legal). Family policy also involves community  
programming and intervention that addresses such problems. This course will be an  
analysis and evaluation of the formulation and implementation of family policy as it  
pertains to rural communities. Students will examine how theory and research inform
family policy development and create change in regard to social problems. Students will engage in the practical application of family policies by collaborating with community agencies and the social programs implemented to bring about social change. This course will be taught as a seminar and will serve as a capstone to culminate the learning experiences of the Rural Studies major. The course will focus on social problems and issues confronting rural communities and sociological research, social programs and family policies designed to address those issues. Periodically, lecturers will be drawn from the local community including public policymakers, rural stakeholders and non-profit organizations. The course is designed to engage students in discussions and projects which will contribute to broadening and more fully developing their understanding of family policies and impacts of these policies within rural communities.

STUDENT LEARNING OUTCOME FOR GENERAL EDUCATION:

Students will describe how historical, economic, political, social and spatial relationships develop, persist and change as well as how they are impacted by the complexity and diversity of individual and group behavior.

OBJECTIVES:

1. Students will analyze the formulation and implementation of family policies in addressing social problems for social change in rural communities.

2. Students will analyze the formulation and implementation of family policies at the national, state and local level.

3. Students will understand how sociological theory and research informs family policy.

4. Students will employ practical applications of course concepts by engaging with social agencies or community organizations to address family problems or issues in rural communities.

5. Students will explain the meaning and importance of community context for family well-being.

6. Students will identify how community context affects human health, behavior, and life chances.

COURSE ARRANGEMENTS: Small group discussions, oral presentations, videos, guest speakers, practicum or service learning experiences, and writing assignments.

CLASS ATTENDANCE: Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class
attendance and grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Students who accumulate more than 4 excused or unexcused absences will be subject to receiving a grade of “F” for the course. Absences incurred due to authorized and approved college sponsored events will not be counted. However, whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. **Final approval for makeup work remains with the instructor.** A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of “F” for the course. At the beginning of each semester, the instructor will explain clearly to the student specific attendance will publish the attendance policy on his syllabus and websites.

**WITHDRAWAL:** A student may withdraw from a course up to the midpoint of the semester, **Tuesday, March 3, 2015,** and receive a grade of W without penalty. After midterm, students may withdraw only with the permission of the Academic Dean. If permission is granted, students will be assigned W or WF according to their performance at the time they withdrew. Students who simply abandon class will be given an “F” at the end of the semester.

**ACADEMIC DISHONESTY:** Because Abraham Baldwin College has the dual responsibility of educating students and helping them mature into worthy citizens who take their place in the larger community, it has adopted a code for dealing with academic irregularities. Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the educational process; selling, giving, lending or otherwise furnishing to any person any questions and/or answers to any examination known to be scheduled at any subsequent date; and plagiarism (taking credit for another author’s work without proper citation and recognition) in any form related to themes, essays, term papers, tests and other assignments.

**GRADING POLICY:** The student’s grade will be determined by the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Practicum Portfolio</td>
<td>300</td>
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<tr>
<td>Theory and Policy Papers</td>
<td>30</td>
</tr>
<tr>
<td>Abstracts</td>
<td>75</td>
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<tr>
<td>Family Policy Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Virtual Tour</td>
<td>10</td>
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</tbody>
</table>
Total possible points: 515 points

A = 464-515 (90-100%)
B = 412-463 (80-89%)
C = 361-411 (70-79%)
D = 309-360 (60-69%)
F = below 309 (less than 60%)

**PRACTICUM PORTFOLIO:** Each student will be required to submit a practicum portfolio to showcase their service learning experiences with their selected social agency or community organization. The practicum portfolio will count approximately 60% of the course grade.

**THEORY AND POLICY PAPERS:** There will be 3 theory and policy papers that will count a total of 5% of the course grade. Each paper will require a written summary of how sociological theory explains a specific social problem, informs family policy and provides insight for the implementation of social programs. Each theory and policy paper will be presented orally in class and written in ASA style.

**ABSTRACTS:** There will be 3 written abstracts that will count 15% of the course grade. Abstracts will be written up as summaries taken from research journal articles addressing a specific problem, informing family policy and providing implications and/or recommendations for implementing social programs.

**VIRTUAL TOUR:** Students will be required to complete a virtual tour of various websites related to the field of sociology. Each website contains a tremendous amount of information on sociological research, theories, concepts and issues. Students can begin the virtual tour by assessing the following website: [http://www.wadsworth.com/sociology_d/special_features/virtualtours.html](http://www.wadsworth.com/sociology_d/special_features/virtualtours.html)

After completing the exercises and activities of the virtual tour, students should submit their answers by entering their e-mail address and their instructor's e-mail address at the bottom of the webpage. The virtual tour will count as class participation.

**FAMILY POLICY ANALYSIS:** The family policy analysis is a cumulative, semester-end assignment that will be designed to assess the student’s overall understanding of the course content. The family policy analysis will count approximately 20% of the course grade. The family policy analysis will be used to demonstrate the student’s competence in applying sociological theory and research in addressing social problems, formulating family policy and implementing social programs.

**EXTRA CREDIT OPPORTUNITIES:** Students will have the opportunity to earn extra credit through interactive D2L activities. D2L activities will include online discussion forums. Also, students may form their own virtual study groups or online discussion groups through D2L.
CONFERENCES: Please come by and talk to me if you are having problems with the material or with studying. You can find me in Bowen Hall, Room 223. If you have questions during the day, please call my office at 391 - 5088 or the division office at 391- 5080 and leave a message with Ms. Epperly if I am not in. Tutorial help is also available at the Academic Support Center on Mondays through Thursdays from 8:00 a.m. - 8:00 p.m. and Fridays from 8:00 a.m. – 1:00 p.m.

SPECIAL ACCOMMODATIONS: Special accommodations will be provided for students with a documented learning disability. Documentation should be presented from the Office of Student Development located at the Ground Floor of the Carlton Center.

CLASSROOM BEHAVIOR:

- **CELL PHONE USAGE IS PROHIBITED**
- **NO LEAVING CLASS EARLY WITHOUT PRIOR PERMISSION**
- **NO USE OF TOBACCO PRODUCTS**
- **NO DISRUPTIONS OF ANY NATURE WILL BE ALLOWED**

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 8</td>
<td>Introductions, Review of Syllabus</td>
<td>Chapter 1</td>
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<tr>
<td>January 13</td>
<td>Review of Course Assignments</td>
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<tr>
<td>January 15</td>
<td>“Introduction”</td>
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<tr>
<td>January 20</td>
<td>“Introduction”</td>
<td>Chapter 2</td>
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<td>Virtual Tour Assignment Due</td>
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<td>January 22</td>
<td>“Theories of Community Influence”</td>
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<td>January 27</td>
<td>“Theories of Community Influence”</td>
<td>Chapter 3</td>
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<tr>
<td>January 29</td>
<td>“Assessing Neighborhood and Community Characteristics”</td>
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<tr>
<td>February 3</td>
<td>“Assessing Neighborhood and Community Characteristics”</td>
<td>Access to</td>
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<tr>
<td>February 5</td>
<td><strong>Guest Speaker</strong></td>
<td>Chapter 4</td>
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<tr>
<td>February 10</td>
<td><strong>Oral Presentations of Theory/Policy Papers</strong></td>
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<tr>
<td>February 12</td>
<td>“The Influence of Neighborhood and Community</td>
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Characteristics on Families and Children

February 17  “The Influence of Neighborhood and Community Characteristics on Families and Children”  Chapter 5

February 19  **Abstract #1 Due**
February 24  “Children and Young People in Communities”

February 26  “Children and Young People in Communities”  Chapter 6

March 3  **Guest Speaker**
            **Midterm Withdrawal Deadline**

March 5  **Guest Speaker**

March 10  “Community Interventions and Policy”

March 12  **Oral Presentations of Theory/Policy Papers**

March 16 - 20  **Spring Break**

March 24  “Community Interventions and Policy”  Chapter 7

March 26  **Abstract #2 Due**

March 31  “Community Interventions Aimed at Early Childhood Development and Parenting Problems”

April 2  “Community Interventions Aimed at Early Childhood Development and Parenting Problems”  Chapter 8

April 7  “Children’s Participation in Community Consultation and Planning”

April 9  “Children’s Participation in Community Consultation and Planning”

April 14  “Schools as Communities and Schools within Communities”

April 16  “Schools as Communities and Schools within Communities”

April 21  **Oral Presentations of Theory/Policy Papers**

April 23  “Community Based Approaches to Youth Safety and Juvenile Crime”
Course Syllabus

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>SOCI 4750</th>
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**Course Description:** This course is designed to be a senior-level course for students in the Rural Studies program and specifically within the Social and Community Development concentration. Family policy is concerned with social problems or issues that impact the stability of families and refers to the guidelines, legislation, principles, and activities put in place to improve conditions relating to family and individual welfare. Moreover, family policy examines family problems within a community context and the interaction of the family with other social institutions (e.g., education, health care, economy, religion, criminal justice and legal). Family policy also involves community programming and intervention that addresses such problems. This course will be an analysis and evaluation of the formulation and implementation of family policy as it pertains to rural communities. Students will examine how theory and research inform family policy development and create change in regard to social problems. Students will engage in the practical application of family policies by collaborating with community agencies and the social programs implemented to bring about social change. This course will be taught as a seminar and will serve as a capstone to culminate the learning experiences of the Rural Studies major. The course will focus on social problems and issues confronting rural communities and sociological research, social programs and family policies designed to address those issues. Periodically, lecturers will be drawn from the local community including public policymakers, rural stakeholders and non-profit organizations. The course is designed to engage students in discussions and projects which will contribute to broadening and more fully developing their understanding of family policies and impacts of these policies within rural communities.

**Pre-requisites/Co-requisites:** N/A

**Course Learning Outcomes:**

1. Students will analyze the formulation and implementation of social policies in addressing social problems for social change in rural communities.

2. Students will analyze the formulation and implementation of social policies at the national, state and local level.
3. Students will understand how sociological theory and research informs social policy.

4. Students will employ practical applications of course concepts by engaging with social agencies or community organizations to address social problems or issues in rural communities.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty
Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures
1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will
submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.

3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.

5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.

2. Written requests for appeals must be specific and detailed as to the nature and substance of the student’s complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
   - A violation of due process
   - Prejudicial treatment by the original hearing body
   - New evidence has become available which was not available at the time of the hearing.

3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.

4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President’s decision or the Vice President’s decision will be considered final and conclusive.

5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel’s report, the President will within five business days make a decision which shall be final so far as the College is concerned.

6. Should the student be dissatisfied with the President’s decision, written application may be made to the Board of Regents for a review of the decision. This
application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.