**UNIVERSITY OF WYOMING**

**SOC 3140-01**

**Sociology of the Family, 3 CREDIT HOURS**

**100% Online**

**Fall, 2019**

**Dr. Karen Straight**

**Email:** [kstraigh@uwyo.edu](mailto:kstraigh@uwyo.edu)

**Phone:** 406-201-1224

**Office hours:** Monday and Wednesday 9 – 10:30 am MST remote and by arrangement.

**Course prerequisite**: SOC 1000

**Course Description**:

Two major themes of the course are change experienced by the family institution and the centrality of the family in America today. Subjects that are covered include: A brief history of the family in the U.S, diversity of family forms, the impact of stratification on families, kinship, family structure, mate-selection, marriage, domestic violence, divorce and socialization.

**Student Learning Outcomes**:

* Students will apply major sociological theories and perspectives to the study of intimate relationships, marriage, and families.
* Students will critically evaluate definitions of family while exploring the growing diversity of family forms.
* Students will analyze social, economic, and political influences on family structure and form over time.
* Students will explore changing attitudes towards marriage and relationships.
* Students will critically evaluate the impact of social stratification and economic policies on the experience of family life.
* Students will demonstrate an understanding of the impact of changing gender roles on family structure.
* Students will describe key factors leading towards a decrease in domestic violence in the United States.
* Students will synthesize the effects on individuals of domestic violence, marital dissolutions, remarriage, singlehood, and stepfamilies.

**Required texts, readings, and special tools or materials:**

Cohen, Philip. 2018. *The Family: Diversity, Inequality, and Social Change (2nd Edition).* New York: W.W. Norton.

## General requirements and expectations for the course:

**Your grade will be determined through completion of the following assignments:**

|  |  |
| --- | --- |
| Short Assignments/Discussions | 110 Points (11 at 10 Points Each) |
| Chapter Quizzes | 343 (13 Chapter Quizzes, Points Vary Per Chapter Quiz) |
| Blog Quizzes | 26 (4 blog quizzes, points vary per quiz) |
| Infographic Quizzes | 22 (2 quizzes, points vary per quiz) |
|  | **501 Points Possible** |

Short Assignments/Discussions

The university grading system will be applied to determine your grade:

A: 90 – 100%

B: 80 – 99.99%

C: 70 – 79.99%

D: 60 – 69.99%

F: 59.99% and below

**Short Assignments/Group Discussion:**

Nearly every week you will complete a short assignment and engage in discussion with your peers about this assignment and key course concepts/topics. To preserve the quality of our discussions, I have broken up this class into multiple discussion groups. Participation in discussion is a critical aspect of this class. Through group discussion we will learn a great deal about others, ourselves, and different ways to perceive the world around us. When you are caught off guard by another person’s insight or perspective on an issue, you are forced to examine your own opinions, assumptions, and values. This is invaluable to the learning process. Give our discussions time and attention. Demonstrate a willingness to hear others’ ideas, play with new ideas, and show respect across our differences and similarities. If you do, you will come away from this course with new and worthwhile knowledge. ***For each discussion, you will post responses to the assignment topic on the Wednesday of the week assigned (unless otherwise indicated) and reply to two other posts by Sunday of that week unless otherwise indicated in the assignment directions.*** Because the point of the discussions is to encourage interaction, late responses will NOT receive points. I will look for definite qualities in evaluating your work.  Some expectations include the following:

1. The development of independent thinking.

2.  Utilization and specific references to course materials.

3. A willingness to play with new ideas — yours and others.

4. The development of competence at learning from others and integrating those ideas which challenge, support or simply stimulate your thinking into your work.

5. The writing of a well-formulated response.  Be deliberate and reflective in your use of language.

6. The exploration of complicated ideas, even if you find you cannot come to a neat and easy conclusion.

7. The development of competence in writing that summarizes, analyzes and argues.

**Exams:**

We will have multiple chapter exams throughout the term. Exams will be available during a set period. Once you enter the exam, you must complete it within the time period indicated. All assignments are individual assignments. Any unauthorized collaboration is a violation of the Academic Integrity Policy. The exams will be composed of multiple choice and/or short essay questions.

**Late Work Policy:** Assignments are due by the date indicated in the syllabus. This is a short course. Failure to stay on top of the due dates will only compound the challenges of being in an accelerated course.

**Classroom Behavior Policy:** We form a learning community. Your behavior contributes to the learning experience of your peers. Give our course materials and assignments your full attention. Stay on top of due dates and participate on time in a manner that contributes to our learning community. Keep in mind that discussion is an opportunity to reflect more deeply on course materials and learn from your peers through an exchange of ideas. While critical evaluation of course materials and key debates is required, behavior that negatively impacts the learning environment of your peers will not be tolerated. As the instructor, I have the right to dismiss you from electronic forums if behavior is inappropriate and negatively impacts the experience of others.

**My Schedule:** I check email daily during normal business days. I am offline on holidays and weekends. Please plan accordingly. Thank you!

**Classroom Statement on Diversity:** “The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. “

**Disability Support**:

*The University of Wyoming is committed to providing equitable access to learning opportunities for all students.* *If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or*[*udss@uwyo.edu.*](mailto:udss@uwyo.edu)*It is in the student’s best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at:*[*www.uwyo.edu/udss*](http://www.uwyo.edu/udss)

**Academic Dishonesty Policies**: Include a statement or a reference to UW Regulation 2-114 (Procedures and Authorized University Actions in Cases of Student Academic Dishonesty).

*Example: “Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an “F” on an exam, an “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty means anything that represents someone else’s ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.”*

**Duty to Report under Title IX:**

*While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW.*

*For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200,* [*report-it@uwyo.edu*](mailto:report-it@uwyo.edu)*,* [*www.uwyo.edu/reportit*](http://www.uwyo.edu/reportit)*). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (*[*stopviolence@uwyo.edu*](mailto:stopviolence@uwyo.edu)*,* [*www.uwyo.edu/stop*](http://www.uwyo.edu/stop)*, 766-3296) (or SAFE Project (*[*www.safeproject.org*](http://www.safeproject.org)*,* [*campus@safeproject.org*](mailto:campus@safeproject.org)*, 766-3434, 24-Hour hotline: 745-3556).*

*Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to* [*www.uwyo.edu/dos/uwyocares*](http://www.uwyo.edu/dos/uwyocares)*.*

*Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them.*

**Substantive changes to syllabus**:

*All deadlines, requirements, and course structure is subject to change if deemed necessary by the instructor. Students will be notified in our online class shell through the announcements of these changes. It is your responsibility to regularly review the announcements.*

**Schedule of Activities and Assignments:**

|  |  |  |
| --- | --- | --- |
| **Dates and Topic** | **Readings** | **Assignments** |
| Unit One: 9/4 – 9/15: A Sociology of the Family  **Please Note: This is a two-week unit.** | **Chapter 1**  **Materials posted in our online class module for this week.** | **Introduce yourself to your discussion group by 9/6.**  **Short Assignment/Discussion: Theory and Data.**  **Post your response to the assignment by 9/11. Reply to two peers by 9/15.**  **Please review expectations in the syllabus for participation in discussion. Unless otherwise indicated, you will follow a Wednesday/Sunday posting schedule.**  **Chapter 1 Quiz: Complete the quiz during the week assigned. Once you launch the quiz you must complete it in one 60 minute sitting. Do not log out while taking the quiz.** |
| Unit Two: 9/16 – 9/22  The Family in History | **Chapter 2**  **Materials posted in our online class module for this week.** | **Unit Two Short Assignment/Discussion**  **Chapter 2 Quiz** |
| Unit Three: 9/23 – 9/29  Race, Ethnicity, and Immigration | **Chapter 3**  **Materials posted in our online class module for this week.** | **Unit Three Short Assignment/Discussion**  **Chapter 3 Quiz** |
| Unit Four: 9/30 – 10/6  Families and Social Class | **Chapter 4**  **Materials posted in our online class module for this week.** | **Unit Four Short Assignment/Discussion**  **Inequality Blog Quiz**  **Chapter 4 Quiz** |
| Unit Five: 10/7 – 10/13  Gender | **Chapter 5**  **Materials posted in our online class module for this week.** | **Unit Five Short Assignment/Discussion**  **Chapter 5 Quiz** |
| Unit Six: 10/15 – 10/20  Sexuality | **Chapter 6**  **Materials posted in our online class module for this week.** | **Chapter 6 Quiz**  **Story Behind the Numbers Infographic Quiz** |
| Unit Seven: 10/21-10/27  Love and Romantic Relationships | **Chapter 7**  **Materials posted in our online class module for this week.** | **Unit Seven Short Assignment/Discussion**  **Chapter 7 Quiz**  **The Family Inequality Blog Quiz** |
| Unit Eight: 10/28-11/3  Marriage and Cohabitation | **Chapter 8**  **Materials posted in our online class module for this week.** | **Unit Eight Short Assignment/Discussion**  **Chapter Eight Quiz** |
| Unit Nine: 11/4-11/10  Families and Children | **Chapter 9**  **Materials posted in our online class module for this week.** | **Unit Nine Short Assignment/Discussion**  **Chapter Nine Quiz** |
| Unit Ten: 11/12-11/17  Divorce, Remarriage, and Blended Families | **Chapter 10**  **Materials posted in our online class module for this week.** | **Story Behind the Numbers Infographic Quiz**  **Chapter Ten Quiz** |
| Unit Eleven: 11/18 – 11/24  Work and Families | **Chapter 11**  **Materials posted in our online class module for this week.** | **Unit Eleven Short AssignComent/Discussion**  **Chapter Eleven Quiz**  **Family Inequality Blog Quiz** |
| Unit Twelve: 11/25 & 11/26 & 12/2 – 12/8  11/27 – 12/1: Thanksgiving Holiday  Family Violence and Abuse | **Chapter 12**  **Materials posted in our online class module for this week.** | **Family Inequality Blog Quiz due 11/26**  **Unit Twelve Short Assignment/Discussion – Please post your response to the assignment by 12/4. Reply to two additional posts by 12/8.**  **Chapter 12 Quiz** |
| Unit Thirteen: 12/9-12/13  The Future of the Family | **Chapter 13**  **Materials posted in our online class module for this week.** | **Unit 13 Short Assignment/Discussion – Post your response to the assignment by 12/11 and reply to two additional posts by 12/13.**  **Chapter 13 Quiz** |

**Student Resources:**

***Example: CAMPUS RESOURCES***

*DISABILITY SUPPORT SERVICES:* [*udss@uwyo.edu*](mailto:udss@uwyo.edu)*, 766-3073, 128 Knight Hall,* [*www.uwyo.edu/udss*](http://www.uwyo.edu/udss)

*COUNSELING CENTER:* [*uccstaff@uwyo.edu*](mailto:uccstaff@uwyo.edu)*, 766-2187, 766-8989 (After hours), 341 Knight Hall,* [*www.uwyo.edu/ucc*](http://www.uwyo.edu/ucc)

*ACADEMIC AFFAIRS: 766-4286, 312 Old Main,* [*www.uwyo.edu/acadaffairs*](http://www.uwyo.edu/acadaffairs)

*DEAN OF STUDENTS OFFICE:* [*dos@uwyo.edu*](mailto:dos@uwyo.edu)*, 766-3296, 128 Knight Hall,* [*www.uwyo.edu/dos*](http://www.uwyo.edu/dos)

*UW POLICE DEPARTMENT:* [*uwpd@uwyo.edu*](mailto:uwpd@uwyo.edu)*, 766-5179, 1426 E Flint St,* [*www.uwyo.edu/uwpd*](http://www.uwyo.edu/uwpd)

*STUDENT CODE OF CONDUCT WEBSITE:* [*www.uwyo.edu/dos/conduct*](http://www.uwyo.edu/dos/conduct)