**Sociology 3140**

**Sociology of The Family**

Fall 2020 Dr. Kaitlyn Root

100% Online, with possibility for

synchronous meetings via Zoom **Office Hours:**

 Via Zoom meeting only

MWF 10 – 10:50 AM or by appointment

 **Email:** Kroot4@uwyo.edu

# Course Description:

Although we don't often realize it, the meaning of family is not fixed. It varies over time, place, and culture. In the past couple of decades, the U.S. has seen dramatic changes in how we define family and in how individuals experience family life. More and more couples are cohabiting before marriage and as an alternative to marriage. Unmarried adolescents and adults are raising children, and grandparenthood has become a distinct phase in the life course.

In order to understand these shifts, one must look beyond individualistic explanations and examine how these family changes are related to larger structural, economic, and political shifts. This is what we will do in this course. As sociologists, we will recognize the complex dynamics of family change and the inter-relationships between family, gender, ethnicity, social structure, and public policy. We will examine how family ideologies often ignore the complexities of family life and create false expectations about what families should be. We will also challenge the definition of family and analyze how our family experiences are socially constructed.

## Course Format

This is an online course, meaning that all content and assignments will be completed online via Canvas. You will also be required to participate in online discussions via Zoom or the discussion forum. It is very important for you to log into Canvas at least three times a week to find the latest updates for class.

## Learning Outcomes

* To introduce the essential concepts, theories, and research used in sociology to analyze the family.
* To examine the socio-historical development of the family as a social institution, including the changing roles of women, men, and children.
* To enhance understanding of the complexity of family life and how family experience is shaped by race, ethnicity, social class, gender, and sexual preference.
* To identify and examine sociologically relevant problems and issues within the contemporary family.
* To encourage critical thinking and writing skills that demonstrate the students' abilities to understand and analyze social phenomena.

## Readings

*Shifting the Center: Understanding Contemporary Families*, 5th edition, edited by Susan J. Ferguson. 2018. SAGE Publications.

**ISBN: 9781506368276**

Abbreviated on the calendar as SC followed by the chapter number.

## Requirements

Grades will be based on 3 exams, weekly check-ins and weekly connection papers.

Exams: Three essay exams will be given. Each essay exam will have 5 short answer style questions and the student is required to pick 4 to answer. A study guide will be handed out one week prior to the exam date and we will have an optional exam review session. The study guide will have 8-10 questions that may be asked on the exam. The exams will be completed on our online learning system, Canvas. If you are unable to take the exam at its scheduled time, please do your best to contact me prior to the exam to schedule taking an alternate make-up exam.

Check-Ins: Some weeks I will have you fill out a Google Form that will be a brief check-in for how the week went for you. These check-ins will be graded all or nothing – as long as they are completed on time, you will receive the points. I may change some of the questions on the form throughout the semester. These check-ins are so I can best understand what is working well, what isn’t, and where you might need help moving forward. They’re also so I can check in about your general wellbeing, although there is no obligation to tell me about your personal life if you’d prefer not to. These will be due **on Sundays by 11:59 PM.**

Poll Everywhere Participation: Every week you will participate in a Poll Everywhere poll during our class discussion session. There will be a question posed that you are required to answer, and they will be graded all or nothing – if you complete the poll, you will get the points!

Weekly Connection Papers: This assignment helps build critical thinking skills by requiring you to connect the material for each week and make connections with material throughout the course. **Each Sunday by 11:59pm**, you will have a connection paper due that reflects on the readings, video/audio clips, discussion and activities from the previous week. In these brief papers, you will 1) summarize the readings for the week 2) make connections to the material from earlier weeks and 3) react to the readings—did they surprise you? support what you already thought? were they particularly interesting to you for any reason…or not?Connections will be graded on a 10-point scale. You will submit connection papers through the Canvas assignment submission portal.

**3 points:** summarize how all of the readings for the week fit together.

**3 points:** make connections to the material from earlier weeks

**3 point:** reaction

**1 point:** writing/clarity

LATE POLICY: If you do not turn in your connection paper on the day it is due, you will not be able to receive full credit (10 points) for it. You can receive **UP TO 5 POINTS** (per connection paper) if you turn in your connection paper by the following week. You can receive **UP TO 3 POINTS** (per connection paper) if you turn in the paper at any other point in the course.

## Grading

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| --- | --- |
| **Description** | **Percent of Grade**  |
| Check-Ins | 5% |
| Poll Everywhere Participation | 10% |
| Exams (3) | 40% |
| Weekly Connection Papers | 45% |
| **TOTAL** | **100%** |

### Grading Scale

**A** 100% - 90%

**B** 89.9% - 80%

**C** 79.9% - 70%

**D** 69.9% - 60%

**F** 59% or less

## ADA Policy Statement

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection to those persons with disabilities. This legislation requires, among other things, that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability that requires accommodation, contact the Disability Support Services in 109 Knight Hall or call (307) 766-3073.

## Academic Integrity

While this course is an undergraduate course and an academic code of honor is expected of all university students, I include the following information in my syllabus for the benefit of the student as a gentle reminder of the seriousness of plagiarism, be it intentional or unintentional. If you are unsure of what constitutes plagiarism, or need a refresher, please read the following article “Plagiarism: What it is and how to recognize and avoid it” at the following site http://www.indiana.edu/`wts/wts/plagiarism.htm

Students are expected to maintain the highest standards of honesty and integrity. This means that all work submitted in your courses must be your own. You should familiarize yourself with definitions of cheating, plagiarism, and other violations of academic integrity. While most people know that cheating is dishonest, many students do not understand what constitutes plagiarism. Plagiarism is a serious violation of academic integrity. Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is dishonest, illegal, and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people’s words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author’s exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on the assignment or exam, an F for the course, and/or referral to the university for judicial review and potential sanctions including suspension or expulsion from the university. You are responsible for knowing and abiding by the university Academic Integrity Policy, which is located in your student handbook.

## Make Up and Attendance

Given the state of the world right now and the ever-changing guidelines we need to follow in the face of the COVID-19 global pandemic, I will do my very best to be flexible and to work with all students when concerns arise. The best advice I can give you is to **be in contact with me as soon as you think something may impact your ability to succeed in the course**. I want to help you succeed.

As a college student, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. I understand and empathize with all of this! Because we will be doing a flipped classroom, hybrid format, attendance will not be taken, but it will be very important to keep up with the material, including the posted lectures, readings and discussions, and to reach out to me if you’re struggling with any of the material.

If you have any questions or concerns about any of the assignments or your performance, please contact me immediately. Do not wait until the assignment is due or your performance cannot be rectified.

## Behavior

To be successful in this course you must be self-motivated and responsible. Turn in your assignments when they’re due! Don’t cheat! Don’t plagiarize! Be respectful of others! To that end, we will be covering some difficult topics over the course of the semester, so it is important that you are tolerant of other points of view. Differing opinions make discussion interesting, but it is vital that you respect the authors, your fellow classmates, and me. If you are rude or disrespectful you may be asked to leave class.

Sociology provides an opportunity to learn through a willingness to explore the ideas of others. You don’t have to agree with a specific reading, film, class discussion, or instructor/student comment, but you must be respectful of others. Any behavior or communication that conveys a lack of respect for the instructor or your colleagues will not be tolerated in this class.

That being said, I also will not tolerate hateful speech or attacks on others character. The classroom should be a place where we can have an open dialogue, but it also needs to be a safe space in which to express ourselves.

## 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.

## Title IX

University of Wyoming is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. University of Wyoming has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all University of Wyoming faculty members are “responsible employees,” which means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I **must** share that information with the Title IX Coordinator. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone privately, you can contact any of the following resources:

* Student Counseling Services: [http:/www.uwyo.edu/ucc](http://www.uwyo.edu/ucc/), (307) 766-2187
* Crisis Intervention After Hours: (307) 766-8989
* **Alcohol Wellness Alternatives, Research, & Education (AWARE): (307) 766-2187**
* **WellSpring Counseling: (307) 766-6820**
* **SAFE Project (24-hour Hotline): (307) 745-3556**

## COVID-19 Policies

During this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie (or by Natrona County if at UW-Casper), the University of Wyoming and the State of Wyoming to promote the health and well-being of fellow students and your own personal self-care. The current policy is provided for review at: https://www.uwyo.edu/alerts/campus-return/index.html

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes (https://cm.maxient.com/reportingform.php?UnivofWyoming&amp;layout\_id=5).

Both the syllabus and schedule are subject to change. I reserve the right to modify these requirements and add and/or subtract assignments. I will alert you to any possible course format changes in response to UW decisions about community safety during the semester.