

Families and Society

SOCI 226X

University of Nebraska-Lincoln

Spring 2017

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Office Hours: In order to accommodate a variety of student schedules as well as both off-campus and on-campus students, I am available to meet by appointment either in person at my office in Oldfather 408 or online (via Conferences in Canvas). Email me and I will do my best to work with your schedule and needs.

Required Text

Cherlin, Andrew J. 2016. *Public and Private Families: An Introduction (8th Edition)*. New York: McGraw Hill. ISBN: 978-0078027154

Other additional readings will be on Canvas within each Module.

Course Description

As the primary agent of socialization, family is the dominant influence on most people's lives and worldviews through early socialization and caregiving. By examining families from a sociological perspective, we will challenge our preconceived notions and come to understand: how the forms families take differ by gender, sexuality, social class, and race/ethnicity; and how diverse families function in terms of companionship, parenting, and economic cooperation. Through this course, students will be equipped to discuss how the forms families take and the ways in which they achieve these functions relate to broad social changes in the U.S.

Achievement-Centered Education (ACE) & Student Learning Objectives

The University of Nebraska–Lincoln seeks to provide quality education to all of its students and has certified that certain classes assess specific learning objectives. SOCI 226X will facilitate Learning Outcomes No. 6 (using knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior) and No. 9 (exhibit global awareness or knowledge of human diversity through analysis of an issue). Students successfully completing this course will:

- Understand the family from a historical perspective. This includes examining the effects of social, demographic, economic, and political change on contemporary families.
- Examine intimate and family relationships from a sociological perspective, and understand how families are socially constructed. This includes examining the family diversity that exists within the U.S as well as how different societies view families and family life.
- Consider how family relates to social and individual variables such as gender, race/ethnicity, sexuality, and social class.

- Critically evaluate social phenomenon affecting family and problems facing families today. This includes areas such as women’s employment, education, mate selection, childrearing, fertility, cohabitation, divorce and remarriage, domestic violence, etc.

ACE learning objectives in this course will be assessed through written assignments, examinations/quizzes, and online discussion boards.

Course Format

The University of Nebraska-Lincoln recently began using a new learning management system (LMS) called Canvas. Students in this course will access all course information, materials, assignments, and resources using this new system instead of using the Blackboard system. This course will be held in Canvas with a combination of readings, supplemental lectures, writing assignments, films, discussions, quizzes, and exams.

Course Requirements

Students will **EARN** the final grades in this course based on your demonstrated mastery as indicated by your performance on each of the course requirements described below:

Course Introduction/About Me	5 points
Discussion Boards	60 points
Module Quizzes	84 points
Midterm Exam	68 points
Final Exam	68 points
<u>Families & Society Application Project</u>	<u>55 points</u>
Total	340 points

A+	329-340
A	318-328
A-	305-317
B+	295-304
B	285-294
B-	271-284
C+	261-270
C	250-260
C-	237-249
D+	227-236
D	216-226
D-	203-215
F	202 points and below

Course Introduction/About Me: To be successful in this course, students will spend time familiarizing themselves with the new Learning Management System, Canvas. The first week of class, students will complete the “Getting Started” Module in Canvas.

In addition, in the first week under the About Me thread in the Getting Started Module Discussion Board, students will “introduce” themselves to their classmates and to me. Students will create a one (1) full-page introductory document that should include name and preferred name if different than Canvas name, major, why you are interested in this class, what you hope to learn, and anything else that you want to talk about. Feel free to get creative by including pictures, any personal information (like where you are from and any other details you are comfortable sharing with your peers and me), etc. You are also encouraged to reply to your peers’ posts in this introductory process as well. This assignment is due by the end of the first

week (11:59pm Sunday, January 15th) and is worth 5 points.

Discussion Boards: 60 points (10 points each). Students are required to post (by creating a new post) in response to provided prompts for **each** of our 6 modules. Students are also required to post at least **2 substantive replies** to your fellow students for each module. Discussion board posts should show that the student is engaging critically with the information instead of posts like “me too” or “I agree”. Therefore, posts are required to be at least one paragraph long (at least 5 sentences). Points will be awarded for your discussion board participation based on the following rubric below. The due dates are listed in the Course Schedule. Prompts for discussion will vary for each assignment and correspond with that week’s topics and require students to have completed the module readings.

Given this, the discussion portion of your grade will be broken down as follows:

- Each prompt post is worth 6 points (6 posts x 6 modules = 36)
- Each classmate reply is worth 2 points (2 x 2 pts each for x 6 modules = 24 points)
- Please make sure to review the information on creating a non-threatening environment in the Course Expectations section below. Having mutually respectful dialogue will be critical in this portion of the course.

	Excellent	Average	Poor
Analysis/Interpretation	Post analyzes and interprets the readings, including outside as well as required readings. Posts and/or responses to posts are insightful, reflective, contain new ideas that stimulate further discussion and also integrate class concepts appropriately.	Post is sufficient in its analysis or interpretation. It is clear the student has done the required reading and is familiar with the material, though it does not go beyond it nor does it indicate an advanced understanding of the subject. Posts and/or responses to posts provide basic contribution to the original posts. New thoughts are not provided.	Messages generally show little evidence the learner has done the required reading. Analysis consists instead of opinion, feelings, and impressions. Posts and/or responses to posts merely repeat what has already been stated by others.
Scholarly Dialogue	All sources are cited. Argumentation is from the evidence presented in the readings and materials. Personal experiences can be used in addition to evidence and when applicable.	Citations are sometimes missing, are incorrect.	Messages regularly lack any sort of citation. Arguments are from opinion, not from evidence.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, correct grammar.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.

Module Quizzes: Students will complete a multiple choice and True/False quiz over each Module’s materials at the end of each Module (see Course schedule). These will be timed and worth 14 pts each x 6 Modules = 84 points.

Exams: Two exams will be administered in this course. The Midterm Exam will be available from 12AM February 27th through 11:59PM March 5th. The Final Exam will be available 12AM May 1st through 12PM Noon May 5th. Each exam will be worth 68 points. The exams will be timed and consist of multiple choice questions covering material in the lectures, videos, and readings. Missing an exam will result in a 0 and exams **cannot** be made up.

Families & Society Application Project: One important aspect of sociology is the ability to apply the information students are learning to situations outside of the classroom. Therefore, students will create a “Families and Society Application Project” over the duration of the course. The completed project will have 7 entries that include real world samples of concepts that we are discussing in class. This can range from newspaper articles, magazine articles, song lyrics, music videos, TV shows, movies, etc. The connections made through the journals will help facilitate comprehension of the family concepts covered and encourage critical analysis of everyday events. Detailed instructions, a grading rubric, and examples will be available on Canvas.

Course Expectations

Email Etiquette: Electronic communication with your professors, instructors, and other UNL personnel constitute formal, rather than conversational, correspondence – similar to business-style email correspondence. As such, your email should be structured professionally. When emailing please identify the course name (SOCI 226X) and end the correspondence by signing your name. I generally respond to emails between 9:00 am-5:00 pm, Monday-Friday. However, if you have not received a response within 48 business hours, please send me a follow-up email.

Non-Threatening Environment: While the subjects covered in this course are intellectually stimulating and interesting, they can also be controversial. Our goal is to facilitate an environment of intellectual exchange and through this exchange we will acknowledge, value, and accept differences. Harassment of any kind is against university and classroom policy. We will cultivate an environment of inclusion and respect. This creates a positive learning environment for everyone. Thoughtful debate is welcomed and encouraged. However, harassment and disrespectful behavior **will not** be tolerated. The online environment does not excuse students from following these guidelines as students write and respond to discussion board posts. All faculty, staff and students are responsible for understanding and complying with harassment policies.

For more information, visit <http://www.unl.edu/equity>.

Course Participation in an Online Environment: Since this is an online class, participation will be graded instead of attendance. This will be demonstrated primarily through the online discussion board. This is crucial to your success in this course.

Course Pace: Online courses can be difficult if not taken seriously from the start. In order to maximize your success in this course, keep up with the readings each week and consider answering the discussion questions at the end of each module. Keeping up with the work at the beginning of the class will help students in not being overwhelmed with the work later on. The structure of this course allows students more flexibility for completing the assignments (by the

due dates), therefore **late work will not be accepted**. Follow the schedule on the syllabus carefully and note the due dates for assignments and exams, and submit early in case students have technological issues that need rectified.

Technological Issues: By enrolling in this course, students agree to meet the minimum technology requirements to take this course found here: <http://online.unl.edu/learning-with-us/how-classes-work/technical-requirements.aspx>. All activity in the course is monitored and recorded by our online campus administrator and can be retrieved in the event of conflict between what has been done and what has been said. If students experience problems with your home computer, the course is available online, so it can be accessed by any computer with an Internet connection. Therefore, if an assignment (quiz, discussion board posting, paper, or exam) is not submitted properly or late, the instructor reserves the right to consider the assignment as incomplete, requiring a zero for the assignment. If you need technical help, please see the Help menu in Canvas. If you have issues logging in to Canvas, you can contact the help desk: (402) 472-3970 or toll free (866) 472-3970 (Monday-Friday, 7:30a-7:30p), or email mysupport@unl.edu.

Students with Disabilities: The University of Nebraska seeks to maintain a supportive academic environment for students with disabilities. To ensure your equal access to all educational programs, activities and services, federal law requires students with disabilities notify the University, provide documentation, and request reasonable accommodations. A student desiring reasonable accommodations for his/her documented disability should visit <http://www.unl.edu/ssd> for more information. Accommodations will be made for students with disabilities if registered with Services for Students with Disabilities (132 Canfield Administration Building, 472-3787).

Academic Integrity: Academic integrity is one of the basic principles of a university community. UNL encourages and expects the highest standards of academic honesty from all students. The Code of Student Conduct states that students found to have engaged in academic dishonesty, which encompasses such activities as cheating, plagiarism, unauthorized collaboration, and misrepresentation, are subject to disciplinary sanctions. If you are even unclear about what constitutes plagiarism or if you just want a refresher, please take advantage of this resource (see under 4.2 Academic Dishonesty): <http://stuafs.unl.edu/ja/code/three.shtml> .

If a student is caught cheating, the following protocol will be utilized:

1. The student will receive a "0" on the assignment.
2. The incident will be reported to Dr. Julia McQuillan, the Chair of the Sociology Department.
3. The incident will be reported in writing to UNL's Judicial Affairs.

Course Schedule

	Topic	Dates	Content & Readings	Work Due (at 11:59pm unless noted otherwise)
Introduction	Introduction to Canvas, the Course, About me	Jan. 9-15	Getting Started & Canvas Orientation	Canvas Orientation About Me/Introduction Discussion Board post due January 15
Module 1	Introduction to Families	Jan 16-Jan 29	Chapter 1: Public and Private Families Chapter 2: The History of the Family Additional readings on Canvas Supplemental Lectures	Discussion Board Post due Jan. 22 Discussion Board Replies due Jan. 29th Module Quiz due Jan. 29th
Module 2	Gender, Class, Race/Ethnicity	Jan. 30-Feb. 12	Chapter 3: Gender and Families Chapter 4: Social Class and Family Inequality Chapter 5: Race, Ethnicity, and Families Poor Kids Movie Additional Readings on Canvas Supplemental Lectures	Discussion Board Post due Feb. 5 Discussion Board Replies due Feb. 12 Module Quiz due Feb 12
Module 3	Sexuality, Partnership, & Marriage	Feb. 13-26	Chapter 6: Sexualities Chapter 7: Cohabitation and Marriage Additional Readings on Canvas Supplemental Lectures	Discussion Board Post due Feb. 19 Discussion Board Replies due Feb. 26 Module Quiz due Feb 26
	Midterm	Feb. 27-March 5		
Module 4	Links across the Life Course	March 6-19	Chapter 9: Children and Parents Chapter 10: Older People and Their Families Living Old Movie Additional Readings on Canvas Supplemental Lectures	Discussion Board Post due March 12 Discussion Board Replies due March 19 Module Quiz due March 19
	Spring Break	March 19-26		
Module 5	Conflict, Disruption, & Reconstitution	March 27-April 9	Chapter 11: Domestic Violence Chapter 12: Union Dissolution and Repartnering Additional Readings on Canvas Supplemental Lectures	Discussion Board Post due April 2 by 11:59pm Discussion Board Replies due April 9 by 11:59pm Module Quiz due April 9 by 11:59pm
Module 6	Family & Society	April 10-23	Chapter 8: Work and Families Chapter 14: The Family, the State, and Social Policy Additional Readings on Canvas Supplemental Lectures	Discussion Board Post due April 16 Discussion Board Replies due April 23 Module Quiz due April 23
	Workshop Application Project & Prepare for Final Exam	April 24-30		Families and Society Application Project Due April 26
	Final Exam	May 1-5		