SOCI 226: Families and Society, Fall 2021
UNIVERSITY OF NEBRASKA-LINCOLN
Asynchronous Class, Most Modules due Thursdays

Instructor: Andrea Johnson
Email: andrea.johnson@huskers.unl.edu or via Canvas Inbox
Office Hours: M/Th 1:00—2:00 PM or by appointment
Zoom: https://zoom.us/j/8429271688

COURSE OVERVIEW

Course Description
The goal of sociology is to better understand the social institutions at play in our everyday lives through the use of empirical research (data). The family holds an integral place in American society, in both the public and private spheres. Many of us grow up in families; for this reason, along with the function of families, the family has long been considered an enduring social institution. Because this is a sociology course, marriage and the family will be examined as social institutions that are intricately connected to the rest of society. In this course, we will learn about the functions of families and the diverse forms they have taken over time and across different demographic groups. This course explores issues relevant to family life at the beginning of the 21st century.

By examining families from a sociological perspective, we will challenge our preconceived notions about family, and come to understand: 1) How families and family forms differ by gender, sexuality, social class, and race/ethnicity; and 2) How diverse families function in terms of companionship, parenting, and economic cooperation.

Achievement-Centered Education (ACE) Designation
The University of Nebraska—Lincoln seeks to provide quality education to all of its students, and has therefore certified certain classes that assess specific learning objectives. SOCI 226: Families and Society will facilitate Learning Outcome #6 (using knowledge, theories, methods, and historical perspective appropriate to the social sciences to understand and evaluate human behavior) and Learning Outcome #9 (Exhibit global awareness or knowledge of human diversity through analysis of an issue). ACE learning outcomes will be assessed by quizzes, exams, discussion board activities, and writing assignments throughout the course.

Student Learning Objectives
Following the successful completion of this course, students will be able to:

✓ Describe the role of the family as a social institution today and in the past
✓ Recognize how diverse characteristics, such as gender, sexuality, social class, and race/ethnicity, influence the structure and function of families
✓ Understand that the functions of family include socialization, economic exchange, social norms, and the provision of social support, and thus influence our attitudes, values, and life choices and chances
✓ Describe the ways that social forces and trends impact families today and over time
✓ Recognize the inaccuracy of many commonly-held beliefs about marriage and the family in the US and present research findings as evidence to the contrary
✓ Be familiar with the empirical methods of family sociologists, including gathering and interpreting data.

Required Textbook
There is one textbook required for this course:

*The Family (3rd Edition)* by Philip N. Cohen
ISBN: 978-0-393-53730-7

Be sure to buy the book that includes the InQuizitive code materials.

Additional required readings and other material will be posted in the relevant module on Canvas.

Course Format
This class is an online independent study course wherein students are required to complete the course and assume responsibility for all course guidelines. Because all instruction – lectures, discussions, and assignments – is designed to be completed online, and with little instructor interaction, this course will be quite reading intensive. This course will use Canvas, and therefore you must have access to a computer with a reliable internet connection. You are responsible for familiarizing yourself with Canvas, but I have worked to make sure that the information and material necessary for success in this course is accessible and easy to find.

Online courses can be difficult if not taken seriously from the start. Self-direction and internal motivation are required. In order to maximize your success in this course, you need to stay on task with the reading, lectures, and assignments each week. Make sure to become familiar with all course requirements and all the due dates provided in Canvas and on the syllabus.

Late assignments will not be accepted except for emergencies or extenuating circumstances, and you must contact me as soon as possible in order to make alternative arrangements if this is necessary. If you are not in Nebraska for the semester, please ensure that you are aware of time zone differences when submitting assignments.

Canvas
The course is designed in Canvas with “Modules.” Each module contains the appropriate assignments, PowerPoints, and materials needed for each week.

The Canvas portal will be used for posting of syllabi, grades, and other important course information and updates. Make sure you receive notifications for announcements sent through its email/messaging system as this is how I will regularly communicate with the class. You will also hand in assignments and complete reading quizzes and exams in Canvas.

Student Responsibility for Online Learning
Late assignments will not be accepted. The assignment due dates are the absolute last minute that you can submit an assignment. If you wait until the very last second to submit, you are taking a risk – that you may have a last-minute technical issue or personal matter that prevents
you from submitting. If you hedge your bets and wait until the final moments to submit, you are accepting this risk and the consequences of your work not being accepted because it is late. Please give yourself plenty of time before the deadline to submit. This way, if something comes up, you can make alternate arrangements (e.g. still have the time to submit if something comes up, find a different computer, log technical issues and have them resolved before the submission time, etc.)

**Students are responsible for all material throughout the course.** This includes material from lectures (PowerPoints), reading assignments, and videos. Not all textbook material will be covered within the PowerPoints, but will be included on quizzes and exams. **Students are responsible for taking notes and preparing for exams accordingly.**

**Technical Issues**
As with any online class, having access to a computer and the internet is essential for success in this course. Technical problems are not an excuse for late or missing work (see above). If you do have technical issues, contact technical support at either Canvas or contact UNL technical support. It is usually useful to take a screenshot to send of the problem as well. You must contact tech support as soon as you have an issue and send their log to me as soon as you have filed a ticket with and spoken to them. **This means before an assignment is due, not after.** All issues will be logged by the tech support resources below with dates/times and they should be able to provide you with these logs to send to your TA or instructor.

**Technical Support information:**
On the course Canvas page on the left hand menu, there is a “Help” link at the bottom. Clicking this will take you to a variety of help resources for navigating Canvas. It can also direct you to a support hotline or a live chat. If you have issues logging in to Canvas or other technical issues, you can contact the help desk: (402) 472-3970 or toll free (866) 472-3970 (Monday-Friday, 7:30am-7:30pm), or email mysupport@unl.edu for Canvas issues or support@nebraska.edu for other issues.

**Course Communication**
The main form of communication between the instructor and students will be Canvas announcements. It is important that you are familiar with Canvas and, in particular, the announcements function in order to stay up-to-date with what’s going on in class.

Individual communication between the instructor and students may take place through Canvas or using the instructor’s email. Email and Canvas message correspondence is formal, rather than conversational, so proper email etiquette should be used. The style and tone of your email should be similar to business-style communication. Your email should contain an informative subject line (e.g., include the assignment name, and course name/number), a proper greeting (Hello, Hi, etc) and title (this is optional – you are welcome to call me Andrea, or Instructor Johnson, it’s up to you!). You should also use proper spelling and grammar, and sign your email with your name.

**I generally respond to emails between 8:00 AM and 5:00 PM during the week.** You should expect a response within 24 business hours (with the exception of the weekend). If I have not
responded to your email by the end of the next business day, please send a follow-up email reminding me that you contacted me.

Assessment of Student Mastery (Grades)
You will earn your final grade in this course based on your mastery of the material as indicated by your performance on each of the course requirements described in this syllabus.
Course Requirements

There are several components to this course, each designed to help you learn, understand, and apply the concepts presented in the text and lecture. All assignments must be completed on Canvas and turned in through the appropriate Canvas links, unless otherwise noted. **Emailed assignments will not be accepted.** While there is a Canvas App available for smartphones, I do not recommend using this to try to submit assignments. All assignments are due by **11:59 PM Central Time** on the date posted.

If an assignment (quiz, discussion board posting, or exam) is not submitted properly or late—for any reason—the assignment will be considered incomplete and a zero will be entered in the grade book. Each student is responsible for verifying that each assignment has been submitted/uploaded correctly before the due date.

All activity in the course is monitored and recorded by our online campus administrator and can be retrieved in the event there is discrepancy between what a student says they have submitted and what has been registered in Canvas. Again, late assignments are not accepted due to the flexibility already built-in to the course.

**GRADED ASSIGNMENTS**

**Overview of Grades:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Post</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Discussion Posts (10 @ 10 pts each)</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Quizzes (10 @ 10 pts each)</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Reading Responses (10 @ 10 pts each)</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-Course Reflection</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Mid-term</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Final Assignment</td>
<td>120</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

- **A+:** 97-100% (483-500 pts)
- **A:** 93-96% (463-482 pts)
- **A-:** 90-92% (448-462 pts)
- **B+:** 87-89% (433-447 pts)
- **B:** 83-86% (413-432 pts)
- **B-:** 80-82% (398-412 pts)
- **C+:** 77-79% (383-397 pts)
- **C:** 73-76% (363-382 pts)
- **C-:** 70-72% (348-362 pts)
- **D+:** 67-69% (333-347 pts)
- **D:** 63-66% (313-332 pts)
- **D-:** 60-62% (298-312 pts)
- **F:** 0-59% (0-297 pts)

*Note: For majors and minors, passing this course requires getting a C (73%) or higher.*
**Introduction Discussion Board**: By the end of the first week, I would like you to introduce yourself to your classmates. This post should include your name (and nickname or preferred name), your year in school, your major, and a boring fact about yourself. You should also discuss why you are taking this class, and what you’re hoping to learn by the end of the course. You are encouraged – but not required – to respond to your peers’ posts.

Your introductory discussion board post will be due Sunday, August 29th, at 11:59pm.

**Discussion Board Posts**
Every week, you will be responsible for finding one current event or one image that relates to the course content for that week, and posting it to the weekly. These discussion board posts are designed to get you thinking about the things we see and hear in the world around us in a sociological way.

There are 12 possible discussion board posts throughout the semester. You are only required to post 10 discussion board posts (you can skip 2).

Discussion board posts will be due every Thursday by 11:59 PM, starting the second week of class.

**Weekly Quizzes**
In each Module, you will complete a quiz on the textbook’s website called, “InQuizitive.” These quizzes are open book, meaning you are able – and encouraged—to complete them while looking at your textbook, notes, and other resources. Questions will be selected at random from a larger pool of questions. Each quiz will consist of 20 questions. There are 12 quizzes throughout the semester. You are only required to complete and take screenshots of 10 (you can skip 2).

NOTE: You will be graded only on completion of these quizzes.

Screenshots of your completed chapter quizzes will be due every Thursday by 11:59 PM.

**Weekly Reading Responses**
Each week, you will write a reflection on what you learned from the chapters, notes, and additional readings. This should be at least a paragraph long and should include things like what topics or facts were interesting or surprising to you, what concepts relate to your own life experiences, how the information will be helpful in future classes or your future career, or what you’re interested in knowing more about from the week’s information.

Weekly Reading Responses will be due every Thursday by 11:59 PM.

There are 12 possible reading responses throughout the semester. You are only required to write 10 weekly reading responses (you can skip 2).

**Mid-Course Reflection**
This is an informal writing assignment to help you process the class so far. In this reflection you will answer the following questions: What has been the most interesting? What has been the
most helpful? What has not been helpful? What more would you like to know about? Feel free to add any other thoughts you would like to share.

The mid-course reflection will be due Friday, October 15th by 11:59pm.

**Midterm Assignment**

Your midterm assignment will take the form of essays. These will be open-book and you will be encouraged to pull from all class resources as you complete them. You will be given a list of questions to select the questions that you will respond to in essay format. More information regarding the mid-term can be found on Canvas.

The midterm will be due Friday, October 22nd at 11:59 PM.

**Final Assignment**

Your final assignment will be writing-focused and you will have several options to choose from: respond to essay prompts, complete an annotated bibliography based on a research question about families that interests you, or analyze and compare representations of family concepts in various media examples. This assignment will be broken into two parts, with an option to submit a full draft for feedback from the instructor.

More information about the final, including specific details and rubrics for each assignment, can be found on Canvas.

You must choose which final assignment option you will be taking by Thursday, October 28th at 11:59 PM (20 points).

You have the option of turning in a draft of your final assignment for instructor feedback by Wednesday, November 24th at 11:59 PM.

The final assignment will be due Monday, December 13th at 11:59 PM (100 points).

**Extra Credit**

For up to 2 extra credit points per module, you can respond to your peers by 11:59 PM on Monday following that chapter’s discussion board post. Each discussion reply posted within the appropriate timeline will be worth 1 extra credit point. To earn points, you must say more, than "I agree." You must add something substantive to the post. (e.g. "You might want to consider x;" or "The sociohistorical context of this post means that we should also think about x...")

**Grading**

Grades for this course will be determined through the various assignments outlined above. There are a total of 500 points in this course:
EXPECTATIONS AND COURSE POLICIES

Audio/Video Recording: To create a classroom environment in which everyone may feel comfortable participating in discussions, no audio or video recordings of class lectures will be made without the prior knowledge and consent of the instructor. Instructors retain intellectual property rights to lectures, and your peers have privacy protections under FERPA – both can be violated when you use these devices without consent or permission. In addition, some of the topics that will be discussed can be considered sensitive or controversial. Therefore, all class meetings are closed to the Press/Media. To repeat: No video or audiotaping of class sessions is allowed unless you obtain prior instructor permission to do so. Students with disabilities for which reasonable accommodation would include making such recordings should work with the Services for Students with Disabilities office and the instructor to make arrangements.

Unless already approved by the instructor, late assignments will not be accepted. If a technology problem in Canvas prevents your submission of an assignment, you must contact the appropriate technical support and document that you attempted to fix the problem in advance of an assignment due date (this includes ticket number with timestamps, and screen shots with timestamps). It is your responsibility to ensure your online assignments are successfully submitted on time.

You are not able to take an exam early or late, except for extreme emergencies. You are expected to notify me as soon as possible (ideally, in advance) and provide documentation. Travel over break or at the end of the semester is not considered an emergency.

If you are worried about your grade, talk to me well before the end of the semester. I encourage you to meet with me early and often. If you are unsure of your grade, please calculate points using Canvas and the syllabus before asking an instructor. Grade checks/reports for student athletes, scholarships, Greek society membership, etc. are handled via email or Canvas messages.

If you believe an error was made in grading an assignment or exam, you may address the situation in a type-written memo within 48 hours of receiving your grade. For a request to be considered, you must provide relevant evidence that warrants re-grading. Please note that re-grading means that the grade on the assignment or examination may increase, not change at all, or decrease. The score on the re-graded assignment or examination will then be considered the student’s final score. Requests for re-evaluation of re-graded assignment or examination will not be accepted. If a student is not satisfied with the response to a request for re-evaluation of an assignment or examination grade, the student may contact the chair of the Undergraduate Program in Sociology, in writing, to detail the complaint. Please note, however, that the chair of the Undergraduate Program should be contacted only after a student has submitted a request for re-evaluation, as explained in the above paragraph, and only in the case that the student is unsatisfied with the Instructor’s response to the initial request.

By attending this class, you agree to the UNL student code of conduct. Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.
I am committed to a learning environment that supports varied thoughts and perspectives and respects **diverse backgrounds and identities**. For further information regarding UNL policies in this regard, please visit [http://www.unl.edu/equity/](http://www.unl.edu/equity/) or call (402) 472-2322. If you feel like your experiences outside of class are affecting your performance in class, please come and talk to me. I may be able to help find resources to support you.

In particular:

- The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with **Services for Students with Disabilities (SSD)** ([https://www.unl.edu/ssd/](https://www.unl.edu/ssd/)). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787
- The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.
- UNL Sociology welcomes students from around the world and recognizes the unique perspectives international students bring to enrich the campus community. If your **first language is not English and/or you are an international student**, please come and talk to me about specific ways I can support you. For more information on campus-wide resources, visit [https://isso.unl.edu/](https://isso.unl.edu/).
- UNL offers a variety of options to students to aid them in dealing with stress and adversity: [https://executivevc.unl.edu/faculty/leadership-development/tipsheets/student-mental-health-resources](https://executivevc.unl.edu/faculty/leadership-development/tipsheets/student-mental-health-resources). Counseling and Psychological & Services (CAPS) is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450. Big Red Resilience & Well-Being (BRRWB) provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.
- This course affirms people of all **gender expressions and gender identities**. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your personal pronouns. See gender-neutral bathrooms on campus at [https://involved.unl.edu/TransGuide%20w%20PT%20comments-1.pdf](https://involved.unl.edu/TransGuide%20w%20PT%20comments-1.pdf).
The following course schedule is subject to change based on class needs and circumstances. The calendar is available as its own document on Canvas. All changes will be announced in Canvas and a new Course Calendar will be uploaded as needed.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Module</th>
<th>Topic</th>
<th>Reading/Assignments/Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/23-8/27</td>
<td>0</td>
<td>Course Introduction</td>
<td>• Introduction Discussion Board (DB) Post</td>
</tr>
<tr>
<td>8/30-9/3</td>
<td>1</td>
<td>Ch.1. Sociology of the Family</td>
<td>• DB Post&lt;br&gt;• Chapter 1 Weekly Quiz&lt;br&gt;• Weekly Reading Response</td>
</tr>
<tr>
<td>9/6-9/10</td>
<td>2</td>
<td>Ch. 2 The Family in History</td>
<td>• DB Post&lt;br&gt;• Chapter 2 Weekly Quiz&lt;br&gt;• Weekly Reading Response</td>
</tr>
<tr>
<td>9/13-9/17</td>
<td>3</td>
<td>Ch. 3 Race, Ethnicity, and Immigration</td>
<td>• DB Post&lt;br&gt;• Chapter 3 Weekly Quiz&lt;br&gt;• Weekly Reading Response</td>
</tr>
<tr>
<td>9/20-9/24</td>
<td>4</td>
<td>Ch. 4 Families and Social Class</td>
<td>• DB Post&lt;br&gt;• Chapter 4 Weekly Quiz&lt;br&gt;• Weekly Reading Response</td>
</tr>
<tr>
<td>9/27-10/1</td>
<td>5</td>
<td>Ch. 5 Gender</td>
<td>• DB Post&lt;br&gt;• Chapter 5 Weekly Quiz&lt;br&gt;• Weekly Reading Response</td>
</tr>
<tr>
<td>10/4-10/8</td>
<td>6</td>
<td>Ch. 6 Sexuality</td>
<td>• DB Post&lt;br&gt;• Chapter 6 Weekly Quiz&lt;br&gt;• Weekly Reading Response</td>
</tr>
<tr>
<td>10/11-10/15</td>
<td>7</td>
<td>Ch. 7 Love and Romantic Relationships</td>
<td>• DB Post&lt;br&gt;• Chapter 7 Weekly Quiz&lt;br&gt;• Weekly Reading Response&lt;br&gt;• Midcourse Evaluation</td>
</tr>
<tr>
<td>10/18-10/22</td>
<td>8</td>
<td></td>
<td>• Midterm Assignment (Due 10/22 at midnight)</td>
</tr>
<tr>
<td>10/25-10/29</td>
<td>9</td>
<td>Ch. 8 Marriage &amp; Cohabitation</td>
<td>• DB Post&lt;br&gt;• Chapter 8 Weekly Quiz&lt;br&gt;• Weekly Reading Response&lt;br&gt;• Select Final Assignment Option</td>
</tr>
<tr>
<td>11/1-11/5</td>
<td>10</td>
<td>Ch. 9 Families &amp; Children</td>
<td>• DB Post&lt;br&gt;• Chapter 9 Weekly Quiz&lt;br&gt;• Weekly Reading Response</td>
</tr>
<tr>
<td>11/8-11/12</td>
<td>11</td>
<td>Ch. 10 Divorce, Remarriage, and Blended Families</td>
<td>• DB Post&lt;br&gt;• Chapter 10 Weekly Quiz&lt;br&gt;• Weekly Reading Response</td>
</tr>
<tr>
<td>11/15-11/19</td>
<td>12</td>
<td>Ch. 11 Work and Families</td>
<td>• DB Post&lt;br&gt;• Chapter 11 Weekly Quiz&lt;br&gt;• Weekly Reading Response</td>
</tr>
<tr>
<td>Date Range</td>
<td>Week</td>
<td>Topic</td>
<td>Assignments</td>
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<tr>
<td>11/22-11/26</td>
<td>13</td>
<td>Thanksgiving Break</td>
<td>(Optional) Final Assignment Draft Due Wed. Nov. 24th</td>
</tr>
<tr>
<td>11/29-12/3</td>
<td>14</td>
<td>Ch. 12 Family Violence and Abuse</td>
<td>DB Post, Chapter 12 Weekly Quiz, Weekly Reading Response</td>
</tr>
<tr>
<td>12/6-12/10</td>
<td>15</td>
<td>Ch. 13 The Future of the Family</td>
<td>No responses or quizzes required this week</td>
</tr>
<tr>
<td>12/13</td>
<td>16</td>
<td></td>
<td>Final Assignment Due</td>
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