

SOCIOLOGY OF THE FAMILY

Soci3364/W01, CRN#80403

Instructor: Daniel Farr

Fall 2016

Class time: Mon/Wedn 3:30-4:45pm Classroom: Social Science (SO) 2025

Office: Social Science (SO) 5006 Email: dfarr4@kennesaw.edu or within D2L (preferred)

Office hours: M/W 2-3pm & by appointment

Phone: 470-578-7970

Course Catalog Description:

Presents the institution of the family in historical and cross-cultural perspective, including an analysis of the American family system, its social structure and alteration, and its relation to other social institutions.

- *Prerequisites:* SOCI 2201: Principles of Sociology
(Basic understanding of sociological concepts, theories, and terminology).

Broader Course Description:

This course will provide an overview of contemporary families which goes beyond the traditional nuclear family that is most often referenced in society. We will learn that the term “family” goes far beyond the traditional conceptions of a married heterosexual couple with children. We will work to understand the various conceptions and ideas of what constitutes a “family”. We will examine the family through a sociological lens. Through this lens we will learn how knowledge of the family is established and how it changes over time and geography.

COURSE LEARNING OBJECTIVES:

- Objective 1: Students will leave this course being able to identify functions of the modern family.
- Objective 2: Students will leave this course being able to identify and describe how diverse social experiences and identities (for example, race, class, gender, sexual orientation, age, etc.) affect family life.
- Objective 3: Students will leave this course being able to explain and appropriately employ major sociological concepts, terms, and theories relevant to the study of families.
- Objective 4: Students will leave this course being able to identify major social, cultural, and legal changes in family life over the last two centuries.
- Objective 5: Students will leave this course being able to describe and analyze contemporary cultural portrayals of the family.

Classroom environment:

Some of the issues/topics that are addressed in this course are sensitive in nature. We each come to the table with varying experiences and perspectives, thus will have different understandings and beliefs about our social world. I expect you to be respectful of each other and of differing perspectives and beliefs. I ask that you try to maintain an open and inquisitive mind as we work through the course material.

An important aspect of sociology is not only the exposure to differing perspectives, but also learning to challenge traditional perspectives and beliefs. I will not be asking you to change what you believe, but I will be asking that you be open to understanding why others

may have differing beliefs and practices. You are welcome to challenge or question the material presented by myself and the textbook, but it is not appropriate to simply state “___ is ‘WRONG’”. If you wish to challenge or create a dialogue about an issue or topic, please do so as it may be useful as an aide in the understanding of material for all students. I enjoy a classroom environment that has student participation, interaction, and critical questioning.

If there are particular topics in this course that you find personally difficult please speak with me. Additionally, if you should have questions/problems with the course always feel free to speak with me. I want this course to be a positive and productive experience for us all, without feedback and student input I cannot shape the course to be the best it can be.

Email: Email will be the best way to reach me—you may obviously email me within D2L (preferred), but you may also email via the general email system (but please reference your specific course—I teach this course online and face-to-face. Throughout the work week I typically will be checking email daily and will likely respond to student emails within 24 hours. I do not check email or D2L as frequently during weekends, but am likely to do so intermittently. Should you email on a Friday afternoon, it is possible you will not hear back until Monday morning. If you email and do not hear back from me within an appropriate amount of time (approximately 36-48 hours), you may email again (however, accusatory or “angry” tone will not be helpful to your situation – please be professional and appropriate).

****WHEN IN DOUBT – PLEASE EMAIL ME SO I CAN OFFER SUPPORT AND MENTORSHIP TOWARDS YOUR SUCCESS IN THE CLASS!!!****

Email etiquette: Email is an extremely important component in an online course and may be one of the few impressions I have of you. Please be conscious of the language and manner in which you email – components that are appropriate include: using an email subject (usually helpful to reference which course you are in!), an appropriate greeting (“Yo Prof” is not appropriate, LOL), basic body of your inquiry/etc (tip: most professors are not particularly keen on “Get back to me ASAP”; avoid ‘texting’ type short hand; also, it is usually appropriate to end with a “thank you” of some sort); a signature/name sign off. Obviously, some of the above aspects (particularly the course—as it comes clearly linked to your D2L class), but please do seek to be appropriate and professional, doing so leaves a positive impression.

I realize for many of you this will all seem obvious – unfortunately, I’ve interacted with many students who struggle with these basic skills. I regard these interactions not as just your impression to me, but as a means to mentor you through appropriate interactions you will likely have with future bosses/etc. Incidentally, generally speaking, the “end” of an email interaction situation is typically left to the “superior” actor – which for example in a dynamic of email exchanges with faculty or a boss it might go as: student email professor question, professor responds, student emails thanks (now the professor needn’t reply). This is basic etiquette for email interactions and speaks positively to the student/employee actor.

Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. This page provides links to both summary and detail information about Netiquette for your browsing pleasure. <http://www.albion.com/netiquette/>

REQUIRED TEXT:

Cherlin, Andrew J. 2013. *Public and Private Families*, 7th ed. McGraw-Hill.
ISBN 978-0-07-802667-6

SUMMARY OF GRADING:

Learning Tool	Percentage
Midterm (Chpt 1-7)	30%
Final Exam (Chpt 8-14)	30%
Research Paper	20%
Film/media response paper	10%
Participation & Preparedness	<u>10%</u>
	100%

Grading Scale: Course grades will be assigned based upon final points earned, using course weights above listed.

A = 90-100	D = 60-69.9
B = 80-89.9	F = <59.9
C = 70-79.9	

- Assignments submitted through D2L only (under “Assignments” tab)
- LATE PAPERS and work are NOT ACCEPTED. (*see later policy) To clarify,

I do not accept late papers/work.*

Description of Learning Tools and Grading

Exams: Exam 1 and exam 2 will occur in class—exam 2 will NOT be cumulative. The exams may include some combination of multiple-choice, true/false, and short answer questions. This structure will be discussed and clarified as the first exam approached. Each exam is worth a possible 102 points. (102 out of 100 points)

Each of these exams will entail approximately half of the course content. The midterm will assess content from Chapters 1-7; the final will assess content from Chapters 8-14.

Participation & Preparedness: Participation will be based upon your preparedness, discussion of readings, and intelligent class dialogue. Occasional in-class quizzes and writing exercises may be taken into consideration. Participation grades will be assessed for each third of the course, roughly. You will be rated in whole points out of 10 (10=100, 9=90, etc.) --- however, if warranted you may receive “11” out 10 points. The three scores will be averaged before the percentage is applied for your course average. If you are a person who does not care to speak in class, use of the online discussion board can help bolster this aspect of your grade (clarification to occur in class).

Paper submission details:

Formatting: All submitted papers are expected to be typed using 12pt Times New Roman font, 1" margins, double spaced (unless otherwise specified), and paginated. There *should not be extra space between paragraphs* (if using Word, under "Home", "Paragraph" in the dropdown there is a box you can check "Don't add space between paragraphs of the same style.") Additionally, titles/headings should not be excessive --- you are allowed 2 lines at the top of the first page for name and website. A cover page is NOT necessary. Excessive lines used in heading/spacing will be adjusted to determine if paper length is appropriate. Failure to adhere to these guidelines will result in a 5 point grade deduction.

File name: Additionally, your paper must be saved and uploaded with your name in the title. As previously noted: document uploaded should be saved as "LastName First Name – Assignment", for example: "Farr Daniel – Media Paper 1". Failure to save and submit your file with a correct label will result in a 5 point grade deduction.

Should you not adhere to both of these expectations, you may lose up to 10 points.

Reasoning for these policies: Given expected page lengths of papers, the formatting facilitates an ability to remain consistent in determining length. File name is necessary on my side of things in case I should be grading off-line, where I would have to download your files – if all files are named "Toy Stories" it makes it difficult to then link them to the right students.

Research Paper: You will be expected to write a 5-7 page research paper. The topics for your paper will be of your choosing, but it is encouraged that you consult with the instructor. This paper should be *relevant to the family* and relate to course/text material, but should not merely repeat text information.

You will be expected to obtain minimally **6 academic** sources (non-assigned material)—academic sources would include articles from *peer-reviewed SOCIOLOGICALLY-focused journals and academic books* primarily; (newspaper articles, magazine articles, and most websites are **not** academic sources; some websites may be appropriate for use, but should be confirmed with instructor). You are also not to use materials assigned for other courses, without prior approval. (brief recommendation to locate sources via library database, EBSCO, particularly in SocIndex and Sociological Collections; or JSTOR also a good resource). Academic articles should be each ~15-20 pages long, dated after 2000. If you have articles that are shorter in length, that is acceptable, but you are expected to add additional sources to reach the approximate page total minimum of 120 for source materials. I encourage you to email me a list of your full citations, so I can give you feedback on appropriateness -- no harm in touching base, I want to help support your success. These academic sources should be culturally appropriate (i.e. if you are examining polygamy, focus your materials to a particular locale/culture) contemporary, unless you are examining a historic topic, wherein you should consult with instructor). You must cite *all* of these in your paper. This paper should be a well-developed discussion in which you synthesize the information you have learned in your research. You should not laundry list information from one source, from a second source, etc, but should integrate these sources/information into an effective discussion.

***Remember the above stated Paper Submission Details.

Please note, given the length of paper and number of students enrolled in this course it will likely take at least two, to a maximum of three, weeks to grade all papers

Film/Media Analysis Paper: Having accomplished a literature review on a family topic, you will now examine popular media portrayal of that family topic. Centrally, you will examine imagery in either a movie (non-documentary; popular cinema) or in a scripted television program (generally NOT “reality” television programs; although some negotiation on this may occur with consultation with the instructor).

You will write a 3-4 page paper, exploring the imagery and scripting of the family issue you have previously learned about. Essentially your research paper gives you the academic, science knowledge, to know the actual reality of a particular family type/etc – now you will examine how such a family type/topic is being presented to the American public. You are not to write a paper that is just a summary of your film/program – you will incorporate some information briefly, but should be looking at overall imagery/presentation, the realisticness of the family portrayal, etc.

Your media imagery, like your literature, should be from 2000 to present. If exploring a film it should run approximately 1.5 hours+; if working with television programs you will want to likely explore several episodes (the minimum total hours of program should total 1.5-2 hours). Please be conscious of media timing and your literature – for example, if looking at gay marriage imagery in a program from 2005, it would be a different scenario than the literature knowledge of 2016 (post legalization of same-sex marriage).

It will be appropriate to include information from your research paper and course materials in your evaluation of the media imagery—be sure to cite appropriately. With your paper submission, please include (at the end, of your paper – not counted in page length!) a brief film/episode synopsis and reference/air date information. Failure to include this information will result in a 10 point grade deduction.

This paper will be discussed in great depth in class.

Please allow two weeks for the grading of this paper.

Instructor Support for Written Submission:

In addition to the Writing Center, see description below, your instructor is willing to provide support towards your success on submitted major written works. The instructor is willing and happy to provide a quick skim of a draft version of your paper. Primarily, the skim of the paper will focus on the first page (introductory paragraph and preliminary paragraphs), assessing both content and writing quality/grammar. The feedback provided will give a brief overview of initial impressions of the paper—it is not intended to be a detailed editorial review of your paper. To take advantage of this support, you must provide a draft copy of your paper to the instructor, via email or hardcopy, approximately a week prior to the paper deadline and allow three week days for response from instructor.

KSU Writing Center: The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit writingcenter.kennesaw.edu or stop by English Building, Room 242 (Kennesaw campus) or Johnson Library, Room 121 (Marietta campus).

As found on their website (<http://www.kennesaw.edu/writingcenter/>)

What the Writing Center Does

Your writing assistant can help you . . .

- Move forward with your writing process—whether you have a completed draft or are still trying to figure out how to get started.
- Focus your topic or hone your thesis.
- Review your assignment sheet and make a checklist to make sure you meet the assignment requirements.
- Organize your ideas into a coherent structure.
- Develop your ideas.
- Find strategies for addressing particular problems in a draft.
- Identify patterns of error in grammar, punctuation, or mechanics and learn ways to address them.
- Help identify resources you can use when your session is over.

What the Writing Center Doesn't Do

Your writing assistant won't . . .

- Edit the paper for you or provide comprehensive proofreading, though he or she can help you identify recurring errors and learn how to correct them.
- Tell you what to write.
- Provide exact wording for your essay.

Extra credit: You may earn up to 4 points added to each exam by posting comments, feedback, and reactions via online discussion. You may respond with intelligent questions and comments to the reading; response/questions that came to mind during discussion in class; intelligent responses to the postings of others; responses to movies; interesting web links that were relevant to class; even scanned document/pictures. Responses and postings should be relevant to the material currently being addressed in class. You *do not* necessarily earn a point for each posting (though you could earn up to 2 points for a single posting), nor do you necessarily receive *any* points for a posting --- it is dependent upon quality, not quantity. Additionally, you cannot earn more than 2 points in any given discussion period, which will be defined online--- there are 3 periods per exam (obviously, you should not be posting DURING class, thus showing you aren't attending or paying attention!). I encourage students to post regularly to create a good class dialogue. I will be trying to review and update extra credit earnings regularly between each exam (at the end of an extra credit period), but if all students make efforts to earn this extra credit it may take time to read all responses. It is likely that I will respond and add to the dialogue, but I will not be able to respond to every student comment or posting. Postings for credit towards an exam must be accomplished prior to the exam --- i.e. you cannot take the exam and then go post to the discussion for extra credit towards that exam. The last day to post for the semester is May 1, 2016 (the last day of classes).

Further instructional information is presented in weekly modules.

Plagiarism, Academic Dishonesty and Cheating are unacceptable behaviors. If you are found to have cheated or submitted uncited or plagiarized work in any component of the course you will be reported to Student Conduct and Academic Integrity (SCAI) office and fail this course. If you are uncertain about what constitutes plagiarism you should consult the undergraduate catalog & handbooks. You may also wish to consult the SCAI website at <https://web.kennesaw.edu/scai/> .

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Due Dates & Make-up exams/quizzes/submission policy: Paper due dates are clearly stated in the syllabus/course schedule. Papers are due on the due date by 11:59pm via the Dropbox.

I do not accept late papers.

Late papers might only be accepted in extreme circumstances, as will be described for exam make-ups below. However, if you should have computer/technical problems (such as you're having trouble logging into D2L) you should email the paper to me directly (dfarr4@kennesaw.edu) so that the email is time stamped PRIOR to deadline. Papers emailed after deadline are considered late, thus unacceptable. Should you run into technical troubles, such as "your internet is 'out'" you must obtain documentation from your internet provider that clearly indicates a system problem. Ultimately, it is to your benefit to not wait until the last moment to submit materials to best avoid such grade hardships.

Make-up exams will only be allowed in extreme circumstances with appropriate documentation such as: 1) documented illness (a note from a physician indicating your inability to take an exam due to illness or medical treatment), 2) written certification of a death in the family, 3) written certification (from court or police, through the Dean's office, or other appropriate offices) is provided for rare events (not covered by 1 or 2) that would make attendance of the exam impossible. A note from one's "mother," "friend," etc. is NOT sufficient. If in doubt, speak with me.

Attendance: You are permitted to miss 4 classes without excuse. However, deadlines, and exam dates are secure – your absence (if unexcused) will not allow you to turn in work late. There will be no makeups given for missed pop reading checks. Upon your 5th class absence your final average will lose 3 points; each additional absence thereafter will result in an additional 1 point loss; thus 6th class absence 4 points loss, etc. Excused absences as described above do not affect your permitted excused absences---*within reason*. You may speak to me regarding potential conflicts as they arise.

If you are registered for this course on the first day and choose not to attend, this will count as an absence. If you add the course between the first and second day, and attend on Wednesday there will not be an attendance penalty. If you add the course after the second day of class (thus missing the first week entirely) this will be counted as one absence. As drop/add ends prior to class on the second week, any attendance thereafter will be applied based on those registered.

If you are late on multiple occasions, this matter will be discussed privately and may result in time counted as absences.

Please contact professor privately for all personal hardships.

disAbleD Student Support Services

Kennesaw State University welcomes all students, recognizing that variations of abilities contribute to a richly diverse campus life. Prospective students are encouraged to visit the university -- explore the campus and talk with faculty, staff and current students. Find out that KSU is the place for you.

http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Student Success Services (SSS): The SSS center (Kennesaw Hall, Room 2401; phone: 770-423-6600) provides year-round counseling, advising, and testing services. For incoming students, First Year, Transfer and Parent Orientation services are also available. They have recently added a program devoted to Alcohol and Drug Education & Prevention and a Collegiate Recovery Center. The SSS website is

<http://www.kennesaw.edu/studentssuccess/>

KSU's Student Development Center: The Student Development Center (Carmichael Student Center, Suite 267; phone: 770-423-6443) provides information of particular interest to adult learners, minority students, multicultural and international students, and disabled students; and provides links to opportunities for student community service and a peer mentor program. The Student Development website is

http://www.kennesaw.edu/stu_dev/home/home.html

KSU's English as a Second Language (ESL) Study and Tutorial Center: The ESL Study and Tutorial Center (Library, Room 442) offers tutoring in writing a paper, reviewing grammar, reading, and preparing for the Regents' tests. Appointments are usually necessary. For an appointment, contact David Schmidt at (770) 423-6377, or dschmidt@kennesaw.edu. The ESL Study and Tutorial Center website is

<http://www.kennesaw.edu/uc/esl/>

Writing Center: "The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you throughout the writing process on concerns such as topic development, revision, research, documentation, grammar, and mechanics. For more information or to make an appointment (appointments are strongly encouraged), visit <http://www.kennesaw.edu/english/WritingCenter> or stop by Room 242 in the English Building.

NOTE: If you use campus computers, please do not save your work on the computers. Use a usb drive or email it to yourself. Computers are periodically wiped clean and your work will be lost. This is not an excused reason to not turn in papers on time.

Misc. information:

1. Be certain to turn off cell phone ringer before coming to class. If your phone rings in class and you are located, the persons sitting on each side of you will be awarded 2 points towards their next exam and you will lose 4 points from your next exam grade. Please speak to me prior to class if there is an emergency reason to have the phone turned on to ring.
2. If you are seen using/on your phone (texting/etc.) (or if you are using your laptop for non-class activities) in class, you will be asked to leave and you will be marked absent for that class session. To be counted as attending on subsequent class sessions you will be expected to leave your phone at the front podium when you arrive to class, to be then collected when you leave class. If you do not leave the phone at the front, you will be marked absent regardless of your attendance – to be “attending” your phone must be at the front of the room. If the issue relates to your use of a laptop, you will forfeit the use of a laptop in class.
3. Please arrive on time. Coming late is distracting. If you come late please try to be quiet and settle in the most convenient seat. Excessive lateness will be taken into consideration in attendance matters. Be certain to consult with professor after class to assure you were marked as attending – failure to speak with the professor may result in noted absences, which will “count” towards course attendance policy.

4. In email PLEASE be certain to include your name and course section (it's surprising how often that is forgotten!). Ideally, put course info in the subject line (for example, "families f2f - test question"). Use appropriate tone and email etiquette.
5. PLEASE do not wait until the last moment to be in touch with me with questions about papers/ exams. I am happy to discuss any questions with you about papers/exams either before/after class, via email, or arrange appointments but it is inappropriate to be asking me questions via email the evening before or morning a paper is due. If you wait till the last moment to ask questions I cannot guarantee a response quickly enough for your use.
6. Computer Policy: to be discussed and developed in class!

Tentative Schedule

Aug 15 (M) – First day & Syllabus/Introduction

Aug 17 (W) Chpt 1: Public & Private Families

Aug 22 (M) Chpt 1 & start Chpt 2: The History of the Family

Aug 24 (W) Chpt 2 cont.

Aug 29 (M) Chpt 3 Gender and Families

Aug 31 (W) Chpt 3 cont.

Sept 5 (M) – NO CLASS

Sept 7 (W) No class meeting – *online activity TBD*

Sept 12 (M) Chpt 4: Social Class and Family Inequality

Sept 14 (W) Chpt 4 cont.

Sept 19 (M) Chpt 5: Race, Ethnicity, and Families

Sept 21 (W) Chpt 5 cont.

Sept 26 (M) Chpt 6: Sexualities

Sept 28 (W) Chpt 6 cont.

Oct 3 (M) Chpt 7: Cohabitation and Families

Oct 5 (W) **FIRST EXAM** (Chpt 1-7)
(Withdrawal Deadline)

Oct 10 (M) Chpt 8: Work and Families

Oct 12 (W) Chpt 8 cont.

Oct 17 (M) Chpt 9: Children and Parents
Research Paper Due (allow 2-3 weeks for grading)

Oct 19 (W) Chpt 9 cont.

Oct 24 (M) Chpt 10 Older People and Their Families
Oct 26 (W) Chpt 10 cont.
Oct 31 (M) Chpt 11: Domestic Violence
Nov 2 (W) Chpt 11 cont.
Nov 7 (M) Chpt 12: Divorce
Nov 9 (W) Chpt 12 cont.
Nov 14 (M) Chpt 13: Stepfamilies
Film/Media Analysis Paper Due
Nov 16 (W) Chpt 13 cont.
Nov 21 & 23: NO CLASS – Break
Nov 28 (M) Chpt 14: The Family, the State, and Social Policy
Nov 30 (W) Chpt 14 cont.
Dec 5 (M) **SECOND EXAM** (Chpt 8-14)