

Sociology and the Family (SOC 222)

WINTER 2021 CRN 30596

Instructor: Rob Molinar

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Virtual/Zoom Office & Hours: = Mondays (2:00–3:30); Tuesdays (9:00–9:45)

Web: Moodle Shell + InQuizitive and Other Resources

NOTE: This course is an online-remote course / asynchronous, meaning we will NOT meet in-person or virtually at a designated time. However, office hours provide the ability to meet during regular times, and in some cases, by appointment.

Required Textbook (eBook) and InQuizitive Activities

Cohen, Philip N. 2021. *The Family: Diversity, Inequality, and Social Change* (3rd Ed.). New York: W.W. Norton & Co.

This textbook, as well as **InQuizitive Assignments** and other tools, **must be accessed through Moodle, NOT** through the publisher (Norton). **Specifically**, see links toward the top of your Moodle Home Page to access your eBook and learn how to register for, and use, InQuizitive. When you try finding your eBook, if you see something asking for the last digits of your “student set ID #”, you’re in the wrong place. If a grade does not show up in your gradebook after you’ve taken an InQuizitive quiz, go to the Moodle course home page and click on the specific assignment you have completed.

Course Description, from Course Catalog: Examines intimate relationships, courtship, marriage and family patterns -- old, new and unconventional. Focuses on how relationships are built, maintained, changed and terminated.

Prerequisite: SOC 204 General Sociology or instructor's approval.

Recommended: College-level reading (RD 120 Critical Thinking) and writing skills (WR 090 The Write Course).

Further Description about this Course:

What is a family and who comprises family? How does race, ethnic background, immigration, social class, gender, and sexuality shape and affect our families and “the family” in general? How has the economic market and government (through passing laws, for example) enabled or restricted the rights, responsibilities, and choices of family members, including who can become a family? What are the reasons why people form intimate relationships? Is it all about love? Why do people get divorced? Is “the family” in trouble? Given our textbook and my teaching of this course, these are some key questions with which we grapple.

Learning Outcomes, from Course Catalog:

1. Describe the nature of contemporary families and changes in family structure over the last century.
2. Describe the pitfalls and promise of married life.
3. Describe the economic, legal and political dimensions of the family and analyze how these determine patterns and changes in family structure.

NOTE: One way to help realize these outcomes is by applying the **sociological imagination**, which means making connections between economic, legal, and political dimensions of the family, and our own lives/families. You may remember this “imagination” if you took Introduction to Sociology.

GRADING**:

****NOTE: There are 100 points total in this class.** Each point is worth 1 percent of your overall grade. Also, I plan to grade assignments within one week after the due date. I will let you know in cases when I cannot meet that deadline.

Scale	A= 90-100 %
	B= 80-89 %
	C= 70-79 %
	D= 60-69%
	F= 59% or below

WEIGHT OF GRADING:

- InQuizitive: Weekly Chapter Quizzes (Five, for first five weeks).....	5%
- Other Participation (Introducing your families, etc.).....	5%
- Workshops / Assignments (Six @ 5% each).....	30%
- Exam.....	20%
- Intro and Literature Review, building toward Research Paper.....	15%
- Final / Research Paper.....	25%
TOTAL	100%

ASSIGNMENTS BREAKDOWN – Also see Calendar on pp. 5-6 of this syllabus.

InQuizitive – You earn 1 point/percent for each of these **interactive quizzes** that you complete, but only through Week 5 (aka Chapters 1 – 5). From Chapter 6 onward, InQuizitive is still helpful, but voluntary. These quizzes, which come from our textbook publisher, are designed to help you interact with the material. You will not be graded by how well you performed, but by completing the assignment. You must complete at least 20 questions to earn full credit for each chapter quiz. Finish each quiz on Thursday by 11:59 p.m.

Other Participation - This is the most “general” area in which I give you a grade. Overall, you will receive up to 5 points/percent (full credit) for participating in specific ways (e.g., During Week 1, Introducing yourself/family, and responding to a poll I will send; Choosing a topic for your research paper in Week 3). When grading this participation, I also consider your authentic communication with me, including letting me know how the class is going for you, as well as asking questions or otherwise “wrestling with” course material throughout the term.

Workshops / Assignments – There are six “workshops”, which come straight from “*The Family*” textbook. Since our course is remote, I will slightly adapt them and you will know what is expected of you ahead of time. Workshops are due during weeks 2, 3, 4, 7, 8, and 10. Hopefully they will be fun or insightful through the use of reflection, journaling, or discussing various topics with each other. Each workshop contains a writing component between 1 & 2 pages, and in a couple of cases, a discussion forum also.

Exam – We have one multiple-choice exam during Week 9, to be taken between March 2 and March 7. The exam is timed, and accommodations will be made for students registered through CFAR. The exam will include between 40-60 items on material from Chapters 1 through 10. A study guide will be given one week ahead of time (by February 23) to focus your preparation.

Research Paper (TWO PARTS, *but really four+*) – With the help of your previous writing experience, office hours, the “Writing Tutorials for Sociology” page in Moodle, and our “Questions and Answers Forum” link in Moodle, you will select a topic of your choice to research that pertains to family. We can discuss ideas further, but examples include divorce and remarriage, division of household and paid labor in families, and comparative analysis of intimate relationships among Asian American and White families. Then you will turn this topic into a researchable question, look up articles, etc. that pertain to your question, and write the **Introduction and Literature Review** sections of the paper in 4-6 pages, double-spaced (***Due end of Week 6***). Finally, you will write the full Research Paper (***Due March 19th***). The full version includes revising your Introduction and Lit Review based on my feedback, and adding a couple of sections: expectations for results if you conducted an original study on your topic, and a conclusion. More information, including a grading rubric, will be provided. I will use Turnitin to support academic integrity for both major parts of the paper.

Expectations of Students / Online Classroom Environment:

(1) Plan to finish all assigned reading and take the InQuizitive Chapter quizzes for each week by or before Thursday night.

(2) Keep notes of your reactions and write down questions to ask as you read. In addition to old-fashioned pen and paper, you can highlight and create notes in your eBook.

(3) Your experiences and perspectives are valuable, inherently and as resources for all of us to learn. Sharing personal experiences can be more intense for some people than others; share what you can. Also, be an active learner and ask for what you need. This class is about individual participation, yet it is also a shared experience of inquiry.

(4) In Discussion Forums and elsewhere, respect each other's opinions if you disagree with them. It is okay to acknowledge bias and/or ignorance, but that can be shown / written / discussed in respectful, even if critical, ways. One way is by using "*I statements*" rather than language that places responsibility on others for your feelings or their situations. One example could be, "As a White person, I have not understood why Black Lives Matter and not everyone's lives. I am not sure why it's important to declare specifically that Black Lives Matter. I feel attacked or shamed when Black or other People of Color believe I'm racist."

(5) If you miss the time range for the exam OR are over three days late on a graded assignment (e.g., a workshop; the final paper), you could earn a zero or very low grade. Unforeseen or harsh circumstances will be taken into consideration. Communicate with me as early as possible if an assignment will be late.

ACADEMIC INTEGRITY: Students at Linn-Benton Community College are responsible for pursuing their studies with honesty and fairness, and in a manner that respects the rights and dignity of others. Students must not engage in acts of dishonesty or cheating. Academic dishonesty includes, but is not limited to, such acts as forgery, changing or misuse of college documents and records of identification, cheating, plagiarism, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the college or copying college software. A student who violates academic honesty will be subject to disciplinary action according to Students Rights and Responsibilities.

ACCOMMODATIONS / ABILITIES: Please speak with me during the first week of class, if possible, if you may need accommodations due to documented* disabilities, have medical information that I should be aware of, or need special arrangements in an emergency. If you believe you might need accommodations but are not yet registered with CFAR, please visit the CFAR website at www.linnbenton.edu/cfar for steps on how to apply for services or call 541-917-4789.

*Linn-Benton CC takes a "social model" approach to disability, which for you means that a disability is "documented" if you provide a detailed self-report of what barrier(s) you are feeling and how long this has gone on.

OTHER HELPFUL STUDENT RESOURCES (All available remotely): Besides your instructor, some helpful resources offered to help students succeed are: Writing Support, Math Support, Academic Coaching, First Resort, the Student Help Desk, Advising Center and Counseling Services, Library Services, and the International Student Office. Please reach out if you are struggling in this or any of your classes.

NO SHOW DROP: I can drop students who do not attend or contact me by the start of the second-class session (for our purposes, by the evening of Jan. 6th). If you are dropped, you automatically receive an e-mail with information about this change to your schedule. If a student is here on a visa or receiving veteran assistance or financial aid, then those offices will be notified as well.

CALENDAR

(Your Moodle Shell follows this calendar as well. **Minor changes** to this syllabus, such as required reading, **will be communicated through Moodle**):

WEEK 1: Jan. 4 – 10

Read: Cohen Ch. 1 A Sociology of the Family

Assignments (Links to these in Moodle): Post an “Introduction” of yourself/family to Discussion Forum; Respond to a Brief Poll; PLUS, Complete InQuizitive Ch. 1.

WEEK 2: Jan. 11 – 17 (Jan. 11 at 11:59 p.m.= Last day to add/drop this course)

Read: Cohen Ch. 2 The Family in History

Assignments: “If I Could Change One Thing...” **Workshop** (from Cohen p. 70). Complete InQuizitive Ch. 2.

WEEK 3: Jan. 18 – 24 (Jan. 18 school closed / MLK Jr. Birthday)

Read: Cohen Ch. 3 Race, Ethnicity, and Immigration. **Read:** Excerpt from Claire Jean Kim (On **Moodle**, page numbers to read will be specified).

Assignments: “Social Distance” **Workshop** (from Cohen p. 114). Complete InQuizitive Ch. 3. **Due:** CHOOSE RESEARCH PAPER TOPIC.

WEEK 4: Jan. 25 – 31

Read: Cohen Ch. 4 Families and Social Class.

Assignments: “Working and Poor” **Workshop** PLUS **Discussion Forum** (from Cohen p. 145). Complete InQuizitive Ch. 4. **Due:** WRITE A FOCUSED RESEARCH QUESTION

WEEK 5: Feb. 1 - 7

Read: Cohen Ch. 5 Gender. **Read.** Part of Ch. 6 Sexuality (specific page numbers will be communicated).

Assignment: Complete InQuizitive Ch. 5 (Last InQuizitive Assignment for points)

WEEK 6: Feb. 8 -14

No Reading.

Assignment: Introduction and Literature Review due by Noon on Sunday, Feb. 14 (4-6 pages, to be revised and expanded upon in Final Paper).

WEEK 7: Feb 15 – 21 (Feb. 15 school closed / President’s Day; Sun. Feb. 21 = Last day to withdraw with “W:”)

Read: Cohen Ch. 7 Love and Romantic Relationships. **Read:** Excerpt from one of two articles (To be Announced).

Assignment: "Relationship Scripts" **Workshop PLUS Journal** (from Cohen p. 268)

WEEK 8: Feb. 22 - 28

Read: Cohen Ch. 8 Marriage and Cohabitation. **Read:** Part of Ch. 9 Families and Children (specific page numbers will be communicated).

Assignment: "YouTube Weddings" **Workshop PLUS Discussion Forum** (from Cohen p. 316).

WEEK 9: Mar. 1 - 7

Read: Cohen Ch. 10 Divorce, Remarriage, and Blended Families.

EXAM-- *Between March 2 and March 7*

WEEK 10: Mar. 8 - 14

Read: Cohen Ch. 11 Work and Families.

Assignment CHOICE: "When Is Enough, Enough?" **Workshop PLUS Journal** (From Cohen p. 378), OR "Work for What, Whom, Where" **Workshop PLUS Journal** (From Cohen p. 430)

FINALS WEEK: Mar. 15 – 19 (Last Day of Term)

No Reading.

Assignment: FINAL / RESEARCH PAPER Due (8-10 pages) by NOON on March 19.