

Sociology of the Family, SOC 222
Winter 2020 (NSH 209)
MWF 10-10:50

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My LBCC webpage:

http://cf.linnbenton.edu/artcom/social_science/aflatoa/web.cfm?pgID=86

Course Description

This course examines the state of marriage and family in the United States and the world. The course focuses on gender roles, trends and patterns in relationships, and how relationships are formed and challenges to them (children, abuse, divorce, etc.). We will learn how to apply sociological concepts and perspectives to modern marital issues.

Course Objectives

- Understand the formation and evolution of relationships in the US and the world
- The structural positions of men and women both in the family and the larger society
- The problems and conflicts within the family today.
- To enhance understanding of communication in relationships

Prerequisites

The prerequisite for this class is **Soc 204**. However, I normally waive that for students who have taken other sociology or psychology classes at LB or other higher educational institutions. I also highly recommend that students take **Writing 115 or Writing 121** before taking or in conjunction with this class.

Required Book and InQuizitive Activities

The Family: Diversity, Inequality, and Social Change 2th edition, by Philip Cohen. Published by WW Norton and Company. The ebook as well as InQuizitive Assignments can be accessed on your course moodle shell. You will also find the PowerPoint slides on your Moodle course shell. These slides do not replace **lecture notes. They contain only a brief outline of lecture and **will not** include all information covered in the book.**

Tests

There will be three in-class exams for this class. **The three Exams are not cumulative.** The test questions will be composed of a combination of multiple choice and essay questions.

Weekly Internet Exercises

There will be **nine Internet exercises** that you will have to complete for this class. I have attached a list of websites that you will use to complete these exercises. Each exercise is designed to familiarize you with a topic and resources available to address it. When you examine the topic and the site, you will need to jot down the information you have gathered from the site and then write a **one or two-page report (typed and double-spaced)** on what you have found. There is usually a question(s) that I have included after the site's address that you can use as a starting point for your report. **You have to print out your own report and turn it in class each week (Friday)**

InQuizitive Assignments

These assignments will test you on the materials you read in the book and prepare you for your in-class exams. Please note that each assignment has a due date.

Final Grade Breakdown

Tests: 50%

Weekly Internet Exercises: 20%

InQuizitive Assignments: 20%

Class participation and activities: 10%

Grading Scale

A= 90-100 %

B= 80-89 %

C= 70-79 %

D= 60-69%

F=below 59 %

Classroom Environment and Policies

- (1) Come to class prepared to discuss, having finished all reading assignments.
- (2) Keep notes of your reactions to works as you read. Be prepared to share these reactions when called upon.
- (3) Pick a passage from the reading assignment you find particularly significant and be prepared to share it with the class.
- (4) Come armed with questions. We learn by thinking critically, questioning, and getting involved.
- (5) You have a responsibility to yourself, to me, and to your colleagues to be active learners. This class is not just about individual participation. It is a shared experience of inquiry. You are learning how to learn and how to be an active thinker.
- (6). **Be cordial towards and respectful of your fellow students and their opinions. Do not talk or giggle when class is in session. Do not bring food and beverages to class and be on time. Please turn off all electronics (cell phones) before class unless you intend to use them for educational purposes**
- (7). **Missed exams will be counted as zeros except for extraordinary circumstances. Acceptable reasons for missing an exam would include health problems, a death in the family, etc. Please note that the arrangements should be**

made with me before the exam. Also, those students who turn their assignments late will receive partial credit for their assignments. Make up exams are taken at Student Assessment Center RCH-111.

(8) Class policy on plagiarism: Students who use someone else's work as their own or copy information or ideas from outside sources without proper citations will receive an "F" for their work. Bibliographies and in-text citations are required whenever you use outside sources, including the Internet. Do Your Own Work!

(9) Students who have some type of disability or medical condition that will require them to take their tests at the **Center For Accessibility Resources** (541-917-4789) should contact me at the beginning of the term (the first week) and provide documentation from the CFAR so that I can make the appropriate arrangements with the CFAR to take their tests there.

(10) In a class of this nature, interaction and participation are very important. If you do not follow through with your end of the bargain (i.e., attending class, participating in discussions, keeping up with the reading) it is unlikely our experience together will be completely successful.

(11) **Have a pen and pencil and notepad along with your textbook in class at all times. These are the tools of your trade as a student. Do not expect me to provide you with them!**

(12) **One more point of emphasis:** the syllabus for the course should be understood as a contract between us and I reserve the right to dismiss students from the class who do not uphold the provisions of it.

Course outline

Week 1

Chapter 1: A Sociology of the Family

Week 2

Chapter 2: The Family in History

Week 3

Chapter 3: Race, Ethnicity, and Immigration

Chapter 4: Families and Social Class

Test # 1 Jan 27

Week 4

Chapter 5: Gender

Chapter 6: Sexuality

Week 5

Chapter 7: Love and Romantic Relationship

Week 6

Chapters 8: Marriage and Cohabitation

Test # 2, Feb 17

Week 7

Chapter 9: Families and Children

Week 8

Chapter 10: Divorce and Remarriage

Week 9

Chapter 11: Work and Families

Week 10

Chapter 12: Family Violence and Abuse

Chapter 13: The Future of the Family

Final Test: Monday March 16 at 8 am

Internet Exercises: Please turn in one a week (Friday). Your report should not exceed two pages (1 to 2)

Week 1

Families and Living Arrangements

<https://www.census.gov/topics/families.html>

Review recent data on marriage and the family that are of interest to you.

Summarize your findings. What are the major trends do you see in the data?

Week 2

Loving Day, June 12th—Celebrating Interracial Marriages

<http://www.lovingday.org/>

Were you aware of this event? Read about Loving v. Virginia. What was the importance of this legal ruling? What do think of interracial marriages?

Or

Interfaith Marriage Stumbling Blocks

<http://marriage.about.com/od/interfaith/a/interfaith.htm>

What do you believe would be the most difficult stumbling block? What can couples do to overcome that stumbling block? If you are religious, would you marry someone of a different faith?

Week 3

Children of Lesbians and Gays Everywhere (COLAGE)

<http://www.colage.org/>

What issues are unique to children growing up with a gay parent? What are some of the programs available to same sex parents?

Week 4

The Jealousy Test

<https://en.surveyl.com/en/the-jealousy-test.html?step=start>

Take the test and calculate your score. What do think of the questions, your answers and your score? Does the score reflect your personality? Why or why not? Ask one of your friends to take the test, and then compare your responses.

Or

Love Letters

<http://theromantic.com/LoveLetters/main.htm>

Read a couple of the love letters and compare them. How did the authors of these letters express their feelings to the person they loved? How do you express your love to somebody that you are in love with? Do we express love differently in our modern world than lovers did in the past?

Week 5

Examine Match.com and eharmony.com

<http://www.match.com>

<http://www.eharmony.com>

Identify and evaluate these commercial dating services. What kind of information is requested in order to participate? What are potential advantages and pitfalls of online dating? What do people advertise about themselves in order to find romance?

Week 6

Communication Skills Test

http://www.queendom.com/tests/access_page/index.htm?idRegTest=683

Take the skills test and review your “Snapshot Report.” What is your score?

Does the score reflect your personality?

Never Hit a Child—No Spanking

Week 7

Never Hit a Child—No Spanking

<http://www.neverhitachild.org>

Review the research (read some of the papers) and expert opinion on spanking. Compare this to your own (or friends) experience with being spanked as a child.

Week 8

Collaborative Divorce

<http://www.collaborativepractice.com>

What is a collaborative divorce? How useful do you think such an approach can be in resolving conflict? Did you or your parents have a collaborative divorce if you or they went through one?

Week 9

End of Life Issues—Medline

<http://www.nlm.nih.gov/medlineplus/endoflifeissues.html>

What are some of the most important end-of-life issues to be aware of? How would you prepare yourself for that stage of your life?