

# **SC-225 SOCIOLOGY OF THE FAMILY**

## **SUMMER SESSION 1; MAY 11-JUNE 11, 2015**

Dr. Medora W. Barnes  
*Email:* [mbarnes@jcu.edu](mailto:mbarnes@jcu.edu)  
Dept. of Sociology & Criminology

### **COURSE DESCRIPTION**

This course is an introduction to the study of families from a sociological perspective. We will be examining the family as an individual, social, and institutional experience and looking at how changes in American family patterns have been shaped by larger social forces, particularly the forces of inequality and conflict. We will also be examining how families are shaped by the intersections of race and ethnicity, class, gender, and sexuality. Some of the topics that will be addressed include historic changes in the family, cohabitation, marriage, divorce, parenting, family violence, and work-family balance.

### **COURSE FORMAT AND TIMING:**

This is an asynchronous fully online course. We will not meet in a classroom. All assignments will be completed on-line within the time limits provided for each assignment or exam. Students are expected to follow the course outline and complete the assignments by the designated due dates and times. All due dates are expressed in the Eastern Standard Time Zone. Please see IT if you experience technical difficulties.

### **COURSE OBJECTIVES**

Over the course of the semester, students should complete the following learning objectives:

1. Expand their understanding of how sociological concepts, theories, and methods are used to explain social life in general, and those related to the family in particular.
2. Increase their knowledge about the historic changes and current patterns in the institution of family among different groups of people, so that they might be better prepared to act competently in a diverse and global world.
3. Participate in observational research methods and gain hands-on experience in using sociological research.

### **REQUIRED TEXTS:**

The following are required texts for this class:

1. *Public and Private Families, 7th Ed.*, (2013) by Andrew Cherlin [PPF]
2. Readings available electronically on Canvas [C]

### **GRADE DISTRIBUTION:**

Your grade will be based on the following percentages:

48%	Tests (4 @ 12% each)
21%	Film Reviews (3 @ 7% each)
10%	Discussion postings (20 @ .5% each)
21%	<u>Family Observation Paper</u> (field notes = 5%; final paper = 16%)
100%	TOTAL

## COURSE REQUIREMENTS AND EXPECTATIONS

### **Grading Scale:**

94-100 = A	83-86 = B	73-76 = C	63-66 = D
90-93 = A-	80-82 = B-	70-72 = C-	60-62 = D-
87-89 = B+	77-79 = C+	67-69 = D+	0-59 = F

**Tests:** There will be four tests this semester. None of them will be cumulative. The questions will come from the assigned reading and videos. The format of the questions will include identification, short answer, and short essay.

**Film Reflection:** Each student will be watching three documentary films (about 1 hour each) and completing a film reflection that responds to the posted questions. Each film reflection needs to be at least two pages double spaced.

**Discussion Postings:** For each of the articles (non-textbook readings) posted to Canvas a reflection question will be posting on an online discussion board thread. Over the course of the semester, students will need to answer 20 of the 28 questions (see weekly deadlines). Each answer needs to be a minimum of 80 words (about 3-4 sentences). They will be graded as “full-credit,” “half-credit,” or “no credit.” A student could receive half credit for answering a discussion question after the deadline has passed, with less than the minimum required words, or with an answer that does not demonstrate a thorough understanding of the article.

**Family Observation Paper:** You will be writing one formal paper this semester, which will be 4-5 pages long (typed, double-spaced). In this paper, we will be exploring the ways in which course material can be connected to the ways families function in the real world. Detailed information about this paper will be posted at the beginning of the semester.

## COURSE POLICIES & INFORMATION

### **Good Learning Skills for Distance Learning:**

Online courses allow for lots of flexibility. However, it requires a high level of self-discipline, and motivation on your part. Allocating time each day to your course work, then sticking to your schedule, will help in your success. Since you will not be attending regular campus classes where your instructor covers the contents of the material, you will need to do the required reading, watch the required video clips and films, and do the online homework assigned in a timely manner. Students who are successful in a Distance Learning environment are: 1) independent, 2) self-motivated, 3) good at time management, and 4) have a keen interest in the course.

### **Your Responsibilities:**

- 1) You are responsible for checking the course website often. Canvas will be the official course management site for this course. All announcements, discussion threads, videos, tests, supplemental material, and grades can be found there.
- 2) You are responsible for reading all the chapters and articles assigned for the test, viewing related videos, completing assignments and tests as described, and communicating questions or issues to the instructor as they arise and not when it is too late.
- 3) You are responsible for asking questions. You may email me or post your question on the course’s General Discussion board. Anyone may answer or respond to questions posted. Do not suffer in silence!

**Communicating With Me:** I am available by email and will respond to your questions within 24 hours (in most cases much sooner). If it is an emergency, please indicate it in the subject area of your email and also attach a high priority designation. You may email me directly through your John Carroll email account or, if you prefer, you may select the “send email” tab under Canvas Course Tools. I will respond as quickly as I can.

**Missed or Incomplete Assignments/Tests:** All assignments and tests are both time and date sensitive. Any assignments or tests not submitted by the designated time will receive “0” points. Make-up tests will be given only for serious long-term medical emergencies documented by a physician and will be rescheduled at the discretion of the instructor.

**Students with Disabilities or Special Needs:** If you are a student who has special needs or disabilities, please talk to me at the beginning of the semester so we can discuss what accommodations may need to be made. In accordance with federal law, if you have a documented disability (learning, psychological, sensory, physical, or medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). To make a request for accommodations, please contact SSD Director Allison West at (216) 397-4967 or visit the SSD office, located in Room 7A, on the garden (lower) level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register with SSD at the beginning of each semester. Only those accommodations approved by SSD will be recognized by your instructors. Please contact SSD if you have further questions.

**Academic Honesty:** “Academic honesty, expected of every student, is essential to the process of education and to upholding high ethical standards. Cheating, including plagiarism, inappropriate use of technology, or any other kind of unethical behavior, may subject the student to severe academic penalties, including dismissal. All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise. Material taken from the work of others must be acknowledged. Materials submitted to fulfill requirements in one course may not be submitted in another course without prior approval of the instructor(s).” Any students caught cheating on tests or plagiarizing papers will receive an automatic “0” on the exam or paper in question and will be dealt with in accordance with University policy. (For the full JCU policy on academic honesty, please refer to the 2013-2015 Undergraduate Bulletin, 2013-2015, pages 110-112).

**Statement on Mutual Respect, Discrimination and Bias:** John Carroll University welcomes students, faculty, staff, and visitors from diverse backgrounds and it works to ensure that they will find the University environment free of discriminatory conduct. It is unacceptable and a violation of University policy to harass, abuse, or discriminate against any person because of age, race, gender, ethnicity, sexual orientation, religion, or disability. Furthermore, each member of the JCU community is expected to take an active role in fostering an appreciation for diversity and inclusion and sending the message that bias-related acts will not be tolerated. “Bias” is defined as intentional or unintentional actions targeting a person because of a real or perceived aspect of that person’s identity, including (though not limited to) age, gender, religion, race, ethnicity, nationality, sexual orientation, gender identity, or (dis)ability. All bias incidents, including those occurring in the classroom, should be reported using the JCU Bias Reporting System at <http://sites.jcu.edu/bias/>. Questions about the Bias Reporting System or bias incidents may be directed to Dr. Terry Mills, Assistant Provost for Diversity and Inclusion, [attmills@jcu.edu](mailto:attmills@jcu.edu) or (216) 397-4455.

# SCHEDULE OF CLASSES

## Week 1) May 11-15: Defining Family and Family History

- **Required reading to complete by the end of week:**
  - Ch. 1:13-22 & box on p.24-25 [PPF]
  - Ch. 2:40-76 [PPF]
  - Ch.7:208-214 [PPF]
  - “Not Much Sense in Those Census Stories” [C, p.3]
  - “The Way We Wish We Were” [C, p.8]
  - “Choosing Mates--The American Way”
- **Required videos to watch by the end of the week:**
  - None
- **Assignments to complete by Saturday, May 16<sup>th</sup> 11:59pm:**
  - Complete the “introductions” assignment found under Module 1
  - Answer the discussion question posted for 2 of the 3 articles in this unit.
  - Take Test #1

## Week 2) May 18-22: Race, Class, Gender, and Sexuality in Families

- **Required reading to complete by the end of week:**
  - Ch.3: 82-85 [PPF]
  - Ch.4: 126-135 & box on 124-25 [PPF]
  - Ch. 5: 140-147 [PPF]
  - Ch. 6:178-203 [PPF]
  - “Invisible Inequality: Social Class and Childrearing” [C, p.15]
  - “African Americans and The Birth of Modern Marriage” [C, p.9]
  - “My Son is Gay . . .” [C, p.3]
- **Required videos to watch by the end of the week:**
  - *People Like Us*
- **Assignments to complete by Saturday, May 23<sup>rd</sup> 11:59pm:**
  - Answer the discussion question posted for 2 of the 3 articles in this unit.
  - Take Test #2
  - Submit two-page film reflection

### Week 3) May 25-29: Marriage and Divorce

- **Required reading to complete by the end of week:**
  - Ch. 7:214-236 [PPF]
  - Ch. 12:374-399 [PPF]
  - Ch. 13: 405-422 [PPF]
  - “The Radical Idea of Marrying for Love” [C, p.8]
  - “How When Harry Met Sally Explains Inequality” [C, p.5];
  - “The Conservative Case for Gay Marriage” [C, p.6];
  - “Marriage: The Good, the Bad, and the Greedy” [C, p.8];
  - “Interracial Marriage” [C, p.3]
  - “It’s Time to Stop Blaming Poverty on the Decline of Marriage” [C, p.3]
  - “The Divorce Surge is Over but the Myth Lives On” [C, p.3]
  - “The Case for Divorce” [C, p.7]
- **Required videos to watch by the end of the week:**
  - *After Happily Ever After*
- **Assignments to complete by Saturday, May 30<sup>th</sup> 11:59pm:**
  - Answer the discussion question posted for 6 of the 8 articles in this unit.
  - Take Test #3
  - Submit two-page film reflection.

### Week 4) June 1-5: Children, Parenting, and Carework

- **Required reading to complete by the end of week:**
  - Ch.8: 255-261 [PPF]
  - Ch.9: 285-291 [PPF]
  - “Why Can’t a Mother Be More Like a Businessman?” [C, p.18]
  - “Mothering While Disabled” [C, p.5]
  - “The Meanings of Latina Transnational Motherhood” [C, p.10];
  - “Big Mother Is Watching You: Technology lets you spy on your kids all the time” [C, p.3]
  - “The Mommy Tax” [C, p.10]
  - “Fathering: Paradoxes, Contradictions and Dilemmas” [C, p.13]
  - “What It Means to be Daddy” [C, p.14]
  - “Caring For Our Young” [C, p.8]
  - “Homeward Bound” [C, p.9],
  - “Everyone Hates Linda” [C, p.4] & “It’s Not Your Kids Holding Your Career Back” [C, p.2]
- **Required videos to watch by the end of the week:**
  - *Daddy and Papa*
- **Assignments to complete by Saturday, May 30<sup>th</sup> 11:59pm:**
  - Answer the discussion question posted for 7 of the 10 articles in this unit.
  - Submit two-page film reflection.
  - Paper fieldnotes due
  - [No test]

Week 5) June 8-11: Family Policy and Law

- **Required reading to complete by the end of week:**
  - Ch.8: 255-261 [PPF]
  - Ch.9: 285-291 [PPF]
  - “Home Economics: The Link Between Work-Life Balance and Income Equality” [C, p.7]
  - “E.U. Plunging Birthrates Spread Eastward” [C, p.3]
  - “Parents Right to Hit” [C, p. 4]
  - “Ten Myths That Perpetuate Corporal Punishment” [C, p.8]
  
- **Required videos to watch by the end of the week:**
  - None
  
- **Assignments to complete by Wednesday June 10<sup>th</sup> 11:59pm:**
  - Answer the discussion question posted for 3 of the 4 articles in this unit.
  - Weekly Test #4
  
- **Final Paper due by 11:59pm on Thursday June 11<sup>th</sup>.**

\* *Syllabus is subject to change*