**Sociology and the Family / SOC 222 (Hybrid F2F)**

WINTER SYLLABUS 2022 CRN 30596

Meets Wednesdays 2:30-3:50 (In **NSH 107**)

Instructor: Rob Molinar Email: \*[molinar@linnbenton.edu](mailto:molinar@linnbenton.edu)

Work Phone: (541) 917-4537 (\*Best way to reach me)

**Student Drop-in Hours (SSH 105-In person)**: = Tuesdays 12:30 - 2:15 p.m.; By Appointment

**Student Drop-in Hours** (**Virtual**) = Fridays 2:00 - 3:15 p.m.; By Appointment

**LB Email**: Please check your Linn-Benton email accounts regularly, as these addresses will be how I communicate with you throughout the term.

**Covid-19 Statement**: Please try and come from a place of caring for yourselves and one another. Vaccines are encouraged, albeit this is a political and public safety issue. If on campus, a mask over your nose and mouth is required.

**Digital Divide and Digital Literacy**

This winter “Zoom Rooms” are available on campus. And while not a guarantee, it’s possible to get help paying for internet: <https://www.fcc.gov/broadbandbenefit>

This document, also in Aviso, summarizes how to purchase, rent, or borrow computers: <https://docs.google.com/document/d/1vHtaMqeT-KSM0lVnXei5d-k2ue4I9-JTNDr2jYPFnKc/edit?usp=sharing>

**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.

*Prereq*: SOC 204 General Sociology or Instructor 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 economy and government (through passing laws, for example) enabled or restricted the rights, responsibilities, and choices of families, 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.

**Required Textbook** (**eBook**) and InQuizitive Activities**,** which must be accessed

through **Moodle, NOT** through the publisher (Norton)**:**

Cohen, Philip N. 2021. *The Family: Diversity, Inequality, and Social Change*

(3rd Ed.). New York: W.W. Norton & Co.

\*THIS BOOK IS AVAILABLE FOR 2-HR. CHECKOUT IN LBCC’S LIBRARY RESERVES

**How to access your eBook and InQuizitive**: Since this class has “Direct Digital Access”, you already have access to the eBook and Norton resources (including “InQuizitive”, which means your weekly practice quizzes). In order to get started on those practice quizzes, in Moodle, click the link below our eBook, called “How to Access InQuizitive,” and follow the prompts.

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. Ask me as needed. If you require alternate means to access your course materials based on accessibility concerns, please contact LBCC’s Center for Accessibility Resources at [https://linnbenton.edu/cfar](https://u5665484.ct.sendgrid.net/ls/click?upn=HLJ24Q3gH15Y3hUPXXgNp-2Bkp3UdzzWoreV0x7Zt42my5udkzsueie4zstXlaL5BdXApX_XspxEZX0WqgWW6HvtYzqD4QtbmPt37g8hP0-2Bjezy2MaSiQYTrLYbVLFwVTWX87kMXhATUTGOlaAPoGwW2dUam0BNB0fsy2nVwLj4-2FnMxRh6k10kxHgkWtxLjCBl8X9gRVWj1kVrJ3cfgsD1OkX4y-2FVDFfQw5QpwZoW9FJseffW-2F88Xkxs4zYCY5aKwLw5U0a8H-2F7wwh-2BaxMrk-2BJTaBAHt2TA-2Fnn0TM3OFCSKGIN2lE0H6rGi28DoMN1QjvU5LMUwCDE9xaSirl1FWX7DzAPPpFnfM-2BqPzi8gkPs9L9V9aRwupob1-2BnyN8o5QZCXpDeQDB-2FFgDlLWUtaJtct5noaX7p2v0vRQ1J55UU8Cc6909kA-3D)

**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 [Def: *a hidden or unsuspected danger or difficulty*] 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.

4. Explain how difference is socially constructed.

5. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination.

6. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

NOTE: One way to help realize these outcomes is by applying the

**sociological imagination**, where we make 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\*\***:

**There are 100 points total in this class**. Each point is worth 1 percent of your overall grade. “Participation points” are informal and may be used to boost some grades at term’s end. 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** (I round up. Students who get an 89.5% earn an A. 79.5% becomes a B, etc.)

**A= 90-100 %**

**B= 80-89 %**

**C= 70-79 %**

**D= 60-69%**

**F= 59% or below**

WEIGHT OF GRADING:

* InQuizitive: Weekly Chapter Quizzes (Nine, Approx. one per week)...….......10%
* 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. 5-7 of this syllabus**.

*InQuizitive* – You earn 2 points/percent for completing the first InQuizitive (Ch. 1), and 1 point/% for each thereafter (Chapters 2-8, and 10). InQuizitive contains ***interactive quizzes***. You will not be graded by how well you perform, but by completing at least 20 questions to earn full credit for each chapter. Finish each quiz by Thursdays at 11:59 p.m., EXCEPT the first / Ch. 1 quiz, which is due Sunday.

*Workshops/Assignments* – There are six of these assignments, five of which come straight from “*The Family*” text. I will slightly adapt them and you will know what is expected of you ahead of time. Workshops, which include reflection, journaling, or dialoguing with each other, are due by Friday nights during weeks 2-5, and 8. During week 7 you have an assignment that will hopefully also contribute to your research paper. Each assignment contains a writing component between one and two pages, and in one case, a discussion forum as well.

*Exam* – We have one exam during Week 9. We will decide whether to devote an in-person class session to the exam or whether you would rather it be online. The exam will be timed, and accommodations will be made for students, whether or not registered through CFAR. The exam will include between 40-60 multiple-choice items on material from Chapters 1 through 9 and outside readings, plus short essays. A study guide will be given by Feb. 22 to focus your preparation.

*Research Paper* (TWO FORMALLY GRADED PARTS, *four* parts *overall*) – With the help of your previous writing experience, reading, class sharing, drop-in hours, and the “Writing Tutorials for Sociology” page in Moodle, you will select a topic of your choice to research that pertains to family (***Due Week 3***). Examples include divorce and remarriage, polyamorous relationships, division of household and paid labor in families, and comparing intimate relationships among Asian American and White families. After selecting a topic, you will turn this topic into a researchable question (***Due Week 4***), 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 16 by 5:00 p.m.**). The full version includes revising your Introduction and Lit Review based on my feedback, and adding a Discussion / Conclusion section. More information, including a grading rubric, will be provided. I will use Turnitin to support academic integrity for both major parts of the paper. Lastly, during weeks 6 and 10, we will use some class time in order to “workshop” our papers.

**Expectations of Students / Classroom Environment:**

(1) For class readings, keep notes of your reactions and write down questions to ask me or others in class or through our “Q&A Forum”. In addition to old-fashioned pen and paper, you can highlight and create notes in your eBook.

(2) Your experiences and perspectives are valuable, inherently and as resources for all of us to learn. Sharing personal experiences can be traumatic or more intense for some people than others; share what you can, but you have the right to “pass”/not share. Lastly, this class is about individual participation, yet it is also a shared experience of inquiry, to which you can contribute.

(3) In Discussion Forums and in class, 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.”

(4) 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 hard 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. But first, you and I will meet*.*

***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 registered with CFAR, please visit their website at www.linnbenton.edu/cfar for steps on how to apply for services, email cfar@linnbenton.edu, 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; some in-person)***: Besides your instructor, some helpful resources include: 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, this will be 1:30 on Thurs. Jan. 6 or later). 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 - Happy New Year!**

Your Moodle Shell follows this calendar as well. Any ***minor changes*** to this syllabus, such as required reading, ***will be communicated through Moodle***.

Drop for “No Show” - by 1:30 pm on Thur. Jan. 6 or later

WEEK 1: Jan. 3 - 9:

**Class meets Wed. Jan. 5** Topic: Intro to Family from a Sociological perspective

**Read:** Cohen Ch. 1 A Sociology of the Family; **Read**: Cherlin’s “The Deinstitutionalization of American Marriage”, in Ferguson (PDF in Moodle).

**Due Thur.**: Post an “Introduction” of family to Discussion Forum, in Moodle

**Due**: Complete InQuizitive Ch. 1 by Sunday Jan. 9 (due by Thur. nights afterwards)

Mon. Jan. 10 at 12:00 noon= Last day to add/drop this course, or charge to Fin. Aid

WEEK 2: Jan. 10 – 16:

**Class meets Wed. Jan. 12** Topic: Four “periods” of The Family

**Read:** Cohen Ch. 2 The Family in History; Scan entire book for research ideas

**Due Thur.**: Complete InQuizitive Ch. 2.

**Due Fri.**: “If I Could Change One Thing…” ***Workshop*** (from Cohen p. 70).

Mon. Jan. 17 MLK Jr. Holiday - NO SCHOOL

WEEK 3: Jan. 17 – 23:

**Class meets Wed. Jan. 19** Topic: Race, Ethnicity, Racism

**Read**: Cohen Ch. 3 Race, Ethnicity, and Immigration. **Read**: Excerpt from Claire Jean Kim (Page numbers specified in **Moodle**). **Read**: “Houses Racism Built” (1 page)

**Due Thur.**: Complete InQuizitive Ch. 3.

**Due Fri.**: “Social Distance” ***Workshop*** (from Cohen p. 114) AND “Houses…” Forum.

**DUE Sun.**: CHOOSE RESEARCH PAPER TOPIC.

WEEK 4: Jan. 24 - 30:

**Class meets Wed. Jan. 26** Topic: Social Class: Socialization, Mobility, and Poverty

**Read**: Cohen Ch. 4 Families and Social Class. **Read**: (1-page “My Name Is Not…”)

**Due Thur.**: Complete InQuizitive Ch. 4.

**Due Fri.**: “Working and Poor” ***Workshop*** PLUS **Discussion Forum** (Cohen p. 145).

**DUE Sun.**: TURN YOUR TOPIC INTO A FOCUSED RESEARCH QUESTION

WEEK 5: Jan. 31 - Feb. 6:

**Class meets Wed. Feb. 2** Topic: Gender, Sexuality, and Family

**Read**: Cohen Ch. 5 Gender. **Read**. Part of Ch. 6 Sexuality (specific pg. #s in Moodle).

**Due Thur. (Two Chs)**: Complete InQuizitive Ch. 5 **AND** Ch. 6 (20 questions is fine).

**Due Fri.**: “Gender and Children’s Activities” **Workshop.**

WEEK 6: Feb. 7 - 13:

**Class meets Wed. Feb 9**  Topic: Gender and Sexuality; Workshop research papers.

**No Reading, or “Catch-up” reading**.

**DUE:** **Introduction and Literature Review**, by Sunday, Feb. 13 by 5:00 p.m. (4-6 pages, to be revised and expanded upon in Final Paper).

Sun. Feb. 20 = Last day to withdraw with “W”

WEEK 7: Feb. 14 - 20:

**Class meets Wed. Feb. 16** Topic: Love & relationships, dating, hookup culture, etc.

**Read:** Cohen Ch. 7 Love and Romantic Relationships. **Possible Read:** Excerpt from Armstrong et al. OR David Grazian article.

**Due Thur.**: Complete InQuizitive Ch. 7

**Due Fri.**: Pew Research Center Assignment (NOT from textbook, see Moodle)

Mon. Feb. 21 Presidents Day - NO SCHOOL

Tues. Feb. 22 - Exam Study Guide given

WEEK 8: Feb. 21 - 27:

**Class meets Wed. Feb. 23** Topic: Marriage (pitfalls & promises) and Cohabitation; Marriage and Family Jeopardy.

**Read:** Cohen Ch. 8 Marriage and Cohabitation.

**Due Thur.**: Complete InQuizitive Ch. 8.

**Due Fri.**: “YouTube Weddings” ***Workshop*** (from Cohen p. 316).

WEEK 9: Feb. 28 - Mar. 6:

**Class meets Wed. March 2** Topic: Parenting, children’s status and roles

**Read**: Part of Ch. 9 Families and Children (specific page numbers will be communicated via Moodle).

**EXAM-- In class or in Moodle** (over a two-day period)

WEEK 10: Mar. 7 - 13:

**Class meets Wed. Mar. 9** Topic: Divorce: Rates, Trends, Reasons, and Remarriage; Workshop Final research papers.

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

**Due Thur.**: Complete InQuizitive Ch. 10

FINALS WEEK: Mar. 14 – Mar. 18 (Last Day of Term)

**DUE**: **FINAL RESEARCH PAPER** (8-10 pages) by 5:00 p.m. on Wednesday Mar. 16