San José State University

College of Social Sciences / Sociology and Interdisciplinary Social Sciences

SOCI 170, Sociology of Family, Section 02, Spring 2022

Instructor: Liz Roberts, M.A., M.A.
Email: Liz.roberts@sjsu.edu
Office Hours: Wednesday, 11:00 am to Noon, by appointment, Use this Link: https://sjsu.zoom.us/j/83712150063?pwd=c1ZlVE0vc01BbjA4SFVXNUxmcIpUt09
Classroom: Online, Canvas

COURSE FORMAT
This class will only meet online and will be facilitated through the Canvas Learning Management System. This class is asynchronous, meaning you will not be required to attend class at specific times, as you would in a traditional face-to-face class. Instead of an in-person lecture, you will access course materials on the “Modules” section of Canvas. Instead of in-person class discussions, you will participate in online discussion boards and complete online activities. Because nearly all of our communication will be written, you will spend a great deal more time reading and writing in this online class than you would in a traditional class.

CATALOG DESCRIPTION Examines the historical development of family in the context of social, cultural, political, and economical inequalities, and how intersections of gender, race, class,
nationality, sexuality, and age impact understandings of family and intimacy. Explores relationships within families and new family forms.

Course Description
This is an advanced seminar course emphasizing a sociological examination of the multiple meanings of "family, love, marriage, parenting, intimacy, and community" in the United States and transnationally. Beginning with the assumption that the meaning and practice of family life in the United States is mediated through multidimensional systems of gender, race, class, nationality, and sexuality, we will spend our time exploring these meanings and practices. We will investigate how social, cultural, political and economic contexts of inequality shape families in the United States and transnationally through discussion, film, writing, reading, and teaching

Course Goals and Learning Outcomes
Upon successful completion of this course, students will be able to:

- Identify the historical, social, political, and economic processes that have produced structured inequalities in family experiences in the United States.
- Identify and articulate how racism, xenophobia, classism, sexism, and heterosexism operate to exclude certain groups of people in the United States from equal access to family life.
- Identify, apply, and articulate the link between sociological theories of family and the manifestation of structured inequalities in the lives of families.
- Evaluate the multidimensional communication issues facing couples, parents, and kids.
- Evaluate social science information, draw on different points of view, and formulate curriculum appropriate to sociology of family.
- Use their sociological imaginations to evaluate the processes through which an individual’s age, gender, ethnicity, race, and/or sexual orientation can shape their experiences in a family.
- Understand and take ownership of their participation in a classroom community of teachers and learners.
- Acquire and/or continue to develop the skills necessary to meet the first seven CLOs, including (but not limited to): oral communication, problem solving, mediation, facilitation, active listening, observation, reading, writing, analysis, and critical thinking.
REQUIRED COURSE MATERIALS

Textbooks

• *Families as They Really Are, Second Edition*, Edited by Barbara Risman and Virginia Rutter, Norton. ISBN 9780393937671
  o This Book is available Free Online at SJSU MLK Library

Other Technology Requirements/Equipment/Material

Very reliable computer/Internet access
Access to Zoom (available free through SJSU)
Access to your SJSU Canvas account

TROUBLESHOOTING CANVAS

• If you are not able to log in to Canvas or your course site, please go to the Ecampus https://www.sjsu.edu/ecampus/ to call or submit a Ticket.
• Once you have logged into Canvas, you can get tech help on weekends and in the evening by clicking the Help icon (circle with a question mark) in the far-left global navigation menu.
• Canvas Student Guides are available https://community.canvaslms.com/docs/DOC-4121
• Watch a series of short Canvas video tutorials (~5 mins) designed to help you learn how to use Canvas https://resources.instructure.com/courses/32

ASSIGNMENTS

Discussion Board Participation

This is a discussion-based course, and as such it requires students to engage in regular online discussions via our Canvas course site. You should be prepared to make multiple postings to the discussion board per discussion and to provide multiple responses to classmates' posts. I will provide detailed instructions about the expectations for each discussion.
Module Activities
In addition to the discussion boards for each module, there will be additional activities to complete. These activities will test your completion, comprehension, and engagement in relation to the course materials. Some of these will be shared with classmates, and others will be submitted to me only.

Reading & Reading Responses
There will be a significant amount of material to read each week. With the exception of the first week, all reading should be done by Tuesday. I will assign a reading response each week, which will be due by Tuesday. These responses will require you to demonstrate your completion, comprehension, and engagement in relation to the week’s readings.

Midterm Essay
There will be one essay due in the middle of the term. This assignment will ask you to use the course materials to think critically and deeply about a central course question and is in lieu of a midterm exam.

Final Project
This assignment is designed to allow you to creatively explore a topic related to our course theme that you find particularly intriguing. The guidelines for this assignment are flexible, however, you must make direct connections to the course readings. You will also turn in an annotated bibliography of your sources and a written summary of your project. Some suggestions for the final project include:

- Explore family policy (or some other “family” issue)
- Create a photo essay or documentary organized around a course theme
- Test a claim from one (or more) of the readings
- Research a topic we haven’t explored

Several weeks prior to the final project deadline, I will ask you to submit a project proposal. I will distribute a final project prompt prior to asking for your project proposal.
General Assignment Guidelines

Unless otherwise noted, assignments are due by 11:59pm on the stated deadline. Assignments must be submitted on Canvas.

Late Assignment and Make-up Work Policy

Major Assignments: I will accept late papers for up to one week after the due date. Late papers will be marked down one full letter grade. They will also receive the lowest priority in terms of the amount of feedback and turnaround time.

There will be a one-day grace period for all other assignments. Please aim to submit your assignments early or on time whenever possible; this will help you stay on track with your coursework, and it will help me with grading. In those cases where you need a little extra time, you may use the grace period (no need to contact me for permission). If your circumstances warrant further extensions, please get in touch with me as soon as you can to discuss your options.

Please plan to complete all assignments well in advance of the deadline so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the deadline) if you are experiencing an issue with assignment submission, and include a copy/attachment of the completed assignment in the e-mail. Canvas will automatically apply your free pass by dropping your lowest score in each grading category (you don’t need to contact me to use your free pass).

When Life Events Affect Your Class Performance

If you have an ongoing issue that will compromise your ability to complete the coursework, it’s important that you let me know as soon as possible and stay in touch with me.

GRADING

Assignment grades will be posted on Canvas. Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

- Discussion Participation: 25%
- Module Assignments: 30%

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Midterm Essay 20%
Final Project 25%

Final course grades will be assigned based on the following scale.

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<th>Grade</th>
<th>Range</th>
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<tr>
<td>A+</td>
<td>98 – 100%</td>
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<tr>
<td>B+</td>
<td>88 – 89.9%</td>
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<tr>
<td>C+</td>
<td>78 – 79.9%</td>
</tr>
<tr>
<td>D+</td>
<td>68 – 69.9%</td>
</tr>
<tr>
<td>A</td>
<td>92 – 97.9%</td>
</tr>
<tr>
<td>B</td>
<td>82 – 87.9%</td>
</tr>
<tr>
<td>C</td>
<td>72 – 77.9%</td>
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<tr>
<td>D</td>
<td>62 – 67.9%</td>
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<tr>
<td>A-</td>
<td>90 – 91.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 81.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 71.9%</td>
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<tr>
<td>D-</td>
<td>60 – 61.9%</td>
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**A Grades**

Grades in the “A” range will be granted for exceptional work. Exceptional, or “A,” work refers to exemplary work that goes above and beyond requirements, demonstrating an outstanding understanding of course materials/concepts and deep engagement with these materials/concepts. For written assignments, exceptional work also involves advanced writing skills. This is work that could serve as a model for other students.

**B Grades**

Grades in the “B” range are earned with work submitted on time that is of very good quality. “B” work meets all the requirements and demonstrates a strong understanding of the course materials and concepts and engagement with these materials/concepts. For written assignments, “B”-level work also involves clear, coherent, carefully edited writing.

**C Grades**

Grades in the “C” range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work demonstrates a developing understanding of course materials.

**Grade Checks**

In general, you should keep track of your own grade, particularly since assignment grades will be posted in Canvas. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should e-mail me at least 24 hours ahead of time.

Sociology of the Family, SOC 170
**CLASSROOM PROTOCOL**

**Workload and Time Requirements**

You will spend a considerable amount of time writing and reading outside of class. You will have **one or more assignments due every Tuesday, Thursday and Friday**. This requirement will be met through the assignments listed above as well as the informal assignments you complete as homework. Thus, it is essential that you complete all of the formal and informal assignments and include a word count on all assignments completed outside of class.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

This is a 3-unit course. Since our class is fully online, you should plan to spend **9 hours each week** working independently on this class. Many assignments require interaction with peers, and your classmates will need your regular input during the semester. In order for you to be successful in this course and for the course to run effectively, falling behind is not an option.

**Guidelines for Conduct**

I am committed to fostering a learning environment that is respectful, productive, and inclusive. This requires each person in the class to behave in a way that is professional, respectful, and collegial. In order to achieve this, please observe the following norms:

- Refer to others by the names and pronouns they identify.
- Pay close attention to what others have to say.
- Provide encouraging/kind but honest and critical feedback on your peers’ work when asked to do so.
- Allow others to share their opinions and observations, even if you disagree with them. We can respectfully ask others to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
- Do not demean or diminish the experiences that other people are willing to share. We can ask individuals to contextualize their experience within a larger social pattern.
- Participate in discussion board conversations in a thoughtful, timely, and ongoing manner in order to engage in meaningful dialogue with your peers.
- Have a sense of humor about our social world. Be willing to accept other people’s blunders without assuming they are trying to be offensive.
- Be committed to grow and learn about your own social self and world.

GETTING YOUR QUESTION ANSWERED

General Questions

Most of your course-related questions should be answered on this syllabus. If you have additional general questions about the course or specific assignments, please post them on the discussion board thread “General Questions and Sharing.” This will allow your peers to quickly answer the question and for everyone to view the responses to questions that more than one student may be wondering about. If your question on the General Questions and Sharing board doesn’t receive a response within 24 hours, please contact me using the "Inbox" in Canvas to let me know.

Technical Issues

For technical questions with Canvas, contact SJSU ECampus https://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html or the Canvas 24-hour Support Help Line: (877) 982-1780

Office Hours

I strongly encourage you to meet with me individually throughout the semester. We’ll be using the Zoom feature in Canvas for office hours, and one or more students can virtually meet with me at a time. In order to best meet the needs of students with varied schedules, I will be scheduling office hours as requested by students wishing to meet with me.

My office hours this term will be Friday from 9:00 am to 10:00 am and by appointment. Please let me through e-mail if you’d like to schedule an appointment.
E-mail

You are welcome to e-mail me, but please note that I do not provide assignment/draft feedback or grade checks over e-mail (see me in office hours for these purposes). Before you send your e-mail, please check to make sure that you have:

- Included the course (SOCI 170) in the subject line.
- Followed general correspondence guidelines, such as including a salutation.
- Included a message (don’t send an attachment with no message).
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn’t already been answered in one of those documents.

I will respond to your e-mail within 24 hours on weekdays IF you follow the above guidelines. If you don’t, I may ask you to review these guidelines and send a revised version.

UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/ Be sure to review these university policies.

UNIVERSITY RESOURCES

The university offers many resources to aid your success. Please check out these resources (listed here), and use them as they apply to your specific needs and circumstances.

COURSE SCHEDULE

Daily Reading and Assignment Schedule

This schedule is subject to change. Please note that this schedule only lists the major assignments associated with each module; there will be additional smaller assignments due Tuesday, Thursday and Friday (the full list of assignments and due dates will be outlined.
at the beginning of each module). There will also be quite a bit of reading to complete within the module content. Since I will be communicating with you primarily through writing rather than oral lectures, your “lessons” within each module will involve lots of reading. You will also be regularly reading your peers’ work.

<table>
<thead>
<tr>
<th>Module Topic</th>
<th>Dates</th>
<th>Readings</th>
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<tbody>
<tr>
<td>One</td>
<td>Week 1-2:</td>
<td>• Canvas: Syllabus</td>
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<tr>
<td>Introductions</td>
<td>1/26-2/4</td>
<td>• Module Pages 1.1-1.11</td>
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<td>• Pappas, “10 Netiquette Tips for Online Discussion”</td>
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<td>Module</td>
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- Read Module Pages 2.2-2.17  
- #6 Mintz, “American Childhood as a Social Construct”  
- Canvas: Acosta, “We Are Family”  
- #8 Powell et al., “Changing Counts, Counting Change: Americans’ Movement Toward a More Inclusive Definition of Family”  
- #10 Struening, “Families ‘In Law’ and Families ‘In Practice’: Does the Law Recognize Families as They Really Are?” | Reading Responses 1-3 |
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<th>Major Assignments</th>
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| Three:    | The Myth of Separate Spheres Part I        | Weeks 6 & 7: 2/28-3/11 | • Read Module Pages 3.2-3.9  
• Canvas: Segura, “Working at Motherhood: Chicana and Mexicana Immigrant Mothers and Employment”  
• Canvas: Cooper, “Being the ‘Go-to-Guy’: Fatherhood, Masculinity, and the Organization of Work in Silicon Valley”  
• #35 Gerson, “Falling Back on Plan B: The Children of the Gender Revolution Face Uncharted Territory” | Reading Responses 4 & 5 |
| Four:     | The State & The Myth of the Autonomous Family | Week 8: 3/14-3/18 | • Read Module Pages 4.2-4.14  
• Canvas: Coontz, “A Man’s Home is His Castle: The Family and Outside Intervention”  
#29 Aldarondo and Ameen, “The Immigration Kaleidoscope: Knowing the Immigrant Family Next Door” | Reading Response 6      |
<p>| Five:     | Midterm Essay                              | Week 9: 3/21-3/25 | Read Module Pages 5.2-5.5                                                                                                                      | Friday: Midterm Essay Due |</p>
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<td>Spring Break 3/28-4/1</td>
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Six:  **Week 10-12:** 4/4-4/22

- Read Module Pages 6.2-6.13
- Canvas: “What’s Love Got to Do with It? A Brief History of Marriage”
- #12 Smock and Manning, “New Couples, New Families: The Cohabitation Revolution”
- Canvas: Steinbugler, “Loving Across Racial Divides”
- #7 African Americans and the Birth of the Modern Marriage
- Canvas: Schwartz, “Peer Marriage”
- CCF Brief: Kristi Williams, “Promoting Marriage Among Single Mothers: An Ineffective Weapon in the War on Poverty?” (p. 324)
- #20 The Marriage Movement
- Canvas: Nock, *Covenant Marriage* (selections)
- Canvas: Warner, *Beyond Gay Marriage* (selections)
- Canvas: Khazan, “Multiple Lovers Without Jealousy”
- Canvas: DeBoer, “It’s Time to Legalize Polygamy”

Reading Responses 7, 8 & 9

Seven:  **Week 13:** 4/25-4/29

- Read Module Pages 7.2-7.13
- Reading Response 10
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<td><strong>Eight: Raising Children Part</strong></td>
<td>Weeks 14 &amp; 15: 5/2-5/13</td>
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<td>Read Module Pages 8.2-8.10&lt;br&gt;Canvas: Coontz, “Toxic Parents, Supermoms, and”</td>
<td>Reading Responses 11 &amp; 12</td>
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<td><strong>Absence Fathers: Putting Parenting in Perspective</strong></td>
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<td>• Lareau, “Unequal Childhoods…” Chapters One and Two</td>
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<td>• Lareau, “Unequal Childhoods…” Selections</td>
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<td></td>
<td>• In Other Words, The Class and Race Demographics of LGBT Families (p. 476)</td>
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<tr>
<td>Nine:</td>
<td><strong>Week 16-17:</strong></td>
<td></td>
<td>• Read Module Page 9.2</td>
<td>Final Project Due</td>
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<td>Finals</td>
<td>5/16-5/25</td>
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