Course Description:
This course provides a sociological overview of the family in the United States. We examine the American family as it was, as it is. In doing so, we also uncover and address the “American Family Mythologies” that pervade our thoughts. This course can be quite challenging—family is considered one of the most private, sacred, and important social institutions in our society. We all have had contact with at least one family; and, over our lifetime, many of us will be involved with several families. You will be asked to read and think critically about what you think you know and what you will be learning.

On June 26, 2015, the U.S. Supreme Court found that denying same-sex couples the right to marry violates the Constitution’s 14th amendment, which states under section one, “…nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” To some, this decision exemplifies idea that the “traditional” marriages and families is under attack. To others, same-sex couples wishing to marry, and the U.S. Supreme Court’s decision which compels states to recognize same-sex marriages demonstrates the importance and support for those institutions remains strong.

Regardless of what position one holds, the social fact that remains is that families are in transition. Among the many changes taking place, families are re-negotiating gender roles, experiencing changes in courtship, marriage, and dissolution patterns, as well as facing new challenges with parenting. To better understand the numerous changes occurring and why those changes are taking place, we will examine recent and classic works from a variety of social scientists.

Course Objectives:
- To introduce students to essential concepts, theories, and research used in sociology to analyze the family
- To examine the socio-historical development of family as a social institution, including the changing roles of women, men, and children
- To enhance students’ understanding of the complexity of family life and how family experience is shaped by race, social class, gender, and sexual orientation.

Student Learning Outcomes:
The student will be able to
- recall essential concepts, theories, and research used to analyze the family
- describe the socio-historical development of the family as a social institution
- examine the complexity of family life
- discuss how race, class, gender and sexual orientation affect family experiences.
Course Requirements:

Text:

Questionnaire (5%):
You will be required to complete a series of questions which will be distributed on the first day of class. Your honest and thoughtful responses will be critical to the development of your understanding and awareness of sociological literature addressing families. Any sharing of responses on the questionnaire will be done so without any disclosure as to who wrote the response. Furthermore, your responses WILL NOT be used for anything outside the context of OUR classroom. If you are not present on the first class day, you will have to complete the questionnaire at my office, during my office hours, before the second class meeting. There are no exceptions to this.

Exam I (35%), Exam II (35%):
Exam I covers Parts I and II of the textbook. Exam II covers parts III and IV. Each exam is structured the same way. The exam is comprised of two parts—each weighted equally. Part I of the exam will consist of an essay question. Part II of the exam, will address five readings selected AT RANDOM. You will be asked a specific question related to each reading. You will have to answer four of the five questions. The response for each question will require a short answer (roughly a paragraph or two in length). Each part of the exam is weighted equally. You will be able to bring a notecard to class with you for the exam. More details will be offered the class meeting before the exam.

In-Class Writing Exercises (25%):
During the first ten minutes of class, you will be given one or two short answer questions that will ask you about content from the readings. If you read the readings, you should have no problems answering the questions. You will not be permitted to make up this portion of your grade. There are a total of twelve in-class writing exercises. I will drop your three lowest grades. If you have to miss a class, FOR WHATEVER REASON, you WILL use one of your drops for missed ICW.

I recommend that you take notes on the readings and that you make sure that you can answer the following questions once you’ve completed the readings:
- What were the author’s/authors’ main ideas, arguments or positions?
- What evidence did he/she/they use to develop those?
- What was his/her/their methodology?

Annotated Write Ups:
You will be responsible for finding two peer-reviewed journal articles that relate to one of the topics addressed in the assigned readings. Your articles must include a minority population as part of or THE the sample. The article must be about a study conducted. Your articles CANNOT be a book review or a review of literature. You must submit a copy of the articles you read. Failure to do so will result in 30 points being deducted from your overall grade. More details will be provided on October 24. Each write up will be worth 5% of your grade. Class will not be held on Tuesday, November 21st. Instead your Annotated Bibs are due by 9:59pm on November 21st. No late write ups will be accepted.

Summary of Assessment

<table>
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<tr>
<th>Tool</th>
<th>Due Date</th>
<th>Weight for Final Grade</th>
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<tbody>
<tr>
<td>Questionnaire</td>
<td>First Class Meeting</td>
<td>5%</td>
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<tr>
<td>Exam I</td>
<td>October 17 and 19</td>
<td>30%</td>
</tr>
<tr>
<td>Two Annotated Bibliographies</td>
<td>November 21 9:59pm</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class Writing</td>
<td>Unannounced</td>
<td>25%</td>
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<tr>
<td>Exam II</td>
<td>December 12</td>
<td>30%</td>
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</tbody>
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Final Grade Scale:
A: 89.5-100%; B: 79.5-89.4%; C: 69.5-79.4%; D: 59.5-69.4%; F: 59.4% or lower
Sociology of Family:  SOCI 3340.001

Course Policies

Class Discussions:
You are expected to come to class having read and thought about the material presented in the chapter. Class discussions are going to be centered on the material. THIS IS NOT A THERAPY class. If you are going to discuss your PERSONAL EXPERIENCES you must relate that to the material. If you do not do so, be prepared to be asked to explain how that comment was connected to the literature.

Exam Policies:

Exam policies:
Note card: You will be permitted to bring with you on exam day a single 3x5" note card on which you can HANDWRITE notes regarding the reading. You may use the front and back of the note card and write as small or large as you wish. The note card must be 3x5”. I will cut note cards that do not fit the dimension of a standard note card. If you are in need of a note card, I will have note cards with me the class meeting prior to the exam. These note cards must be presented prior to receiving your exam. Failure to comply with the parameters can result in your forfeiting the privilege to use a note card. Note cards must be turned in at the same time you turn in your exam.

Materials Needed on the Day of the Exam: Your notecard and a writing utensil

Missed Exams: You should make every attempt to be present on exam dates. I do understand that emergencies do occur. In such circumstances, I will need notification. Moreover, a make-up date for a missed exam will be announced. The format of the make-up exam may differ from the scheduled exam. You WILL NOT be permitted to use a notecard, and you will have to answer ALL questions on the exam. Given that I must administer the missed exam and there may be multiple people who need to take the exam, there will be ONE scheduled make up opportunity. I will schedule that time and you MUST make accommodations to be present at the make-up. That make-up opportunity will take place within no more than 48 hours after the scheduled exam. I will post the time and date for the make-up exam while the scheduled exam is taking place. The time and date will be affected by my other university-related obligations.

Grading:
Grades WILL NOT be curved. Graded exams will be returned one week from the day of the exam.

Your work will be given a letter grade: A+, A-, B+, B, B-… etc. Those grades with a plus following the letter grade will be assigned values ending in 8—for example: 98 (A+), 88 (B+), 78 (C+), etc. Those letter grades without a sign following a letter grade will be assigned values ending in 5—for example: 95, 85, 75, etc. Those letter grades with a negative sign following a letter grade will be assigned values ending in 2—for example: 92, 82, 72, etc. Occasionally, I will award two letter grades for one response, such as an A/A-, in those circumstances the average of the values associated with the two letter grades will be computed when assigning an actual value for the response.

Absences:
Attendance is expected but will not be taken. You are an adult responsible for your own time and your own actions. Material will be presented and discussed in class, and that material often appears on exams. It is in your interest to attend. It has been demonstrated repeatedly that regular attendance is positively correlated with grades.

Contacting Your Professor
Should you need to contact me, the best way to do so is via email. I will answer emails during my office hours. When you correspond with me, treat your email as a formal document. Use proper salutations, grammar and punctuation. I will not respond to informal or sloppy correspondences. You are in training to become a professional. This policy is designed to hone proper correspondence etiquette.
Electronic Devices:
Any electronics, including LAPTOPS are not permitted in my class. If you need to use a recording device or such equipment, you must have the proper documentation from Disability Services. All cell phones, ipods, mp3 players, and the like should be turned off prior to class beginning. SHOULD I HAVE TO CALL ON YOU ON MORE THAN ONE OCCASION TO PUT YOUR CELL PHONE AWAY, you will be asked to leave my class. I will expect you to comply.

UNIVERSITY POLICIES
CHEATING POLICY:
Any form of cheating will not be tolerated. Should you be caught cheating, your name will be submitted to the Department Chair, as well as to the Vice President of Student Affairs. If you are caught cheating, you will get a zero on the exam/assignment and will not be allowed to retake the exam/assignment or resubmit the reaction paper. Please see the Student Code of Conduct for the disciplinary procedures pertaining to academic dishonesty. I will follow those.

ACADEMIC ADVISING
The College of Arts and Humanities requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located at Driftwood 203E and can be reached at 825.3466.

STUDENTS with DISABILITIES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

VETERANS
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEAL PROCESS
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Email
You have your very own Islander e-mail account. I will be using this account should any correspondence be necessary. All university notifications will be using your Islander account to contact you. To access your Islander email, first go to S.A.L.L. for your new student ID number. Next, go to http://newuser.tamucc.edu for your new email account. For more information call 825.5618.
<table>
<thead>
<tr>
<th>Date</th>
<th>Tuesday</th>
<th>Date</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>8.29</td>
<td>Intro Class Complete Questionnaire</td>
<td>8.31</td>
<td>Rdg 1. William J. Goode. “The Theoretical Importance of Family”</td>
</tr>
<tr>
<td>10.17</td>
<td>Exam 1: Essay Portion</td>
<td>10.19</td>
<td>Exam 1: Short Answer Portion</td>
</tr>
<tr>
<td>11.21</td>
<td>Submit 2 annotated bibs by 9:59pm</td>
<td>11.23</td>
<td>THANKSGIVING BREAK NO CLASS TODAY</td>
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**FINAL EXAM: TUESDAY, DECEMBER 12TH, 11AM-1:30PM**