

12-35

Returned - 9/18/12

App - 9/25/12

Senate App - 10/9/12

### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

#### Existing and Special Topics Course

Course: Sociology of the Family (SOC 336)  
 Instructor(s) of Record: DR. KATHRYN BONACH  
 Phone: 724-357-1290 Email: KBONACH@iup.edu

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9-10-12  
 Signature of Department Designee Date

Endorsed: [Signature] 9-12-12  
 Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

#### Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9/25/12  
 Signature of Committee Co-Chair Date

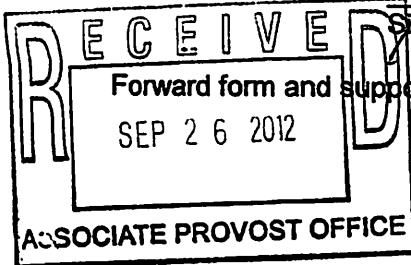
Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

#### Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 9/26/12  
 Signature of Provost Date



Received

SEP 20 2012

Liberal Studies

Received

SEP 12 2012

Liberal Studies

**Step One: Proposer (Dr. Kathryn Bonach, Sociology Department)**

**A. Provide a brief narrative rationale for each of the items, A1-A5.**

**1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline.**

This will be my first fully online course. In the late 1990s, early 2000s, as an adjunct I was trained to provide distance education for the University of Pittsburgh (main or branch campuses) that was face-to-face and telecommunicated to other campuses simultaneously. This method of teaching also required the use of the Blackboard Learning System and Smartboard Interactive Activities. This past summer 2012, I attended all 5 seminars for D2L (see attached Certificates) and also had additional one-on-one trainings to assist me in setting up this course, Sociology of the Family SOC 336, as a distance education course, hopefully, for Winter Session 2013 as well as, Summer 2013. I am comfortable with the various features of D2L for on-line teaching. In the Fall 2012 I am using a hybrid of face-to-face teaching and D2L as a supplemental component for all 4 of the courses that I am teaching. I am familiar with using D2L for quizzes, assignments, discussion boards, embedding internet links, posting PowerPoint slides, and coordinating group work.

Regarding my discipline: I am a tenured Full Professor of Sociology. I have taught 10 different courses across the undergraduate, masters and doctoral levels since coming to IUP in 2001. I hold a Ph.D. in Social Work from the University of Pittsburgh's School of Social Work. I have published numerous peer-reviewed journal articles in prestigious journals in my area of expertise (Children and Families). I have presented numerous papers at international and regional conferences including the Third National Research Conference on Child and Family Programs and Policy as well as, the National Council on Family Relations Annual Conference.

I am, and have been for a number of years, a peer reviewer for several top notch journals in my discipline including the *Journal of Marriage and Family*, the *Journal of Family Therapy*, and the *Journal of Child Sexual Abuse* of which I am on the Ad Hoc Editorial Review Board. I also have served as a peer reviewer for *Annals of Nigerian Medicine*, *International Journal of Psychology and Psychological Therapy*, and *Human Communication Research*.

I have served as a textbook reviewer for one of the most widely used and prestigious textbooks for sociology of marriage and families, *Marriages and Families: Changes, Choices, and Constraints" (6th Ed.)*, published by Prentice Hall. In that textbook edition, part of my review is quoted and I am specifically acknowledged by the author. I have also served as a textbook reviewer for *Marriages and Families: Intimacy, diversity and strengths" (6th Ed.)* published by McGraw-Hill and "*American Families in an Era of Social Change*" published by Sage Publications. I currently serve on the Academic Advisory Board for *TAKING SIDES: Clashing Views in Family and Personal Relationships* for McGraw-Hill publishers.

I have taught Sociology of the Family numerous times on an annual basis during my 12 years at IUP during regular semesters and summer sessions. My teaching evaluations are consistently high, with well over 90% of students ranking my teaching as Superior or Above Average and approximately 95 – 100%% indicating that they would take another course with me as the instructor while the majority of students find my workload to be much higher than average. Students consistently appreciate the interactive style of my teaching, experiential assignments and how I foster critical thinking about issues that impact the American family. Many note on

their student evaluations that they recognize my expertise and appreciate my enthusiasm and passion for the children and families.

**2. How will each objective in this course be met using distance education technologies?**

Sociology of the Family (SOC 336) is a study of family dynamics and patterns using sociological research methods and theories. The course content examines social, cultural, and historical changes which have altered the nature of family life and created challenges for public policy, and addresses contemporary problems and issues encountered by families and approaches to dealing with these problems. The course is designed to develop students' ability to understand, explain and analyze the American family and issues that have impacted the family from a sociological perspective. The Cherlin textbook selected for this course is divided into six learning modules. Part One ("Introduction") introduces the concepts of the public and private families and examines how sociologists and other social scientists study them. It also gives an overview of the history of the American family. Part Two (Gender, Class, and Race-Ethnicity) covers the three key dimensions of social stratification in family life. Part Three ("Sexuality, Partnership, and Marriage") focuses on the private family and examines the emergence of the modern concept of sexuality, the formation of partnerships, and the degree of persistence and change in the institution of marriage. Part Three also covers the complex connections between work and family. Part Four ("Links across the Generations") explores how well the public family is meeting its responsibilities for children and the elderly. Part Five ("Conflict, Disruption, and Reconstitution") deals with the consequences of conflict and disruption in family life. It first explores violence against wives and children and then discusses divorce, remarriage, and stepfamilies. Part Six ("Family and Society") studies social and political issues involving the family and the state.

Most of the distance education technologies will be common to all six of the modules. In each module, for example, students will complete a set of readings (including some of which will be available on-line) and then complete an on-line quiz that checks for completion and comprehension of the readings. The text selected for this course offers free on-line ancillaries and supplemental resources for instructors so students who register for this course will be given access to the ancillaries. As an additional supplement, I will provide on D2L PowerPoints that summarize, illustrate, and apply key aspects of each learning module, clarify concepts, and explain the socio-historical context for each module on the family from a sociological perspective. I will also provide to students Chapter Outlines and Study Review Practice Questions on D2L. On the Discussion Board, students will respond to questions that I pose on each module as well as, provide interactive responses to video clips that are designed to make connections between the family and contemporary social phenomena. Some specific ways that distance education technologies will be used for the specific course objectives include the following:

**Objective 1: Use a sociological perspective and sociological terminology to explain dynamics and patterns of family life.**

In addition to the common elements to teach all 6 modules, key terms and sociological concepts are highlighted in each chapter and students will be asked to use the terminology when they interact and post on the Discussion Board. Students will also

demonstrate the appropriate use of the key terms, concepts, sociological perspective on quizzes and exams. Students will be directed to the Online Learning Center for each chapter provided by the textbook as an ancillary resource [www.mhhe.com/cherlin6e](http://www.mhhe.com/cherlin6e) as an exercise to review and test their knowledge of the chapter concepts and key terms.

**Objective 2: Employ historical and cross-cultural analyses of family dynamics and patterns.**

In addition to the common elements to teach all 6 modules, each chapter of the textbook highlights the connectedness of family lives across cultures. Although the main focus of the book is on the contemporary American family, important cross-national connections among families in our globalized economy, past and present, are provided in each chapter in a section entitled “Families Across Cultures.” Students will be asked to compare and contrast the similarities and differences among the American family and cross-cultural families as part of the critical thinking questions used to promote interactions on the Discussion Board as well as on quizzes and exams. For example, on the Discussion Board I might post for Module 1: Multigenerational households have been more common in China than in the West. Students will be asked to compare and contrast how well family members in China (commonly residing in multigenerational households) and the United States are taking care of children, the chronically ill, and the frail elderly and how well families are providing the emotional satisfaction people value so highly – intimacy, love, personal fulfillment? To research this question, students may be directed to the ancillary resource provided by the textbook “Families on the Internet.” This ancillary resource provides suggested World Wide Web sites and specific material on a search engine through [www.mhhe.com/cherlin6e](http://www.mhhe.com/cherlin6e) by the student typing in key phrases or terms to find useful scholarly links to obtain information to answer the question. Typing in “family care-giving in China” and “family care-giving in the United States” would provide students with various informational links to compare and contrast the similarities and differences for this cross-cultural analysis question. Alternatively or additionally, I will provide the students with websites to review such as those provided as examples in the syllabus attached.

**Objective 3: Explain the logic of sociological inquiry and social research methods used for the scientific study of families.**

In addition to the common elements to teach all 6 modules, the textbook contains in each chapter a section on sociological inquiry and social research methods which addresses current research and provides Boxed Essays entitled “How Do Sociologists Know What They Know?” on studies relevant to the content of the module. At the start of the course, students will learn about the ways in which sociologists collect and analyze data including objectivity, scientific method, hypothesis, survey research, and observational study (field research) as well as, the strengths and limitations of both. Included in the Discussion Board interactions will be critical thinking questions from these Boxed Essays that will require students to explain, justify and analyze the logic of the sociological inquiry and social research method. For example, “How do sociologists know what they know?” Asking about Sensitive Behavior (Chapter 6 Sexualities), the focus on sociological inquiry and research regarding sexual behaviors, students will be asked to compare and contrast the advantages and disadvantages of using survey versus

interview or field research in gathering data. Students will be directed to the Online Learning Center [www.mhhe.cherlin6e](http://www.mhhe.cherlin6e) and I will give them key terms to prompt them to access literature to review in order to obtain scholarly material to use to justify their responses. Additional resources for this particular module might include directing students to a survey that they can review and critique, not actually complete and submit. This survey would be available on D2L for their review and analysis and it fosters reflection on questions that are often posed to or about homosexuals by flipping all the questions to read “heterosexual.” The title of the exercise is “When did you know you were straight?” One of the ways to get students to think beyond what they know or think “out of the box” whether the course is on-line or face-to-face is to have them think more deeply about something that they can relate to, but that encourages them to think beyond their own perspective.

**Objective 4: Analyze, discuss, and apply sociological theories to dynamics and patterns of family life.**

In addition to the common elements to teach all 6 modules, the four widely used sociological perspectives on the family (Exchange Perspective, Symbolic Interaction Perspective, Feminist Perspective, and The Postmodern Perspective) as well as, The Functionalist and Conflict Perspective are covered in the learning module in Part One. Subsequently, in each chapter application of theoretical perspectives will be included as part of the Discussion Board. In addition, identifying specific theories and sociological perspectives on the family through definition, key assumptions, application to scenarios, and writing comparison about the strengths and limitations of the theories will be included on quizzes and exams. For example, for discussion purposes, I will post on the Discussion Board: Discuss how the “Exchange Perspective” could explain “theoretically” an individual’s decision to divorce versus to remain married in an unhappy or unsatisfactory marriage. I would then direct the students to use [www.mhhe.cherlin6e](http://www.mhhe.cherlin6e) using key words or concepts to secure a current article that employs “exchange theory” and “marital disruption decision-making” in order to support their answer. Additional resources could be employed in this module for example, to get them to think about how heterosexual couples can simply marry if they so choose; however, homosexual couples still need “permission” from the state. Thus, students would be directed to a YouTube clip entitled: “Permission to Marry” for further critical thinking and analysis and asked to apply a theory for example, conflict theory or functionalism to explain the dynamics of the social interaction regarding same sex marriage. [www.youtube.com/watch?v=G2nsGtd7y3c](http://www.youtube.com/watch?v=G2nsGtd7y3c)

**Objective 5: Describe how social change influences family life.**

In addition to the common elements to teach all 6 modules, each chapter contains two sections entitled “Looking Forward” and “Looking Back” as well as a section on “Thinking about Families.” The first two sections will be used to facilitate student reflection about the content of the module and the main learning objectives. For example, Module 4: Children and Parents, Chapter 9: Looking Forward: What are parents supposed to do for children? ; What might prevent parents from doing what they are supposed to do? Looking Back: The well being of American Children would entail

the student thinking about and analyzing “compared with when?”; “which children?”; “diverging destinies for example, poor and wealthy children and children in the middle.” In addition to being able to answer questions on the exams and quizzes regarding the social changes that influence family life, the patterns and current research literature, on the Discussion Board I might ask the students to use the ancillary resource provided by the textbook “Families on the Internet” to access specific studies and reports that appraise relative issues such as, father absence; single parenthood; lesbian and gay parenthood; divorce and remarriage; transnational adoption; falling into poverty and how these particular situations of social change may impact children and influence family life. As an additional on-line activity to promote deeper critical thinking regarding another module for example, Module 3 that includes “cohabitation and marriage” (Chapter7) I might ask the students to watch the video on interracial marriage and the case of Loving vs. Virginia and discuss the anti miscengenation laws on interracial couples and the social impact on the family.

[www.youtube.com/watch?v=T-7W4ux1y6I](http://www.youtube.com/watch?v=T-7W4ux1y6I)

and [www.youtube.com/watch?v=FaHhZ4IbVYY](http://www.youtube.com/watch?v=FaHhZ4IbVYY)

**Objective 6: Analyze and evaluate social policies that influence family life.**

In addition to the common elements to teach all 6 modules, each chapter contains a section entitled “Families and Public Policy.” In addition, learning about and identifying specific public policy that impacts the family through definition, key assumptions, application to scenarios, and comparing and contrasting manifest and latent goals and consequences will be included on quizzes and exams. For discussion purposes and to encourage divergent thinking, I will post on the Discussion Board questions that ask the students to analyze and evaluate social policies that impact family life. For example: Discuss “The rights and responsibilities of stepparents” using the chapter content to explain the “limited” legal rights and obligations of stepparents and how that impacts the family. Additionally, I would then direct the students to use the ancillary resource “Families on the Internet” to explore for example, the 2000 Census which for the first time included a “stepson/stepdaughter” category and in which the Bureau has tabulated the information along with information on the “adopted son/daughter” category. This exercise would be used to help students to understand and think critically about the statistical portrait of American stepfamilies and to include in their discussion how this phenomena is influencing the composition of the contemporary American family. The websites to be used would include: [www.census.gov/prod/2003pubs/censr-6.pdf](http://www.census.gov/prod/2003pubs/censr-6.pdf) or [www.census.gov/prod/2008pubs/p70-114.pdf](http://www.census.gov/prod/2008pubs/p70-114.pdf)

Another exercise to foster critical thinking about social policy and its impact on the family would be to have the students view two recent (2011) video clips: one is a teenager’s presentation to a government unit regarding being raised by two lesbians and the other is about a Kentucky ban on marrying an interracial couple in the church.

<http://front.moveon.org/two-lesbians-raised-a-baby-and-this-is-what-they-got/>

<http://abcnews.go.com/US/kentucky-church-bans-interracialcouples/story?id=15065204>

**Objective 7: Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of reliable information using various formats and employing intellectual honesty.**

This course offers varied opportunities for students to demonstrate that they have successfully achieved the learning objectives through the use of exams that include multiple choice, true/false questions; quizzes that will contain multiple choice, true/false questions; and Discussion Board interactions that demonstrate appropriate use of key concepts, application of the sociological perspectives, and critical thinking and analysis skills. All of the modules will require using the textbook and internet for resources to research and synthesize information from “Families on the Internet” or [www.mhhe.cherlin6e](http://www.mhhe.cherlin6e); as well as sections on “Families Across Cultures” and “Families and Public Policy.” Therefore, students are receiving information pertaining specifically to the module topic, but also must research the material, apply the content, synthesize their readings, compare and contrast cross-culturally, and critically think about and analyze public policy that pertains to the topic at hand. Academic integrity and intellectual honesty will be monitored by requiring students to cite the website resources they use when completing essay questions on the Discussion Board.

**3. How will instructor-student and student-student, if applicable, interaction take place?**

The primary location for interaction will be the discussion forums. There will be one forum for each module that contains preparing for three components: 1) socio-historical context and assumptions; 2) families and public policy, and 3) families across cultures. Students will be expected to respond to the questions that I pose as well as, post and respond to questions of their own. Students will be required to post in their discussions the resources they used to back up their responses. As the instructor, I will read and respond to posts in the forum. I will also be available to answer individual student questions via email and will make myself available from 9 am to 6 pm Monday through Friday. I will not respond between 9 pm at night and 9 am the next morning.

**4. How will student achievement be evaluated?**

The course grade will be determined by 3 exams, 6 quizzes based on course readings, and the quality of participation in the 6 discussion forums as follows:

3 Exams	60 pts per exam (60 pts x 3 exams = 180 exam points)
6 Quizzes	10 pts per quiz (10 pts x 6 quizzes = 60 points)
6 Discussion forums	10 pts per discussion forum (10 pts x 6 forums = 60 points)
Total points possible = 300 points	

A letter grade for the course will be determined using the percentages follows:

279 -300 points = A = 90-100%	180 – 209 = D= 60-69%
240 – 278 points = B = 80-89%	179 and below = F = below 60%
210 – 239 points = C = 70-79%	

**5. How will academic honesty for tests and assignments be addressed?**

Students will have only one opportunity to take the quiz for each module. Questions on D2L will be randomized so the quizzes will appear different to each student by using the Question Library in D2L which allows for randomization. The quizzes will be provided with a restricted date and time for availability, and completion will be timed with one opportunity for student submission.

A portion of the grade will come from discussion forums and postings which will require students to demonstrate their understandings (and difficulties) with the concepts and the socio-historical context of the family throughout the course. These forums will require students to demonstrate their knowledge of the specific topic as well as, their ability to apply the different theoretical concepts to that topic, analyze public policy, and compare and contrast families cross-culturally.

The exams will be multiple choice and true/false and uploaded onto D2L with a restricted date and time for availability, and completion will be timed with one opportunity for student submission. Questions will be shuffled so that the exam appears different to different students using the Question Library in D2L which allows for randomization.

Since the quizzes, exams, and discussion posts will require students to apply the knowledge base of the course content, I will monitor all scores for unusual patterns. Unusual patterns might include students who consistently score well on quizzes and/or exams, but whose discussion posts reflect a lack of understanding or inaccurate applications of concepts; inconsistency in writing style as well as, significant changes in scoring patterns on any of the graded work. If necessary, I will use "Turn It In" to evaluate writing on the Discussion Board that I suspect of plagiarism from a previously published work. I will advise students clearly of my expectations with regards to citing ALL resources, including the discussion posts of fellow students, PowerPoint slides, and all other D2L posted course materials.



**SYLLABUS OF RECORD**  
**SOC 336, Sociology of Family**

**I. Catalog Description**

**Prerequisite:** SOC 151

**3c-01-3cr**

A sociological study of the family from various theoretical viewpoints. Special emphasis is on the contemporary American family. A variety of topics are covered, such as mate selection, power relationships and roles in the family, parent-child interaction, marital satisfaction, divorce, and others.

**II. Course Outcomes:**

Students will be able to:

- Use a sociological perspective and sociological terminology to explain dynamics and patterns of family life.
- Employ historical and cross-cultural analyses of family dynamics and patterns.
- Explain the logic of sociological inquiry and social research methods used for the scientific study of families.
- Analyze, discuss, and apply sociological theories to dynamics and patterns of family life.
- Describe how social change influences family life.
- Analyze and evaluate social policies that influence family life.
- Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of reliable information using various formats and employing intellectual honesty.

**III. Course Outline**

**Week One: What is Family?**

1. Sociological Perspective of Family
2. Family Sociology and Research Methods
3. Sociological Theories of Families

**Week Two: The Changing Family**

1. Historical Perspectives on Families
2. Cross-cultural Perspectives on Families
3. Contemporary Families

**Week Three: Gender and Families**

1. Nature versus Nurture Debate
2. Gender Roles in Families
3. Changing Gender Roles in Contemporary Families
4. Gender Roles in Families Across Cultures

**Week Four: Social Class and Families**

1. Families and the Economy
2. Social Class Differences in Family Life

**Week Five: Race, Ethnicity, and Families**

1. Population and the Increasing Diversity of US Families
2. Interracial and Interethnic Families

**Week Six: Sex and Sexualities**

1. Sexuality and Human Development
2. Sexual Behaviors
3. Gay, Lesbian, and Bi-sexual Sexualities

**Week Seven: Love and Marriage/Partnership**

1. Dating and Mate Selection in the U.S.
2. Dating and Mate Selection Across Cultures
3. Cohabitation
4. Same Sex Marriage/Partnership
5. Marital/Partnership Relationship Success

**Week Eight: Work and Family**

1. The Division of Labor in Families
2. Overload and Spillover Between Paid Work and Family Life

**Week Nine: Parents, Children, and Family Formation**

1. Parental Choices, Roles, and Role Conflict
2. Parenting Across Cultures
3. Gay and Lesbian Parenting
4. Single Parenting
5. Social Class and Child Rearing

**Week Ten: Adult and Extended Family Relationships**

1. Aging Parents and Adult Children
2. Grandparenting

**Week Eleven: Divorce and Remarriage**

1. Trends in Divorce and Remarriage in the US and Across Cultures
2. Effects of Divorce
3. Stepfamilies

**Week Twelve: Family Crisis and Violence**

1. Domestic Violence
2. Child Abuse

**Week Thirteen: Families and Social Policy**

1. Abortion
2. Welfare
3. Family Medical Leave
4. Marital Promotion
5. Fatherhood Initiatives

**Week Fourteen: Family Changes**

1. Revisiting the Declining Family

**Exam Week: Culminating Activity**

In-class exam and/or presentations  
[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

#### IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay)	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	<u>0 to 50%</u>
	Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

#### V. Grading Scale

Grading Scale: A: 90% or higher      B: 80-89%      C: 70-79%      D: 60-69%      F: 59% or lower

#### VI. Attendance Policy

Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.

#### VII. Required textbooks, supplemental books and readings

[One text, such as the sample texts below, supplemented by other readings and videos.]

1. Cherlin, A. J. (2010). *Public & Private Families (6<sup>th</sup> ed.)*. New York: McGraw-Hill.
2. Benokraitis, N. (2010). *Marriages and Families: Changes, Choices, and Constraints. (7<sup>th</sup> ed.)*. Boston: Prentice Hall
3. Newman, D. (2009). *Families: A Sociological Perspective*. Boston: McGraw Hill.

Supplementary Materials [Such as the sample texts below.]

1. David Hall, ed. (2010). *Taking Sides: Clashing Views on Controversial Issues in Family and Personal Relationships (8<sup>th</sup> ed.)*. New York: McGraw-Hill/Dushkin.
2. Cherlin, Andrew J., ed. (2010.) *Public & Private Families: A Reader (6<sup>th</sup> ed.)*. New York: McGraw-Hill.

#### VIII. Special resource requirements

### Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

### Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at [it-supportcenter@iup.edu](mailto:it-supportcenter@iup.edu) or via electronic form available online in Moodle.

### **Disability Services**

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

### **Academic Integrity**

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the

author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

## IX. Bibliography

- Aulette, Judy. (2010). *Changing American Families*. (3<sup>rd</sup> Ed.). Boston: Pearson.
- Cherlin, Andrew. (2010). *Public and Private Families: A Reader*, 6<sup>th</sup> ed. New York, McGraw Hill.
- Eshleman, J. Ross and Richard Bulcroft. (2010). *The Family*, 12<sup>th</sup> ed. Boston: Allyn and Bacon.
- Giuffre, Patti, Cynthia Anderson, and Sharon Bird. (Jan., 2008). "Teaching the Sociology of Gender and Work." *Teaching Sociology*, 36(1), pp. 66-78.
- Gilbert, Kathleen, ed. 2010. *Annual Editions: The Family, 10/11*, 36<sup>th</sup> ed. New York: McGraw Hill.
- Hirshfield, L. E. (2008). "Critical Feminist Pedagogy and Sociology of the Family Courses." Paper presented at the annual meeting of the American Sociological Association Annual Meeting, Sheraton Boston and the Boston Marriott Copley Place, Boston, MA Online <PDF>. 2010-03-12 from [http://www.allacademic.com/meta/p242168\\_index.html](http://www.allacademic.com/meta/p242168_index.html)
- Kleinman, Sherryl, Martha Copp and Kent Sandstrom. (Apr., 2006). "Making Sexism Visible: Birdcages, Martians, and Pregnant Men." *Teaching Sociology*, 34(2), pp. 126-142
- Kunz, Jenifer. (2011). *Think Marriages and Families*. Boston: Pearson.
- McKinney, Kathleen and Laura Reed. (Jan. 2007). "Profile of an Engaged Sociology Major." *Teaching Sociology*, 35(1), pp. 77-84
- Miller, Andrea and Betsy Lucal. (July, 2009). "The Pedagogy of (In)Visibility: Two Accounts of Teaching about Sex, Gender, and Sexuality." *Teaching Sociology*, 37(3), pp. 257-268.
- Murphy-Geiss, Gail. (Oct., 2008). "Bringing the Facts to Life: Facilitating Student Engagement with the Issue of Domestic Violence." *Teaching Sociology*, 36(4), pp. 278-88.
- Ross, Susan M. and Janet McNeil Hurlbert. (Jan., 2004). "Problem-Based Learning: An Exercise on Vermont's Legalization of Civil Unions." *Teaching Sociology*, 32(1), pp. 79-93.
- Sweet, Stephen, Joshua Mumm, Marcie Pitt-Catsoupes, and Judith Casey. (Jan., 2008). "Teaching Work and Family to Undergraduate Students: Catalyzing Pedagogical, Curricular, and Programmatic Innovations." *Teaching Sociology*, 36(1), pp. 58-65.
- Umana-Taylor, Adriana J. and Angela R. Wiley. (March, 2004). "Family Diversity in the Classroom: A Review of Existing Strategies." *Journal of Teaching in Marriage & Family*, 4(1), pp. 127 - 146
- White, James and David Klein. (2008). *Family Theories*, 3<sup>rd</sup> ed. Lost Angeles, CA: Sage.
- Yamane, David. (Jul., 2006). "Course Preparation Assignments: A Strategy for Creating Discussion-Based Courses." *Teaching Sociology*, 34(3), pp. 236-248
- Zinn, Maxine Baca, Eitzen, Stanley, and Barbara Wells. (2011). *Diversity in Families*, 9<sup>th</sup> ed. Boston: Allyn and Bacon.
- Zipp, John F. (Apr., 2002). "The Impact of Social Structure on Mate Selection: An Empirical Evaluation of an Active-Learning Exercise." *Teaching Sociology*, 30(2), pp. 174-184
- [See also American Sociological Association teaching resources available at [www.asanet.org](http://www.asanet.org).]

<b>Conceptual Framework</b>	<b>INTASC Standards</b>	<b>NCSS Program Standards</b>	<b>Course Objectives</b>	<b>Course Assessment</b>
1a	1	1 Culture and Cultural Diversity	Employ historical and cross-cultural analyses of family dynamics and patterns.	Midterm Final
		4 Individual Development and Identity	Explain how gender, race and social class shape roles and norms and the division of labor in families, and how this socialization influences the individual.	Midterm Final
		5 Individuals, Groups, and Institutions	Explains the various forms that families, how social policies and historical changes influence family life over time.	Midterm Final

**Sociology of the Family (SOC 336)**  
**DISTANCE EDUCATION COURSE SYLLABUS**

**Kathryn Bonach, Ph.D., L.S.W., L.P.C., N.C.C.**

**Office: 102 J McElhaney**

**Best way to reach me: email: [kbonach@iup.edu](mailto:kbonach@iup.edu)**

**Required Text:**

Andrew J. Cherlin, *Public and Private Families: An Introduction (6th ed)*, McGraw-Hill, 2010).

**Prerequisite:**

This course is an upper level sociology course that is taught with an emphasis on the sociological perspective and methods of analysis. Therefore, Principles of Sociology (SOC 151) is a prerequisite.

**Course Description:**

A sociological study of the family from various theoretical viewpoints. Special emphasis is on the contemporary American family. A variety of topics are covered, such as mate selection, power relationships and roles in the family, parent-child interaction, marital satisfaction, divorce, and others.

**Course Outcomes:**

Students will be able to:

- Use a sociological perspective and sociological terminology to explain dynamics and patterns of family life.

- Employ historical and cross-cultural analyses of family dynamics and patterns.
- Explain the logic of sociological inquiry and social research methods used for the scientific study of families.
- Analyze, discuss, and apply sociological theories to dynamics and patterns of family life.
- Describe how social change influences family life.
- Analyze and evaluate social policies that influence family life.
- Practice and develop transferable skills, such as information literacy and application; effective communication (through writing and speaking); critical thinking and analysis; and research, synthesis, and presentation of reliable information using various formats and employing intellectual honesty.

Achievement of these particular objectives will be evaluated for each student individually. Preparing and participating intelligently in class discussions, including “active” listening via the Discussion Board posts, is necessary for this course. Each student in the class is responsible for contributing to the effectiveness of the course and promoting learning. This responsibility is accomplished by reading and comprehending the course assignments in advance, critically thinking about the material, and then completing the required assignments (quizzes and exams) as well as, posts on the Discussion Board with a readiness to share thoughts, ideas, and attitudes, while at the same time respecting the opinions and feelings of others.

The format for this course will be varied and will include: PowerPoints, Chapter Outlines and Study Review Questions; discussions, internet research assignments, and video clips. It is imperative students understand the necessity for a commitment to class time involvement in the discussions, debates, readings, and written work for this course. This course is designed to provide grading opportunities for a diversity of strengths among individual students. There are quizzes and exams that include a variety of types of questions; individual written assignments and activities, and class discussion interactions which combined, provide a variety of opportunities utilizing different methods in order for students to be graded.

**\*\*\*A NOTE ON OTHER COURSE POLICIES:**

\*\*\*Make- up examinations, quizzes, or posts will not be given, unless a compelling reason is provided for missing the exam, accompanied by written and pertinent documentation, which I deem acceptable. In the case of a documented emergency, you must contact me within the 24 hours to request accommodations for missed work. If contacting me within 24 hours of the emergency is not possible, due to the nature of the emergency, you must contact me as soon as reasonably possible. Please note that I determine the “reasonableness” of the delay in contacting me. Failure to comply with the above will result in the student receiving a zero for the assignment, no exceptions.

\*\*\*No extra credit or bonus work will be given for this course for the purpose of a student bringing up his/her grade.

**A NOTE ON HONOR:**

While this course is an undergraduate course and an academic code of honor is expected of all university students, I include the following information in my syllabus for the benefit of the student as a gentle reminder of the seriousness of plagiarism, be it intentional or unintentional. If



you are unsure of what constitutes plagiarism, or need a refresher, please read the following article “Plagiarism: What it is and how to recognize and avoid it” at the following site <http://www.indiana.edu/wts/wts/plagiarism.htm>

### **Academic Integrity**

IUP students are expected to maintain the highest standards of honesty and integrity. This means that all work submitted in your courses must be your own. You should familiarize yourself with definitions of cheating, plagiarism, and other violations of academic integrity. While most people know that cheating is dishonest, many students do not understand what constitutes plagiarism. Plagiarism is a serious violation of academic integrity. Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is dishonest, illegal, and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people’s words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author’s exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on the assignment or exam, an F for the course, and referral to the University Judicial Review Board and potential sanctions including suspension or expulsion from the university. **You are responsible for knowing and abiding by the IUP Academic Integrity Policy.** For your convenience and information, I have attached the policy to this syllabus.

## **Indiana University of Pennsylvania**

### **Academic Integrity Policy**

IUP is an academic community within the society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. The following policies and procedures have been established to preserve the academic integrity of the university community, while also providing a process that protects the rights of students who allegedly violate these policies.

### **Policy**

- A. **Types of Violations.** Violations of academic integrity include, but are not limited to, the following:
1. Providing or receiving unauthorized assistance in coursework, with lab work, theses, dissertations, or during examinations (including qualifying and comprehensive exams) or quizzes.
  2. Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
  3. Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one’s own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted *if they summarize or paraphrase in their own words* material from sources. All quoted material requires the

acknowledgement of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both directly quoted and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc.).

4. Using the same paper or work more than once without authorization of the faculty member(s) to whom the work is being submitted.
5. Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
6. Intentionally evading IUP academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
7. Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms and documents, or altering or adding answers on academic exercises or exams after work has been graded.
8. Computer dishonesty, including: tampering with or making unauthorized change to another person's or the university's computer system, illegally copying computer software, personal use of another individual's computer account, unauthorized activity involving another individual's personal computer system or any system belonging to the university, and other unauthorized use or violations involving computer use.
9. Noncompliance: failure to follow through with sanction(s) imposed as a result of an academic violation.

The university reserves the right to discipline any student for any action that an ordinary, reasonable, intelligent college student knows or should know might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

Charges of academic integrity violations may be brought by faculty members or administrators. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy may elect to resolve the matter by Informal Resolution, by Documented Agreement, or by Formal Adjudication. *Sanction(s) may not be imposed upon a student believed to have violated an academic policy without following one of these three procedures.*

If charges are brought, the accused student(s) shall have a fair and reasonable opportunity to answer, explain, and defend against the charges. The university shall have the burden of proof in all cases. Hearsay should not be used as the sole evidence to establish any fact necessary to establish guilt or innocence.

**Source:** Indiana University of Pennsylvania Undergraduate Catalog

All assignments are independent projects unless otherwise specified therefore, all work is to be done independent of others and will be graded accordingly.

### **Bibliography**

- Aulette, Judy. (2010). *Changing American Families*. (3<sup>rd</sup> Ed.). Boston: Pearson.
- Cherlin, Andrew. (2010). *Public and Private Families: A Reader*, 6<sup>th</sup> ed. New York, McGraw Hill.
- Eshleman, J. Ross and Richard Bulcroft. (2010). *The Family*, 12<sup>th</sup> ed. Boston: Allyn and Bacon.
- Giuffre, Patti, Cynthia Anderson, and Sharon Bird. (Jan., 2008). "Teaching the Sociology of Gender and Work." *Teaching Sociology*, 36(1), pp. 66-78.
- Gilbert, Kathleen, ed. 2010. *Annual Editions: The Family, 10/11*, 36<sup>th</sup> ed. New York: McGraw Hill.
- Hirshfield, L. E. (2008). "Critical Feminist Pedagogy and Sociology of the Family Courses." Paper presented at the annual meeting of the American Sociological Association Annual Meeting, Sheraton Boston and the Boston Marriott Copley Place, Boston, MA Online <PDF>. 2010-03-12 from [http://www.allacademic.com/meta/p242168\\_index.html](http://www.allacademic.com/meta/p242168_index.html)
- Kleinman, Sherryl, Martha Copp and Kent Sandstrom. (Apr., 2006). "Making Sexism Visible: Birdcages, Martians, and Pregnant Men." *Teaching Sociology*, 34(2), pp. 126-142
- Kunz, Jenifer. (2011). *Think Marriages and Families*. Boston: Pearson.
- McKinney, Kathleen and Laura Reed. (Jan. 2007). "Profile of an Engaged Sociology Major." *Teaching Sociology*, 35(1), pp. 77-84
- Miller, Andrea and Betsy Lucal. (July, 2009). "The Pedagogy of (In)Visibility: Two Accounts of Teaching about Sex, Gender, and Sexuality." *Teaching Sociology*, 37(3), pp. 257-268.
- Murphy-Geiss, Gail. (Oct., 2008). "Bringing the Facts to Life: Facilitating Student Engagement with the Issue of Domestic Violence." *Teaching Sociology*, 36(4), pp. 278-88.
- Ross, Susan M. and Janet McNeil Hurlbert. (Jan., 2004). "Problem-Based Learning: An Exercise on Vermont's Legalization of Civil Unions." *Teaching Sociology*, 32(1), pp. 79-93.
- Sweet, Stephen, Joshua Mumm, Marcie Pitt-Catsoupes, and Judith Casey. (Jan., 2008). "Teaching Work and Family to Undergraduate Students: Catalyzing Pedagogical, Curricular, and Programmatic Innovations." *Teaching Sociology*, 36(1), pp. 58-65.
- Umana-Taylor, Adriana J. and Angela R. Wiley. (March, 2004). "Family Diversity in the Classroom: A Review of Existing Strategies." *Journal of Teaching in Marriage & Family*, 4(1), pp. 127 - 146
- White, James and David Klein. (2008). *Family Theories*, 3<sup>rd</sup> ed. Los Angeles, CA: Sage.
- Yamane, David. (Jul., 2006). "Course Preparation Assignments: A Strategy for Creating Discussion-Based Courses." *Teaching Sociology*, 34(3), pp. 236-248
- Zinn, Maxine Baca, Eitzen, Stanley, and Barbara Wells. (2011). *Diversity in Families*, 9<sup>th</sup> ed. Boston: Allyn and Bacon.
- Zipp, John F. (Apr., 2002). "The Impact of Social Structure on Mate Selection: An Empirical Evaluation of an Active-Learning Exercise." *Teaching Sociology*, 30(2), pp. 174-184
- [See also American Sociological Association teaching resources available at [www.asanet.org](http://www.asanet.org).]

### Course Content Listing by Module:

#### **Module 1: Introduction**

Chapter 1 Public and Private Families; Family theories:

Chapter 2 The History of the Family

**Module 2: Gender, Class, and Race-Ethnicity**

Chapter 3 Gender and Families

Chapter 4 Social Class and Families

Chapter 5 Race, Ethnicity, and Families

**Module 3: Sexuality, Partnership, and Marriage**

Chapter 6 Sexualities

Chapter 7 Cohabitation and Marriage

Chapter 8 Work and Families

**Module 4: Links Across the Generations**

Chapter 9 Children and Parents

Chapter 10 The Elderly and Their Families

**Module 5: Conflict, Disruption, and Reconstitution**

Chapter 11 Domestic Violence

Chapter 12 Divorce

Chapter 13 Remarriage and Stepfamilies

**Module 6: Family and Society**

Chapter 14 The Family, the State, and Social Policy

## **ABOUT THIS COURSE**

This course will take place during Winter 2013 for 3 weeks. For Summer Session I, the course is set up for 5 weeks. It is set up in 6 modules which will be completed in sequence and organized as follows:

**Winter Session:**

Module 1 & 2            Week 1

Module 3 & 4            Week 2

Module 5 & 6            Week 3

**Summer I Session: (This original proposal is designed for implementation Winter 2013; however, I hope to also teach it in the Summer 1 Session during which the Modules will be spaced out as follows):**

Module 1                Week 1

Module 2                Week 2

Modules 3                Week 3

Modules 4                Week 4

Module 5 & 6            Week 5

I recommend working at a consistent time every day and working at your own pace within each week. However, while you can access the PowerPoints, readings and video links at any time throughout the course, you can only access quizzes and exams one time, and the discussion forums will be closed at the end of each week.

### **Communication**

There are two primary ways to communicate with me—the discussion forums and via email. Students will be required to respond to questions or prompts but you may also post questions or topics on your own. There will be two discussion forums each week that contain 3 components: Socio-historical Context, Families and Public Policy, and Families Across Cultures. I will read and respond to posts on each of the forums, and typically comment to the entire class rather than individual posts.

If you would need to contact me **outside of the D2L communication forums**, please feel free to email me, at my Imail address: [kbonach@iup.edu](mailto:kbonach@iup.edu). PLEASE PUT SOC 336 IN THE SUBJECT LINE. I will respond within a 6 hour range, Monday through Friday, between the hours of 9 am and 6 pm. I will not respond between 9 pm and 9 am nor will I respond over the weekend.

### **Required Technology Skills and Software**

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use D2L and associated tools including discussion forums, quizzes, and assignment submission features.
- The ability to use word processing software and to save in either RTF (Rich Text Format) or DOC/DOCX (Microsoft Word).
- The ability to use email
- The ability to demonstrate netiquette (appropriate on-line conduct)

### **Software**

The following software is required for students to participate in all course activities:

#### **Adobe Reader**

If you do not have this software, you can download it by clicking on the following link:

<http://get.adobe.com/reader/>

### **Technical Support**

For technical support for computer issues related to this course, please contact IUP's student helpdesk at 724-357-4000. If you experience issues outside of normal helpdesk hours, you can submit your error or question via email at [it-supportcenter@iup.edu](mailto:it-supportcenter@iup.edu) or via electronic form available on D2L. Click the "Contact the IUP IT Help Center link in the upper right hand corner of any D2L page.

## **GRADING PROCEDURES AND REQUIREMENTS**

### **Learning Modules**

The course is divided into 6 modules. In each module, you will complete a set of readings (some are from the required text, others will be available on line), explore a historical timeline, and watch videos or study links provided to illustrate particular concepts. Each module also contains PowerPoint slides that summarize and illustrate examples of the key concepts for that module/theory. After completing the readings, studying the PowerPoints and viewing the links,

you will post your responses/findings/research on the discussion forums. Quizzes are to be taken at the schedule time frame designated on the syllabus (one quiz per module, see course schedule).

**Discussion Participation**

This course requires a substantial amount of participation in discussion forums. For each module, you will be asked to post to three separate components by responding to prompts or questions provided. Some of your responses will require that you do some independent research. You will be expected to contribute to each forum per module and your posts will be graded on the quality of your contributions, not merely the quantity. High quality posts will add new information to the discussion and/or reflect critical thinking or offer insight into previous posts. During the first week of the course, I will offer feedback and pointers for improving the quality of your discussion posts. Your posts should include at least one reference to each reading as directed for that module. Please site references using APA style. **Posts will be graded collectively (all of your posts for that week will be give ONE grade) according to the following criteria:**

<b><u>Criteria</u></b>	<b><u>Credit 8 - 10 (= A/B)</u></b>	<b><u>Credit 6- 8 (= C/D)</u></b>	<b><u>Little or No Credit (5 - 0 = F)</u></b>
<b><u>Postings</u></b>	2 or more postings per week (1 per module), plus responses to others' posts	1 - 2 postings per week	0-1 postings per week
<b><u>Description of Contribution</u></b>	<p>It is very clear that readings were understood and incorporated into responses.</p> <p>Asks questions to clarify concepts while demonstrating an attempt to interpret or paraphrase independently.</p> <p>Contributes new information and identifies the source.</p> <p>Contributes relevant, high quality resources (e.g., web links, references to printed material, etc.)</p>	<p>Readings were mostly understood and sometimes incorporated into responses.</p> <p>Relates the issues to prior material covered in the course.</p> <p>Contributes some relevant, high quality resources (e.g., web links, references to printed material, etc.)</p>	<p>No evidence that readings were understood or incorporated into the discussion.</p> <p>Repeats basic correct information related to discussion.</p> <p>Contributes few relevant, high quality resources (e.g., web links, references to printed material, etc.)</p> <p>Violated acceptable netiquette.</p>

Thus you can earn a maximum of 10 points per module for a total of 60 points toward your final grade.

### **Quizzes, Discussion Forums, and Exams**

Quizzes and exams include questions from the readings, material from assigned videos and research, PowerPoints and any other assigned readings. Quizzes and exams will primarily consist of multiple choice questions and true/false questions some of which ask you to interpret original texts or apply concepts. Quizzes (one per module) and exams take place on D2L and must be completed before the deadline established on line. **You are responsible for monitoring and keeping track of these deadlines.** Quizzes and exams are an individual effort and D2L randomizes questions, so you will not be taking the exact same quiz or exam as any of your classmates. Quizzes and Discussion Forums per module will take place during the open period each Tuesday and Thursday.

Exams will take place during the open period each Friday. There will be a total of **three exams** (see course schedule). **Exam One** will cover the material in Modules 1 & 2: Chapters 1-5; **Exam Two** will cover Modules 3 & 4: Chapters 6 – 10; **Exam Three** will cover Modules 5 & 6: Chapters 11 - 14.

### **Method of Evaluation**

The course grade will be determined by 3 exams, 6 quizzes based on course readings, and the quality of participation in the 6 discussion forums as follows:

3 Exams	60 pts per exam (60 pts x 3 exams = 180 exam points)
6 Quizzes	10 pts per quiz (10 pts x 6 quizzes = 60 points)
6 Discussion forums	10 pts per discussion forum (10 pts x 6 forums = 60 points)
Total points possible = 300 points	

A letter grade for the course will be determined using the percentages follows:

279 -300 points = A = 90-100%	180 – 209 = D= 60-69%
240 – 278 points = B = 80-89%	179 and below = F = below 60%
210 – 239 points = C = 70-79%	

### **How to do well in this course:**

#### **Online Etiquette**

Discussion forums within this course are for class purposes only. Please remember for some students SOC 336 is a required course and an elective course for others; however, it can be a challenging course in the sense that you will be introduced to concepts and ways of thinking that may be new and diverse for you. There are many opportunities for you to develop a strong grasp of the ideas and principles that a sociological perspective on the family entails. The quizzes are very important chances for you to make sure you understand the readings; discussion forums are where you can deepen your knowledge, clarify concepts and start to make concrete use of sociological theory, research, public policy, and key terms and concepts regarding the family. Taking advantage of all of the supplemental materials including video clips, additional research and readings, and engaging in discussion posts will also prepare you for the exams and quizzes. On the other hand, missing an entire module will have a serious and detrimental impact on your

final grade, automatically reducing your score. Therefore, active and consistent participating is strongly recommended.

Please conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the on-line environment is documented and not easily erased or forgotten. Please follow these guidelines:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all previous postings before posting your responses to discussion topics to as to not repeat information or re-post sites.
- Focus on one topic at a time when posting or chatting in forums.
- Remember that what you say in discussions on-line is documented and available to be revisited. Choose your words carefully.

### **Students with Disabilities**

If you are a student who has a documented disability and need special accommodations, I will work with you to provide accommodation to ensure you a fair opportunity to perform in class. Please advise me in the first two days of the session regarding the disability and the desired accommodations.

### **Reminder: Academic Integrity**

IUP student are expected to maintain the highest standards of honesty and integrity. This means that all work submitted in your courses must be your own and all sources of information and ideas must be properly attributed. You should familiarize yourself with definitions of cheating, plagiarism, and other violations of academic integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy.

While most students know that cheating is dishonest, many students do not understand what constitutes plagiarism. Plagiarism is a serious violation of academic integrity. Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is dishonest, illegal, and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on the assignment or exam, an F for the course, and referral to the University Judicial Review Board and potential sanctions including suspension or expulsion from the university. **You are responsible for knowing and abiding by the IUP Academic Integrity Policy.**



Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment
1a	1	1 Culture and Cultural Diversity 4 Individual Development and Identity 5. Individuals, Groups and Institutions	(a) – (c)	Midterm Evaluation  Final Evaluation

**COURSE OUTLINE**  
**Sociology of the Family (SOC 336)**  
**Distance Education Course**

**Week 1**  
**Ethnicity**

**Introduction; Gender, Class and Race-**

**Module 1 & 2 Watch the following video clips and read these chapters:**

Required Readings	Module 1: Cherlin Chapters 1 & 2; Module 2: Cherlin Chapters 3, 4 & 5
Families on the Internet	Module 1: Divorce Reform: We need new solutions, not a return to fault-based divorce. <a href="https://www.michbar.org/journal/article.cfm?articleID=63&amp;volumeID=3&amp;viewType=archive">https://www.michbar.org/journal/article.cfm?articleID=63&amp;volumeID=3&amp;viewType=archive</a>  Module 2: Do employees discriminate against women? "The Higher, the Fewer": Discrimination Against Women in Academia <a href="http://historymatters.gmu.edu/d/6462/">http://historymatters.gmu.edu/d/6462/</a>
Families across Cultures	Module 1: To leave your mother and sisters for a wife, that would be shameful. The Na of Southwest China: Debunking the Myths <a href="http://web.pdx.edu/~tblu2/Na/myths.pdf">http://web.pdx.edu/~tblu2/Na/myths.pdf</a>  Module 2: Asia's Missing Girls <a href="http://elibrary.worldbank.org/content/workingpaper/10.1596/1813-9450-5148">http://elibrary.worldbank.org/content/workingpaper/10.1596/1813-9450-5148</a> <a href="http://www.youtube.com/watch?v=V-4uH_1PuyI">http://www.youtube.com/watch?v=V-4uH_1PuyI</a>

Practice Key Terms & Concepts	<a href="http://www.mhhe.com/cherlin6">www.mhhe.com/cherlin6</a>
Families and Public Policy	<p>Module 1: Divorce reform, historically, have we been here before? Should the laws be changed back to make it more difficult to obtain a divorce?</p> <p>Module 2: Homelessness, by the Numbers  The State of Homelessness in America 2012  <a href="http://www.endhomelessness.org/content/article/detail/4361/">http://www.endhomelessness.org/content/article/detail/4361/</a>  The Federal Strategic Plan to Prevent and End Homelessness  <a href="http://homelessnesslaw.org/2010/06/the-federal-strategic-plan-to-end-and-prevent-homelessness/">http://homelessnesslaw.org/2010/06/the-federal-strategic-plan-to-end-and-prevent-homelessness/</a></p> <p>QUIZ MODULE 1: TUESDAY DURING THE OPEN PERIOD  DISCUSSION FORUM MODULE 1: TUESDAY DURING THE OPEN PERIOD  QUIZ MODULE 2: THURSDAY DURING THE OPEN PERIOD  DISCUSSION FORUM MODULE 2: THURSDAY DURING THE OPEN PERIOD</p> <p>EXAM 1 MODULE 1 &amp; 2: FRIDAY DURING THE OPEN PERIOD</p>

**Week 2      Sexuality, Partnership and Marriage; Links Across the Generations**

**Module 3 & 4 Watch the following video clips and read these chapters**

Required Readings	Module 3: Cherlin Chapters 6, 7 & 8; Module 4: Cherlin Chapters 9 & 10
Families on the Internet	<p>Module 3: Interracial marriage ban in Kentucky church 2011  <a href="http://abcnews.go.com/US/kentucky-church-bans-interracialcouples/story?id=15065204">http://abcnews.go.com/US/kentucky-church-bans-interracialcouples/story?id=15065204</a></p> <p>Loving VS. Virginia: Anti-miscengenation laws  <a href="http://www.youtube.com/watch?v=T-7W4ux1y6I">www.youtube.com/watch?v=T-7W4ux1y6I</a>  <a href="http://www.youtube.com/watch?v=FaHhZ4IbVYY">www.youtube.com/watch?v=FaHhZ4IbVYY</a></p> <p>Module 4: Helicopter Parenting: The Growing Backlash Against Overparenting  <a href="http://www.time.com/time/magazine/article/0,9171,1940697,00.html">http://www.time.com/time/magazine/article/0,9171,1940697,00.html</a></p> <p>The Sandwich Generation  <a href="http://www.youtube.com/watch?v=YhXrHD7qWDk">http://www.youtube.com/watch?v=YhXrHD7qWDk</a></p>

	<p>The Sandwich Generation Documentary  <a href="http://mediastorm.com/publication/the-sandwich-generation">http://mediastorm.com/publication/the-sandwich-generation</a></p>
Families Across Cultures	<p>Module 3: Cross Cultural Patterns of Interracial Marriage:  <a href="http://paa2005.princeton.edu/download.aspx?submissionId=50502">http://paa2005.princeton.edu/download.aspx?submissionId=50502</a></p> <p>Module 4: Same Sex Marriage Laws Around the Globe  <a href="http://www.huffingtonpost.com/2010/07/15/same-sex-marriage-laws-around-647478.html#s114498&amp;title=The+Netherlands">http://www.huffingtonpost.com/2010/07/15/same-sex-marriage-laws-around-647478.html#s114498&amp;title=The Netherlands</a></p>
Practice Key Terms & Concepts	<p><a href="http://www.mhhe.com/cherlin6">www.mhhe.com/cherlin6</a></p>
Families and Public Policy	<p>Module 3: Same Sex Marriage:  <a href="http://www.youtube.com/watch?v=G2nsGtd7y3c">www.youtube.com/watch?v=G2nsGtd7y3c</a></p> <p>Module 4: Same Sex Parenting:  <a href="http://front.moveon.org/two-lesbians-raised-a-baby-and-this-is-what-they-got/">http://front.moveon.org/two-lesbians-raised-a-baby-and-this-is-what-they-got/</a></p> <p>QUIZ MODULE 3: TUESDAY DURING THE OPEN PERIOD  DISCUSSION FORUM MODULE 3: TUESDAY DURING THE OPEN PERIOD</p> <p>QUIZ MODULE 4: THURSDAY DURING THE OPEN PERIOD  DISCUSSION FORUM MODULE 4: THURSDAY DURING THE OPEN PERIOD</p> <p>EXAM 2 MODULE 3 &amp; 4: FRIDAY DURING THE OPEN PERIOD</p>

**Week 3                      Conflict, Disruption and Reconstitution; Family and Society**  
**Module 5 & 6              Watch the following video clips and read these chapter**

Required Readings	<p>Module 5: Cherlin Chapters 11, 12 &amp; 13  Module 6: Cherlin Chapter 14</p>
Families on the Internet	<p>Module 5: New Census Data which includes stepchildren/adopted children  <a href="http://www.census.gov/prod/2003pubs/censr-6.pdf">www.census.gov/prod/2003pubs/censr-6.pdf</a>  <a href="http://www.census.gov/prod/2008pubs/p70-114.pdf">www.census.gov/prod/2008pubs/p70-114.pdf</a></p>
Families Across Cultures	<p>Module 5: The Swinging Pendulum of Foster Care Child Welfare Foster Care Statistics  <a href="http://www.childwelfare.gov/systemwide/statistics/childwelfare_foster.cfm">http://www.childwelfare.gov/systemwide/statistics/childwelfare_foster.cfm</a></p> <p>Module 6: Public Opinion toward Government Assistance for Employed Parents</p>

	<p>Parental Leave Policies in 21 Countries  <a href="http://www.cepr.net/documents/publications/parental_2008_09.pdf">http://www.cepr.net/documents/publications/parental_2008_09.pdf</a></p>
Practice Key Terms & Concepts	<p><a href="http://www.mhhe.com/cherlin6e">www.mhhe.com/cherlin6e</a></p>
Families and Public Policy	<p>Module 5: Wife Beating in the Developing World  <a href="https://tspace.library.utoronto.ca/bitstream/1807/4947/1/rh04047.pdf">https://tspace.library.utoronto.ca/bitstream/1807/4947/1/rh04047.pdf</a></p> <p>Module 6: The Abortion Dilemma: The United Nation's Abortion Dilemma  <a href="http://www.cwfa.org/articledisplay.asp?id=12441&amp;department=BLI&amp;categoryid=reports">http://www.cwfa.org/articledisplay.asp?id=12441&amp;department=BLI&amp;categoryid=reports</a></p> <p>QUIZ MODULE 5: TUESDAY DURING THE OPEN PERIOD  DISCUSSION FORUM MODULE 5: TUESDAY DURING THE OPEN PERIOD  QUIZ MODULE 6: THURSDAY DURING THE OPEN PERIOD  DISCUSSION FORUM MODULE 6: THURSDAY DURING THE OPEN PERIOD</p> <p>EXAM 3 MODULE 5 &amp; 6: FRIDAY DURING THE OPEN PERIOD</p>

### Sample Lesson Plan for Module 3

#### 1. Required Readings and weblinks:

#### Sexuality, Partnership and Marriage

#### Module 3 Watch the following video clips and read these chapters

Required Readings	<p>Module 3: Cherlin Chapters 6, 7 &amp; 8;</p>
Families on the Internet	<p>Interracial marriage ban in Kentucky Church 2011  <a href="http://abcnews.go.com/US/kentucky-church-bans-interracialcouples/story?id=15065204">http://abcnews.go.com/US/kentucky-church-bans-interracialcouples/story?id=15065204</a></p> <p>Loving VS. Virginia: Anti-miscengenation laws  <a href="http://www.youtube.com/watch?v=T-7W4ux1y6I">www.youtube.com/watch?v=T-7W4ux1y6I</a>  <a href="http://www.youtube.com/watch?v=FaHhZ4IbVYY">www.youtube.com/watch?v=FaHhZ4IbVYY</a></p>
Families Across Cultures	<p>Cross Cultural Patterns of Interracial Marriage:  <a href="http://paa2005.princeton.edu/download.aspx?submissionId=50502">http://paa2005.princeton.edu/download.aspx?submissionId=50502</a></p>
Practice Key Terms & Concepts	<p><a href="http://www.mhhe.com/cherlin6e">www.mhhe.com/cherlin6e</a></p>

Families and  
Public Policy

Same Sex Marriage:  
[www.youtube.com/watch?v=G2nsGtd7y3c](http://www.youtube.com/watch?v=G2nsGtd7y3c)

2. Main Concepts and Theoretical Overview- see PowerPoint; see Chapter Outline; Practice Key Terms and Concepts at [www.mhhe.com/cherlin6](http://www.mhhe.com/cherlin6)
3. Preparation for Discussion Forums:
  - I. Families on the Internet
  - II. Families Across Cultures
  - III. Families and Public Policy
4. Quiz – Take Quiz on Module 3 Tuesday during the open period
5. Discussion Forum – Participate in the Discussion Forum on Module 3 Tuesday during the open period
6. Exam 2 – Exam 2 on Module 3 & 4 will be Friday during the open period

### **SAMPLE DISCUSSION POST ON D2L FOR MODULE 3**

**Sample questions as they relate to the three components: I will select one question per module for each forum.**

**Families on the Internet:** Discuss the similarities and differences between the 1967 Loving versus Virginia case on interracial marriage and the Kentucky 2011 case.

**Families Across Cultures:** Compare and contrast the differences between the United States and cross-cultural patterns of interracial marriage.

**Families and Public Policy:** Discuss arguments for and against same sex marriage (at least 3 pros and 3 cons).

#### **Preview Quiz #3- Sexualities, Partnership, and Marriage**

Students will see this quiz in a secure window

10 Questions will be randomly selected from this Question Library for Module 3 on D2L for each student

1. The idea that sexual acts and preferences are socially organized is no more than \_\_\_\_\_ years old.

- a. 200
- b. 175
- c. 150
- d. 75

2. The two categories of sexual activity prior to the late nineteenth century included the following

- a. premarital and marital.
- b. marital and extramarital.
- c. religiously approved and religiously disapproved.
- d. socially approved and socially disapproved.

3. The fact that sexual identities have only recently emerged as a concept suggests that:

- a. they are socially constructed.
  - b. this is a new phenomenon.
  - c. this is a phenomenon not worthy of study.
  - d. we need to base everything on biology.
4. Prior to the American Revolution, religious authorities in the United States preached that sexual intercourse was appropriate under which of the following conditions?
- a. within marriage and with mistresses for men
  - b. within marriage and for having children
  - c. within marriage and prior to marriage with the intended spouse
  - d. any conditions as long as the activity was between two consenting adults
5. Beginning in the late 1800s through 1973 homosexuality was thought to be
- a. a physical condition
  - b. a psychological illness
  - c. a normal sexual activity
  - d. a result of environment
6. Historically in the United States, and in some developing nations today, \_\_\_\_\_ has/have played an important part in the selection of a spouse.
- a. parents
  - b. love
  - c. the couple itself
  - d. pregnancies
7. Parents' influence on the spousal choice of children \_\_\_\_\_ when children can find ways of making an independent living.
- a. increases.
  - b. declines.
  - c. remains unchanged.
  - d. increases initially and then declines.
8. Which of the following did not contribute to the end of traditional courtship patterns in the United States?
- a. migration from rural areas to cities
  - b. higher standards of living
  - c. growth in passionate love as a basis for marriage
  - d. extended adolescence
9. A fundamental change in marriage in the twentieth century was
- a. a shift toward allowing individuals to achieve a more fulfilling sense of self.
  - b. more emphasis on spouses fulfilling duties.
  - c. achievement of a balance between self-fulfillment and duties to spouse.
  - d. none of the above
10. Living together without marrying would be more common among the poor of a society primarily because
- a. of loose morals.
  - b. of different values.
  - c. it matters less who is morally or legally bound to whom.
  - d. there is less social stigma.

11. One of the most important twentieth-century development in family has been
  - a. the decline of patriarchy.
  - b. the movement of married women into employment outside the home.
  - c. birth control innovation.
  - d. none of the above.
  
12. At the beginning of the twenty-first century, \_\_\_\_\_ of married women work outside the home in \_\_\_\_\_ jobs.
  - a. a minority; part-time
  - b. a majority; full-time
  - c. a minority; full-time
  - d. a majority; part-time
  
13. Which of the following factors is not related to women's increased participation in the labor force?
  - a. expansion of manufacturing jobs
  - b. rising divorce rate
  - c. lower fertility rate
  - d. expansion of service jobs
  
14. The historic rise in married women's labor for participation appears to have peaked in
  - a. 1995
  - b. 2007
  - c. 2000
  - d. 2005
  
15. Service sector workers tend to be women in all but the following case
  - a. teacher.
  - b. nurse.
  - c. secretary.
  - d. lawyer.

You are logged in Kathryn Bonach(Logout)

© 2012 Indiana University of Pennsylvania | 1011 South Drive, Indiana, PA 15705 | 724-357-2100

*Certificate of Recognition*

*awarded to*

*Kathryn Bonach*

*for successfully completing the*

*Desire2Learn Quizzes Workshop*

*offered through*

*Information Technology Services*



*Wednesday, June 20, 2012*

*Date*



# *Certificate of Recognition*

*awarded to*

***Kathryn Bonach***

*for successfully completing the*

*Content and Navigation in Desire2Learn Workshop*

*offered through*

***Information Technology Services***



*Monday, June 18, 2012*

Date

*Certificate of Recognition*

*awarded to*

*Kathryn Bonach*

*for successfully completing the*

*Desire2Learn Dropbox Workshop*

*offered through*

*Information Technology Services*



*Monday, June 25, 2012*

*Date*

*Certificate of Recognition*

*awarded to*

***Kathryn Bonach***

*for successfully completing the*

*Desire2Learn Grades Workshop*

*offered through*

*Information Technology Services*



*Tuesday, July 2, 2012*  
Date

*Certificate of Recognition*

*awarded to*

***Kathryn Bonach***

*for successfully completing the*

*Desire2Learn Discussions Workshop*

*offered through*

*Information Technology Services*



*Tuesday, July 31, 2012*  
Date \_\_\_\_\_