

Sociology 169: Changing American Family

Section 1, Tu/Th 9-10:15a

AIRC 3009

Professor Todd A. Migliaccio

Office: Amador 451D

Hours: T/Th 10:30-12, or by appointment

Phone: 278-7573

tmigliac@csus.edu

Website: <http://online.csus.edu>

Course Objectives:

Students will be presented with the changing dynamics of American families, and will learn about family structures in the past, present and to some degree, the future. While the class will focus on specific issues that exist within families, attempting to understand from where the issues arise, ultimately the class will address the relationship between the family as an institution and other social structures to note the effect each has on one another. Students will learn to exercise their sociological imagination in understanding the structure of family and the reasons for changes in the structure. The class will gain an understanding of social issues that are related to the family, their history and their relationship to the changes in the family in general. Through interviews, exams, papers and class projects, students will apply the information from the class to instances in their lives and the world in general.

Learning Outcomes:

Students will be able to:

- 1) Identify how the family has changed over time in the United States.
- 2) Discuss the contemporary family in the United States and the factors that impact families.
- 3) Note the diversity of experiences of family that exist in the United States, and offer specific examples of each.
- 4) Illustrate the relationship between family research and lived experiences of families.
- 5) Examine the influence that social service organizations and programs have on families.
- 6) Note the interrelationship between interactions inside and outside of the family, and the influence each has on the other.

Required Text:

Course Reader, located at University Copy and Print (behind Safeway), 446 Howe Avenue (929-6147).

Service- Learning

The Service-Learning offers students a chance to interact in a community group that is associated with the family, allowing the student to note the connection between the ideas being discussed in class with actual experiences in the world. This will assist students in not only developing a better understanding of the material and how it applies in the world but also to gain real world experience with such groups, and idea.

The overall goal of Service Learning is to provide a laboratory in which learning experiences address human and community needs and provides the necessary time for reflection on those experiences. Service opportunities are structured to promote student learning and development. Desired learning outcomes include: acquiring a sense of

civic and social responsibility, gaining exposure to cultural and socioeconomic differences, applying classroom learning and learning new skills.

Students will be expected to be present at their chosen Community Partner site no less than 3 hours a week for a total of 30 hours. Students will have a chance to choose from a number of potential community partners, but should remain with the site for the remainder of the semester. Students will be graded on attendance and work behavior, which will be determined through an evaluation that will be made by the student's supervisor at the site. The assignments for the class, as discussed below, will differ from other students because they will focus on connecting the class ideas to the student's service learning experience.

Policies:

You are required to complete all major assignments for the class (journals, presentation). If you do not complete them, your final grade could be considered not having completed the requirements for the class, thus receiving a WU.

The due dates for each of the papers are stated in the syllabus. No late papers will be accepted. The paper guidelines are on the web. As well, a brief statement in class about what is expected will be given. The due dates for each assignment are listed in the course calendar at the end of the syllabus. While I will attempt to offer reminders to impending due dates, it is ultimately your responsibility to insure that all papers are ready to be turned in by the expected due date.

Throughout the course, each student will be allotted four extensions for the papers or assignments. You do not need permission from the professor. You may use these extensions whenever you want, subject to the rules given below:

- 1) *You get four extensions. Don't ask me for more- you won't get them. Hence, you should use extensions wisely when you really need them, such as sickness or an athletic event.*
- 2) *You may use a maximum of two extensions on any one paper; by using two on one paper, you can turn the paper in one week late (two classes late).*
- 3) *You may use only one extension for a late assignment, meaning it can be turned in only one class period late.*
- 4) *Any paper that is submitted later more than two classes after it is due (regardless of your extension situation), or is turned in late after you have used all of your extensions will be penalized two full grades.*
- 5) *Any assignments submitted after one class period (regardless of extension situation), or after you have used all of your extensions, the assignment will not be accepted.*
- 6) *No extension can be used for posting assignments, quizzes or exams. If you fail to post before the end of the allotted time, then you lose those points.*
- 7) *Holidays are not considered class days, so an extension would extend until the next official class day.*
- 8) *Classes not attended because of service learning are still considered class days, so extensions would count for those days.*

All papers must be typed and stapled and not placed in any covers, folders or any other such contraption. A title page is expected, which will contain the following information: Title of the paper, your name, and the name of the class (Sociology 169 for those of you not paying attention). Thank you.

Use of SacCT: While there are times when the site will be down, this is not an excuse for a missed assignment or late paper. The material will be up with sufficient time to copy it before it comes due. Ultimately it is your responsibility to either obtain it, or let me know of any problems you are having with it. Most problems are related to the computer

department, so contact the help desk. If they are unable/unwilling to help you let me know, and I will attempt to correct any problems, but on occasion they are not my fault (I know, that is hard to imagine, but it is true).

CSUS complies with the regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you are a student who has a disability that may necessitate accommodations being made in the classroom, please contact SSD, (916) 278-6955. If you have any questions, feel free to ask me. All information will be held in the strictest confidence.

Turn off all pagers and cell phones before entering class. I accept the right to answer any that ring (and make up any wild stories about you to the person who has called).

Finally, cheating and plagiarism will not be tolerated. The policy can be accessed here: <http://www.csus.edu/umanual/student/Uma00150.htm>. If you are caught engaging in such activities, you will receive an F, and will be reported to the campus Judicial Affairs Officer.

Writing Center:

For free, one-on-one help with reading or writing in any class, visit the University Reading and Writing Center (URWC) in Calaveras 128. The URWC can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. Students can sign up for up to an hour a week with a tutor by visiting the URWC in CLV 128—visit the URWC during week two of the semester to sign up for regular weekly tutoring. Students may drop in at any time, but the best time to drop is during our “drop-in only” hours, Monday-Thursday 2:00pm-4:00pm. We also offer tutoring for one unit of academic credit through ENGL121. For URWC hours and more information, visit the website at www.csus.edu/writingcenter.

Online Component:

The class is located on the sacCT campus server. Accessing this site requires a login and password, which are the following: Login: your saclink account; Password: your saclink password. You will be able to access the outlines for the course, any overheads used in class, any material that was handed out, a glossary of terms (if there is one not listed that you can not locate elsewhere, please let me know so I can include it), all of the assignments, as well as the posting questions and syllabus. You will also be able to locate your grade on-line if you desire.

POSTINGS: Several Friday afternoons I will be putting up posting questions/assignments on-line. I will attempt to let you know about it in class. As for the postings, they will be questions that you will be required to answer that engage the ideas in the class, the readings and possibly current events. As well, you will be required to respond to at least two other student’s comments, preferably on a different day than you originally posted. This is to help in the comprehension of the material, ideas and readings from the class, as well as to generate topics of discussion within the classroom.

Exams:

Four exams will be given over the course of the semester, but only three will be counted toward your grade (yes, that means your lowest score will be thrown out). Each will consist of short answer questions, coupled with matching, true/false and/or multiple-choice questions. Each exam will be worth 15% of your total grade (for those of you who have not taken math as of yet, that is a total of 45% of your total grade). Each test will only examine your knowledge from the previous test until the class period just prior to the exam. The final will not be a comprehensive final. You will need to bring blue books and scantrons for all of the exams.

Assignments:

Class Assignments, Postings and Participation:

Throughout the semester, a series of short assignments will be given that incorporate the concepts of the class into your own lives. Some of the assignments will require you to bring something written back into the class, while some will require you to engage with other students in on-line discussions on the website. The Posting assignments will be given on Friday and you will be required to respond to these over the weekend, as well as to respond to two other student’s comments. Many will engage the readings, with the intent of bringing in discussions from these on-line postings to the class. All assignments will be listed on the web. All together, these will be worth 5% of your total grade.

Journals:

Three journal papers (2-3 pages) will be due throughout the semester. The 1st and 2nd journal will be your own thoughts and comments about your service learning experiences and what you have learned from the experience in relation to the issues/topics in the class. The third journal will be based on ideas given to you (they are discussed in the guidelines located online). The journals as a whole will be worth 20% of your total grade.

Service Learning Reflections:

Each Monday you will submit online a short write up connecting your experiences in the service learning dynamic to a reading from the class. You need to go beyond general description and instead use the reading. You are also being graded on how well you understand the reading, as well as your application of the experience. While service learning does not begin for several weeks, you will be expected to turn in the write ups connecting ideas to what you expect to experience at your community partnership. There are 13 possible due throughout the semester, you only have to turn in 10 (the due dates are different from the due dates for reading the articles). This all begins the Third Monday of class. These are worth 10% of your total grade.

Presentation

You will give a presentation that introduces the service learning experience to the class and connects it to ideas in the course. Rather than listing how the service learning experience relates to a list of concepts in the class, pick one or two to which it most strongly relates and explain in detail the concepts, theories and ideas associated with the topic and how the experience relates, or is a perfect example of it. It will be worth 10% of your total grade.

Service Learning

You will be graded on your attendance and overall review of your service learning experience. This will be turned in by your supervisor to me. It is structured by a point system along with comments written and stated by your supervisor. It will be worth 10% of your total grade.

Submitting your Assignments online:

When you log onto SacCT and connect into the course page. On the Course Menu on the left side of the course page, click on the "Assignment Submission Links" There will be a list of folders for different groupings of class assignments. Choose the folder that represents the class assignment (for example, there are 10 service learning write ups due, so all 10 are listed. There are, however, 13 possible times to turn reflections in. Submit the number of the reflection you are turning in. If you are turning in your second reflection, but it is during the third turn in date, then turn it in under reflection #2). You can attach the paper here (need to be a word document: .doc, .docx, .rtf, or at least a PDF), as well as other materials needing links (depending on the assignment). If you do not submit using one of these, it will be returned and considered late. If I am unable to open the word document, I will let you know and you will have that day to resubmit it correctly (ultimately, it is up to you to get that taken care of). You **MUST** attach a document for the journals. For all other class assignments, including reading reflections, you **MUST** submit it in the box provided on the submission link. The same for class assignments (unless otherwise instructed).

Calendar:

TOPIC:

September 1 & 3: Introduction and the definition of family

September 8-15: Theory and Social Factors

September 10: Online orientation to be completed (forms brought to class)

September 17-24: History of American families and alternatives

September 29: Exam 1

October 1-8: Sexuality and family

October 13-15: Family and the State

October 13: Journal 1 is due

October 20: Exam 2

October 22 & 27: Happy and Healthy Marriages

October 29- November 5: Parenthood

November 10 & 12: Children

November 10: Journal 2 due

November 17: Exam 3

November 19 & 24: Family Violence

November 26 & 27: THANKSGIVING!!! ENJOY!!!

December 1 & 3 (REQUIRED ATTENDANCE): PRESENTATIONS

December 3: Journal 3 due

December 8 & 10: Divorce

December 10: Completed Time Log

December 15 (Tuesday), 10:15a-12:15p: Exam 4

READING DUE:

Goode

Furstenberg; Giele

Skolnick; Coontz; Casper &
Bianchi; Cunningham &
Thornton

Ould; Schalet; Collins

Cherlin; Castaneda & Melo;
Kelly

Jackson; Waite, et al.

Hays; Gillespie
Townsend; Luker

Mintz

Moore; Price;
Simonelli, et al.

Hackstaff; Kelly & Emery