# **SOCI 3000 001 – Marriage & Family**

# **Spring 2021 Semester – Taught Online due to COVID**

# **Dr. Karen Monique Gregg**

## **Instructor Contact**

Name: Dr. Karen Monique Gregg

Office Location: Sycamore 288V

Office Hours: By Zoom appointment only

## **TA Contact**

Name: Shayna Hasty

## **Important Dates UNT**

Classes Begin: January 11th

MLK Day: January 18th

Census Date: January 25th

Mid-Semester: March 6th

Last Day of Class: April 22nd

Pre-Finals Days: April 21st-22nd

Reading Day: April 23rd

Final Exams: April 24th-30th

## **Important Dates for this Course**

* Quizzes are due before midnight (11:59 p.m.) Saturdays during the course of the semester.
* The Midterm Exam is due before midnight (11:59 p.m.) on Saturday 3/6.
* The Final Exam is due before midnight (11:59 p.m.) on Tuesday 4/27.
* TedX Talk Discussions are due on Saturdays before midnight (11:59 p.m.) on the following dates: 1) TT1 1/23; 2) TT2 2/6; 3) TT3 2/27; 4) TT4 3/20; 5) TT5 4/10; and 6) TT6 4/17.

## **Communication Expectations / Course Expectations**

The best way to contact me or the TA for the course about something personal is by using the Inbox in Canvas. The best place to ask a question concerning the course is by using the discussion for Q&A in Canvas. If you send me or the TA a message in either the Inbox in Canvas or in the Q&A discussion on the weekends, we will not respond until Monday. We also ask that you allow me 24-hours to respond to any communication.

## **Course Catalog Description**

3000. Sociology of Marriage and Family. 3 hours. Interpersonal dynamics of marriage and family life; role and influence of the family as both a powerful primary group and as a social institution in society; current status of families in the United States plus cross-cultural and historical patterns. Advised for students planning sociology graduate work.

## **Course Structure**

This course is 100% online in Canvas. The course is based on the broad themes of diversity, inequality, and social change. Students learn about the shifting structures of marriage and family life in the United States based on a frame of demographic information largely derived from the U.S. Census. The theoretical approach used is the theory of modernity, which means we focus on questions related to individual identity, institutional dynamics, personal freedom, and the need for self-definition in society.

In this course, students are tested weekly through short quizzes as we move through the chapters of Philip N. Cohen’s book, *The Family*, 2nd Ed. Midway through the course, students are assessed via a Midterm which covers roughly half the material in the course (Chs. 1-7). At the end of the course, students again are assessed on the material covered the second half of the course (Chs. 8-13). Sprinkled throughout the semester, students view TedX Talk films found on YouTube and discuss their relevance to the course in discussion posts.

## **Course Prerequisites or Other Restrictions**

There are no prerequisites for the course, but you are expected to be familiar with Canvas using tools such as quizzes and discussions. Additionally, in order to be successful in this course you will need to:

* Cite sources in your writing, giving credit to where you obtain information.
* Network with others and utilize tact when offered differing perspectives in the course discussions.
* Make the commitment to spend at least 10 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

## **Course Level Objectives**

### By the end of this course, students will be able to:

## Recall and discuss increasing diversity in the structure of family in the United States.

1. Recall and discuss increasing inequality in different family forms in the United States.
2. Recall and discuss different forms of social change in family in the United States over the last 100 years.
3. Recall and discuss data pertaining to marriage and family research derived from the U.S. Census.
4. Recall and discuss the theory of modernity as an explanation for the increasing diversity, increasing inequality, and continual social change in modern family life in the U.S.

## **Materials**

The only required material in the course is Philip N. Cohen’s textbook, The Family, 2nd Edition[[1]](#footnote-1)(2018). You can acquire the book in several ways, depending on your personal preference. Regardless of which modality you choose, you should obtain your book through the UNT bookstore on campus. ISBN 978-0-393-61457-2

## **Teaching Philosophy**

My personal approach to teaching this course involves creating an online atmosphere where students can broaden their perspective on the changing structure of marriage and family life in the United States and really come to understand the increasing diversity, increasing inequality, and long-term social change that has occurred over the last 100 years in the United States. To do this, students must cooperate by embracing the material in the assigned text so that they can engage one another in fruitful discussions about the changing shape of marriage and family life in our country.

## **Technical Requirements and Skills**

Here is a list of the minimum technology requirements for students for this course:

* Computer
	+ If your Internet is out or if your personal computer has an issue, you are expected to use the computer clusters on campus to complete your work.
	+ If it is not possible to go to campus, please find another working computer with good Internet access.
* Reliable internet access
* Microsoft Office Suite
* [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)
* Uploads to Canvas have been set to only accept .pdf .doc .docx files.
	+ If the professor or TA cannot open your document, you will be awarded a zero and you should contact them as soon as possible to discuss.
* Note that Canvas does not interface well with Pages and Google Docs. Do not upload your files using these word processing systems.

## **Computer Skills & Digital Literacy**

Here is a list of course-specific technical skills students must have to succeed in the course:

* Using Canvas
* Using email with attachments
* Downloading and installing software

## **Rules of Engagement**

Here are some general guidelines for the way students are expected to interact with each other and with their instructor and TA online:

* Treat your instructor, TA, and classmates with respect in email or any other communication.
* Always use your professors’ proper title: Dr. or Prof.
* Unless specifically invited, don’t refer to your instructor by first name.
* Use clear and concise language. Proof your work before submitting. This includes any communication you have with your instructor or TA.
* Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
* Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
* Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10- or 12-point font
* Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
* Limit and possibly avoid the use of emoticons like :) or ☺.
* Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
* Be careful with personal information (both yours and other’s).
* Do not send confidential information via e-mail

## **Late Work and Missing Work**

All assignments should be submitted by the indicated dates and times embedded in the syllabus. There will be no extensions, except in cases of documented emergencies.

* In the event of a legitimate emergency, students are to contact the professor to arrange for an online meeting (via Zoom, FaceTime, or Skype).
* If your emergency is serious, the professor may recommend that you contact the Dean of Students to receive a blanket excuse for all of your courses.
* Students should contact the professor **prior to** missing an assignment.
* Each student is allowed **only one documented emergency** per semester.
* If you contact the professor **prior** the missed assignment, you may or may not be granted leniency in making up the assignment.

### **More Specifics About Missing Work**

#### Quizzes

Everyone is permitted to miss one quiz with no penalty at any time over the course of the semester. Another way to look at this is that your lowest quiz grade in this course will be dropped. So, if you have to miss a quiz just once, your grade will still be intact. If you miss any more than this one quiz, you will earn zero (0). Please try not to miss more than one quiz.

#### Discussions

Everyone is permitted to miss one discussion post. Another way to look at this is that your lowest discussion grade in this course will be dropped. So, if you have to miss a discussion just once, your grade will still be intact. If you miss any more than this one discussion, you will earn zero (0). Please try not to miss more than one discussion.

#### Exams

If you need to schedule a different time and due date for either of the exams, contact the professor no later than one week beforehand in order to set up an alternative time. If you contact the professor after either of the exams has closed, you will not be able to complete it and you will have forfeited your opportunity for these points. Please note that the course will be considered complete after the final exam closes.

## **Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. At UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues. Here is information about how to contact them.

Link: [UIT Student Help Desk site](file:///Volumes/UNT-SP/Social%20Problems%20-%20Macionis%208th%20Ed./Syllabus/UIT%20Student%20Help%20Desk%20site)

<http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (https://community.canvaslms.com/docs/DOC-10554-4212710328)

## Links to Miscellaneous Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

* [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
* [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
* [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

### Other student support services offered by UNT include

* [Registrar](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CRegistrar) (https://registrar.unt.edu/registration)
* [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
* [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
* [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
* [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
* [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
* [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

### Academic Support Services

* [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
* [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
* [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
* [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)
* [MathLab](https://math.unt.edu/mathlab) (https://math.unt.edu/mathlab)

## **Course Requirements, Assignments and Values**

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| --- | --- | --- |
| Assignments | Due | Value |
| Introduction Discussion\*\*TA will welcome you to the course. | Week One of Course | Incomplete/Complete0 Pts |
| 13 Cohen Chapter Quizzes\*Must take 12 X 50 Pts = 600 PtsYou can miss one quiz or your lowest quiz score will be dropped at the end of the semester.\*Automatically scored in Canvas. | End of each week | 600 Pts |
| Midterm Exam\*\*Automatically scored in Canvas. | Midsemester(Chs. 1-7 of Cohen) | 200 Pts |
| 6 TedX Talk Discussion Posts\* Must complete 5 X 100 = 500 PtsYou can miss 1 of the 6 TT discussions or your lowest discussion score will be dropped at the end of the semester.\*Graded by the TA. | 6 various times in the syllabus | 500 Pts |
| Final Exam\*\*Automatically scored in Canvas. | Final Exams Week(Chs. 8-13 of Cohen) | 200 Pts  |
| TOTAL |  | 1500 Pts |

## **Course Grading Scale**

A = 1350 - 1500 Points C = 1050 – 1199 Points F = 899 Points or less

B = 1200 – 1349 Points D = 900 – 1049 Points

## **MORE DETAILS ON COURSE ASSIGNMENTS[[2]](#footnote-2)**

To prepare you for the work in this course, you are assigned to read chapters from Cohen’s 2nd Ed. of *The Family*, watch the Story Behind the Numbers animation videos, and practice terms with flash cards before attempting the weekly quizzes and exams. The course readings will also prepare you to discuss the TedX Talk films assigned for discussions. Everything except the chapter reading can be found in Canvas in the module folders.

### Weekly Quizzes

* Quizzes are online in Canvas.
* Quizzes can be found in module folders for each chapter in Canvas.
* Quizzes are **due before midnight on Saturdays (11:59 p.m.)**.
* There are 13 quizzes. You are required to take 12 quizzes.
	+ This means you can skip 1 quiz at some point in the semester and not be penalized. You get to decide when.
	+ If you want to take all 13 quizzes, that’s okay too. At the end of the semester your lowest quiz grade will be dropped.
* Quizzes are open book and open notes.
* Each quiz is worth 50 points.
* Quizzes are made up of 10 randomly selected Multiple Choice questions that have only one best answer.
* You are given 20 minutes to take each quiz. After that, your quiz will automatically submit in Canvas and your quiz will be scored.
* You are only allowed 1 attempt on each quiz. It is very important that you read, use the flash cards, and study before attempting each quiz.
* Quizzes cannot be made up if missed. This is because everyone has 7 days each week to complete the quiz. I am counting on students to find 20 minutes in this 7-day period to complete each weekly quiz in this course.
	+ I recommend that students not wait until Saturday to take quizzes.
	+ Do not email me asking me to make up a quiz.
	+ NOTE: Students are allowed to work ahead on quizzes. This means that all quizzes are open and ready for you to take starting the first day of the course.
* Quizzes are automatically scored using Canvas.

### Midterm and Final Exams

* Exams are online in Canvas.
* Exams can be completed ahead of their due date. This means you can work ahead in this course, but do not take the exam before completing the quiz chapters covered on the exam.
* Exams are worth 200 points each.
* Exams are open book and open notes.
* Exams are made up of 50 randomly selected, True/False and/or Multiple Choice questions that have only one best answer. There are no essay questions on the exams.
	+ This means that each student will be presented with a different set of 50 questions that Dr. Gregg has personally vetted.
* You are only permitted one attempt on each of the exams.
* You are given one and one-half hours (90 minutes) to take each exam. After that, your exam will automatically submit in Canvas and your exam will be scored in the grade book.
* You are expected to work on your own with academic integrity during the exams.
* Exams are automatically scored in Canvas.

### TedX Talk Discussions

At several points in the semester you will be assigned to watch and write about 6 TedX Talks (TT) related to marriage and family. These assignments are meant to be fun because they require you to engage your fellow students about sociological phenomena related to marriage and family in the United States.

#### Specifics about TedX Talk Discussions:

* The intention of the TedX Talk discussion is for students to engage other students about topics related to marriage and family.
* There are 6 TedX Talk discussions. Students are required to complete 5 of them. This means you can skip 1 with no penalty. If you do them all, at the end of the semester your lowest grade will be dropped.
* In Canvas, each discussion is labeled like this: TT1, TT2, TT3, TT4, TT5, TT6.
* Each TT is worth up to 100 points.
* To complete the TT discussion, you are asked to watch a TedX Talk presentation about marriage and family topics. You should view the TT in its entirety. Watch it more than once if needed in order to feel comfortable posting in the discussion.

#### After watching the TedX Talk, do the following in your original discussion:

1. Discuss in a few sentences the general idea or topic that the presenter addresses. To do this, directly quote something the presenter says.
2. Explain any solution(s) the presenter offers in the presentation.
3. Next, explain in a few sentences whether you agree or disagree with the presenter’s ideas in this TedX Talk.
4. To conclude your discussion, pose a discussion worthy question about the presenter’s main topic so that others may engage you in your discussion post.
5. Engage at least one other student in discussion.

#### Before submitting your original discussion post, review your work for the following:

* You used your best college writing.
* You didn’t use slang language.
* You capitalized all proper nouns. Also, the word “I” is capitalized.
* You wrote using complete sentences.
* You used quotation marks when quoting the presenter.
* You proofed your writing for typographical errors.
* Finally, review the directions to make sure you followed them all. For example, is the question you posted discussion-worthy? (TIP: Avoid questions that result in “yes or no” and/or one-word answers.)
* Make sure your post is in the form of one narrative paragraph. This means you should write a minimum of 8-10 sentences in response to the prompts (more is even better). If you didn’t write at least this much, go back and add more of your own thoughts.

#### How you will be graded:

* For every formatting/direction error you make, you will be deducted -5 points.
* By addressing the main ideas of the presenter, you will earn up to 20 points.
* By quoting the presenter and using quotation marks, you will earn up to 10 points.
* By explaining any solutions that the presenter offers, you will earn up to 25 points.
* By taking a clear agree/disagree stance on the presenter’s ideas, you will earn up to 25 points.
* By posing a discussion worthy question about the presenter’s main topic, you will earn up to 10 points.
* By engaging at least one other student in discussion, you will earn up to 10 points.

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| # | TEDTALK YOUTUBES | DUE |
| 1 | Erin Miller’s “Stripping Down the Hookup Culture” (19:24) | Before midnight on 1/23 |
| 2 | Rick Bank’s “Is Marriage Just for White People?” (17:31) | Before midnight on 2/6 |
| 3 | Esther Perel’s “Rethinking Infidelity…a talk for anyone who has ever loved” (21:31) | Before midnight on 2/27 |
| 4 | Glen Henry’s “What I’ve Learned Being a Stay at Home Dad” (11:01) | Before midnight on 3/20 |
| 5 | Alice Han’s “Violence Against Women and Girls: Let’s Reframe this Pandemic” (14:38) | Before midnight on 4/10 |
| 6 | Jenna McCarthy’s “What You Don’t Know About Marriage” (11:18) | Before midnight on 4/17 |

## **Course Policies**

Below is a list of items that you can expect from your professor and TA, as well as a list of items that, if you choose to stay in this course and not drop it, you are agreeing to abide by in this course. Please consider these expectations our Course Policies.

### What you can expect from your professor (and TA):

1. Respect and active listening.
2. Consistent grading with return time within one-two weeks.
3. Willingness to teach, learn and answer questions.
4. To be prepared each week for our class.
5. To allow ample opportunity for you to do well in this course.
6. To be available by appointment for additional help.
7. To treat everyone equally and fairly.

### What the professor (and TA) expects from you:

1. Patience the professor, TA, and with all others who participate in this class.
2. To read the syllabus carefully each week and know what is supposed to happen. This is our contract. The professor (and TA) will do all that they can to abide by the syllabus, so they expect you to do the same.
3. Active participation in our class in the Canvas environment as required by the syllabus.  If it appears you are not actively engaged in this course, the professor (and/or TA) will use the UNT Care Team reporting system to make recommendations.
4. To complete all assignments as they are scheduled in the Tentative Course Schedule in the syllabus.
5. To act with academic integrity during any quizzes or exams, and in all writing. Your work should be your own. Cheating will not be tolerated! See UNT policy on academic dishonesty.
6. To read the grading comments that the professor and TA provide on all of your assignments. They will incorporate tips for how to do better on future assignments.  If you need extra help with your writing, please use the Writing Center on campus (Sage Hall).
7. To put assignments in the correct spot in Canvas. If you put things in the wrong spot, you will receive a zero (0) and your work will not be graded.
8. To follow all directions in the syllabus for all types of course assignments. If you do not follow all of the directions (especially for the discussions), you will automatically receive a zero (0) on that assignment.
9. To buy and use the correct version of the required book for the course. Right now, that is the 2nd Edition of Philip N. Cohen’s text, The Family.
10. If you analyze something other than what everyone else is analyzing in your assignments, or if you misquote something from the book, you will receive a zero (0). This is especially important when completing the discussions.
11. By Week One of the course, please buy and use the correct version of the book and appropriately cite your work.
	* If the professor or TA happen look up something you quote from the book and it is not on the page cited, you will automatically fail the assignment and receive a zero (0) with no chance to redo the assignment.
12. To be responsible for your work and prepare for and handle situations of computer and Internet difficulties. If your Internet is out, go somewhere where it is working so that you do not miss quizzes or other assignments. Everyone in the course has 7 days each week to complete the work items for the week. Do not wait until the last minute to begin your work. That way, if you do have some technical difficulty, you’ll have time to correct it.
13. If you need additional help in this course, it is your responsibility to contact the professor or the TA to make an appointment. Visits to office hours or online meetings using a teleconferencing app usually help students get on track.
14. To contact the Dean of Students, Seeking Options and Solutions (S.O.S) Office, in the event of a personal emergency in your life. This includes extended illness or hospitalization, death in family, or other personal issue that hinders your possibility of success in the course. Here is the URL and the contact information for that office.
	* <https://deanofstudents.unt.edu/resources/seeking-options-and-solutions>



## **More Information About Other UNT Policies**

### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (https://disability.unt.edu/).

### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### Acceptable Student Behavior

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu/). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cno-reply%40iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (http://spot.unt.edu/) or email [spot@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Cspot%40unt.edu).

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5CSurvivorAdvocate%40unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](file:///C%3A%5CUsers%5Cjdl0126%5CAppData%5CLocal%5CTemp%5COneNote%5C16.0%5CNT%5C0%5Coeo%40unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

#### Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

#### The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

#### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

#### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (https://policy.unt.edu/policy/07-002).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

* The work is used only once.
* The work is not used in its entirety.
* Use of the work does not affect any potential profits from the work.
* The student is not identified.
* The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

### Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

# **Tentative Course Schedule**

## Ch. 1 Unit Level Objectives:

By the end of Ch. 1 of the course, the student will be able to:

* Recall the different ways people can define family.
* Recall how the sociological definition of the family is as an institutional arena.
* Recall the different ways the family, the state, and the market overlap.
* Recall the difference between the consensus and conflict perspectives in sociology.
* Recall the different research methods sociologists use to study marriage and family relations in the United States.

## Week 1 (1/10-1/16) Theme: A Sociology of the Family

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|  | Description | To Do/How To/Where |
| To Do ASAP | * Watch Dr. Gregg’s Introduction to Course **YouTube** video
* Buy book.
* Read Syllabus.
* Poke around Canvas.
* Post any questions you have in the Q&A discussion in Canvas.
 | Dr. Gregg’s **YouTube** is on the Home Page in Canvas. |
| Also To Do ASAP | **Read Dr. Gregg’s Introduction and post your Introduction in the Discussion. Tell the class:**Why you took the course;What you hope to gain from the course; and One fun fact about you.Then, respond to at least one other person welcoming them to the course. | Meet Your Instructor/Introduce Yourself Discussion in Canvas. Complete/Incomplete gradeDue before midnight (11:59) on Saturday 1/16 |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 1, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 1  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 1 Quiz is due before midnight (11:59 p.m.) Saturday 1/16 |
| To Do | **WATCH:** TedX Talk Erin Miller “Stripping Down the Hookup Culture” (19:24)**COMPLETE**:Complete the TT1 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | Due Next Week:TT1 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 1/23 |

## Ch. 2 Unit Level Objectives:

By the end of Ch. 2 of the course, the student will be able to:

* Recall the different ways family has been configured in early history.
* Recall the evolving structures of family from the time of Colonial America to the current period of modernity.
* Recall concepts related to the emerging modern identity in order to grasp the new family diversity.
* Discuss the sociological phenomenon of hooking up with peers.

Week 2 (1/17-1/23) Theme: The Family in History

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 2, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 2  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 2 Quiz is due before midnight (11:59 p.m.) Saturday 1/23 |
| TT1 DUE! | **WATCH:** TedX Talk Erin Miller “Stripping Down the Hookup Culture” (19:24)**COMPLETE**:Complete the TT1 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | TT1 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 1/23 |

## Ch. 3 Unit Level Objectives:

By the end of Ch. 3 of the course, the student will be able to:

* Recall the difference between race and ethnicity.
* Recall the different experiences of American Indians, African Americans, Latinos, and Asian Americans in the United States.
* Recall information related to changes in immigration laws in the United States.
* Recall changes in intermarriage in the United States.

Week 3 (1/24-1/30) Theme: Race, Ethnicity, and Immigration

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 3, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 3  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 3 Quiz is due before midnight (11:59 p.m.) Saturday 1/30 |
| To Do | **WATCH:** TedX Talk Rick Bank’s “Is Marriage Just for White People?” (17:31)**COMPLETE**:Complete the TT2 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | Due Next Week:TT2 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 2/6 |

## Ch. 4 Unit Level Objectives:

By the end of Ch. 4 of the course, the student will be able to:

* Recall sociological theories related to social class.
* Recall information related to the increasing inequality in social class in the United States.
* Recall how social mobility and class persistence are studied in sociology.
* Discuss the sociological phenomenon of which race and/or social class marriage is good for with peers.

Week 4 (1/31-2/6) Theme: Families and Social Class

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 4, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 4  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 4 Quiz is due before midnight (11:59 p.m.) Saturday 2/6 |
| TT2 DUE! | **WATCH:** TedX Talk Rick Bank’s “Is Marriage Just for White People?” (17:31)**COMPLETE**:Complete the TT2 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | TT2 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 2/6 |

## Ch. 5 Unit Level Objectives:

By the end of Ch. 5 of the course, the student will be able to:

* Recall the difference between sex and gender.
* Recall different theoretical perspectives used to study sex and gender.
* Recall and recognize information related to gender socialization.
* Recall information pertaining to gender occupational and educational segregation.
* Recall information related to gender, status, and pay.

Week 5 (2/7-2/13) Theme: Gender

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 5, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 5  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 5 Quiz is due before midnight (11:59 p.m.) Saturday 2/13 |

## Ch. 6 Unit Level Objectives:

By the end of Ch. 6 of the course, the student will be able to:

* Recall information regarding the evolution of “Coming Out” in the United States.
* Recall chapter terms and concepts related to evolution and human sexuality.
* Recall concepts and theories about modern intimacy.
* Recall the concept of the Sexual Double Standard.
* Recall information about teenage sexuality.
* Recall the different forms of sexually transmitted infections.

Week 6 (2/14-2/20) Theme: Sexuality

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 6, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 6  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 6 Quiz is due before midnight (11:59 p.m.) Saturday 2/20 |
| To Do | **WATCH:** TedX Talk Esther Perel’s “Rethinking Infidelity…a talk for anyone who has ever loved” (21:31)**COMPLETE**:Complete the TT3 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | Due Next Week:TT3 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 2/27 |

## Ch. 7 Unit Level Objectives:

By the end of Ch. 7 of the course, the student will be able to:

* Recall terms and concepts related to the shifting notions in the United States related to relationship rituals of courtship, dating, hooking up, and dating online.
* Recall information about older singles and single parents in the United States.
* Recall information about shifting notions of gay and lesbian relationships in the United States.
* Recall concepts, terms, and theories related to mate selection.
* Discuss the sociological phenomenon of infidelity with peers.

Week 7 (2/21-2/27) Theme: Love and Romantic Relationships

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 7, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 7  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 7 Quiz is due before midnight (11:59 p.m.) Saturday 2/27 |
| TT3 DUE! | **WATCH:** TedX Talk Esther Perel’s “Rethinking Infidelity…a talk for anyone who has ever loved” (21:31)**COMPLETE**:Complete the TT3 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | TT3 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 2/27 |

Week 8 (2/28-3/6) Theme: Midsemester at UNT is 3/6

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|  | Description | To Do/How To/Where |
| To Do  | **REWATCH:** Story Behind the Numbers Animation Films Chapters 1-7**REVIEW:** Chapters 1-7, and personal notes**PRACTICE:** Chapter Flash Cards**REVIEW**: Quizzes over Chapters 1-7 | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas. |
| To Do | **COMPLETE:** The Midterm Exam over Chs. 1-7 | The Midterm Exam is due before midnight (11:59 p.m.) Saturday 3/6 |

## Ch. 8 Unit Level Objectives:

By the end of Ch. 8 of the course, the student will be able to:

* Recall information from chapter review of diversity, inequality, and social change.
* Recall the factors that influence the decline of marriage in the United States.
* Recall the concept endogamy in order to understand who marries who in the United States.
* Recall information related to the rise of cohabitation and the three reasons people might choose this relationship pattern.
* Recall research indicating the benefits of the modern married individual.
* Recall information pertaining to the politics of marriage in the United States.

Week 9 (3/7-3/13) Theme: Marriage and Cohabitation

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 8, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 8  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 8 Quiz is due before midnight (11:59 p.m.) Saturday 3/13 |
| To Do | **WATCH:** TedX Talk Glen Henry’s “What I’ve Learned Being a Stay at Home Dad” (11:01)**COMPLETE**:Complete the TT4 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | Due Next Week:TT4 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 3/20 |

## Ch. 9 Unit Level Objectives:

By the end of Ch. 9 of the course, the student will be able to:

* Recall information related to childbearing in the United States.
* Recall changing ideals related to adoption in the United States.
* Recall the reasons why some people choose not to have children at all.
* Discuss the sociological phenomenon of stay at home dads.

Week 10 (3/14-3/20) Theme: Families and Children

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 9, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 9  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 9 Quiz is due before midnight (11:59 p.m.) Saturday 3/20 |
| TT4 DUE! | **WATCH:** TedX Talk Glen Henry’s “What I’ve Learned Being a Stay at Home Dad” (11:01)**COMPLETE**:Complete the TT4 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | TT4 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 3/20 |

## Ch. 10 Unit Level Objectives:

By the end of Ch. 10 of the course, the student will be able to:

* Recall information about the relationship between church and state.
* Recall information related to divorce rates and trends in the United States.
* Recall information related to studies about the consequences of divorce in the United States.
* Recall information related to remarriage and blended families.

Week 11 (3/21-3/27) Theme: Divorce, Remarriage, and Blended Families

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 10, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 10  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 10 Quiz is due before midnight (11:59 p.m.) Saturday 3/27 |

## Ch. 11 Unit Level Objectives:

By the end of Ch.11 of the course, the student will be able to:

* Recall information from studies related to paid work versus non-paid work and occupational segregation.
* Recall the importance of using time use studies to understand work and families issues in the United States.
* Recall studies related to the motherhood penalty.

Week 12 (3/28-4/3) Theme: Work and Families

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 11, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 11  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 11 Quiz is due before midnight (11:59 p.m.) Saturday 4/3 |
| To Do | **WATCH:** TedX Talk Alice Han’s “Violence Against Women and Girls: Let’s Reframe this Pandemic” (14:38)**COMPLETE**:Complete the TT5 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | Due Next Week:TT5 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 4/10 |

## Ch. 12 Unit Level Objectives:

By the end of Ch.12 of the course, the student will be able to:

* Recall information related to defining family violence.
* Recall studies related to intimate partner violence.
* Recall studies related to sexual violence.
* Recall information related to lesbian and gay relationships and violence.
* Recall the reasons why violence is declining in the United States.
* Recall the short-term and long-term consequences of family violence.
* Recall the feminist theoretical perspectives related to family violence.
* Discuss the sociological phenomenon of violence against women and girls.

Week 13 (4/4-4/10) Theme: Family Violence and Abuse

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 12, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 12  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 12 Quiz is due before midnight (11:59 p.m.) Saturday 4/10 |
| TT5 DUE! | **WATCH:** TedX Talk Alice Han’s “Violence Against Women and Girls: Let’s Reframe this Pandemic” (14:38)**COMPLETE**:Complete the TT5 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | TT5 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 4/10 |
| To Do | **WATCH:** TedX Talk Jenna McCarthy’s “What You Don’t Know About Marriage” (11:18)**COMPLETE**:Complete the TT6 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | Due Next Week:TT6 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 4/17 |

## Ch. 13 Unit Level Objectives:

By the end of Ch.13 of the course, the student will be able to:

* Recall information related to diversity, inequality, and social change pertaining to United States families.
* Recall the different responses to family change, consisting of the conservative, liberal, and feminist views of family.
* Discuss the sociological phenomenon of when couples stay together.

Week 14 (4/11-4/17) Theme: The Future of Family

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|  | Description | To Do/How To/Where |
| To Do  | **WATCH:** Story Behind the Numbers Animation Film**READ:** Chapter 13, take notes**PRACTICE:** Chapter Flash Cards**TAKE**: Quiz over Chapter 13  | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas.Quizzes are worth 50 points eachCh. 13 Quiz is due before midnight (11:59 p.m.) Saturday 4/17 |
| TT6 DUE! | **WATCH:** TedX Talk Jenna McCarthy’s “What You Don’t Know About Marriage” (11:18)**COMPLETE**:Complete the TT6 Discussion in Canvas. Follow all directions in the syllabus and Canvas for what to write. | TT6 Discussion post and response to at least one other student is due before midnight (11:59 p.m.) Saturday 4/17 |

Weeks 15-16 (4/18-4/30) Theme: Final Exam Week

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|  | Description | To Do/How To/Where |
| To Do  | **REWATCH:** Story Behind the Numbers Animation Films Chapters 8-13**REVIEW:** Chapters 8-13, and personal notes**PRACTICE:** Chapter Flash Cards**REVIEW**: Quizzes over Chapters 8-13 | The Story Behind the Numbers Animation film, flashcards, and quiz are all found in Canvas. |
| To Do | **COMPLETE:** The Final Exam over Chs. 8-13 | The Final Exam is due before midnight (11:59 p.m.) Tuesday 4/27 |

~The End~

1. This book is already in its 3rd edition. We will not be using this edition. Do not get the 3rd edition. The quizzes and exams are set up to test your knowledge of the 2nd edition. [↑](#footnote-ref-1)
2. To proceed, I recommend that each week you read the syllabus and check off the expected work items as you go. If you do this, you won’t miss a thing. [↑](#footnote-ref-2)