**University of Colorado, Boulder – Spring 2021**

**SOCY 3016 – Marriage and the Family in the United States**

**T/TH 3:55-5:10PM**

**Zoom Classroom:**[https://cuboulder.zoom.us/j/92606134689](https://cuboulder.zoom.us/j/92606134689%22%20%5Ct%20%22_blank)

**Hybrid Remote/Online**

This class will be taught using a combination of online and remote instruction modes. This means that while some coursework may be completed online at a student’s own pace (asynchronous), the class will also meet remotely at designated days/times each week.

**FACULTY INFORMATION**

**Instructor:** Amanda A. Stewart, PhD

**E-mail:** Amanda.Stewart-1@colorado.edu

**Office Location:** Due to COVID-19 precautions, I will only be available virtually.

**Office Hours: Wednesdays – 11AM-1PM**

* Via Zoom –
	+ Zoom Office Link: <https://cuboulder.zoom.us/j/96576617675>
* By appointment

**COURSE INFORMATION**

**Credit Hours:** 3

**Course Description:** Comparative and historical examination of marriage and the family within the U.S. Emphasizes changing family roles and family structures. Also considers alternatives to the nuclear family and traditional marriage exploring new definitions of family. Recommended prerequisite: [SOCY 3001](https://classes.colorado.edu/search/?p=SOCY%203001). Same as [WGST 3016](https://classes.colorado.edu/search/?p=WGST%203016).

**Course Prerequisites: SOCY 3001 (recommended)**

**Class Attributes:**

* A&S Core: United States Context
* Arts & Sciences General Education: Distribution – Social Sciences

**COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES**

What does it mean to be a family? Can individuals be a family without being related by blood? Have contemporary debates surrounding interracial relationships and adoption, and gay

**COURSE OBJECTIVES / STUDENT LEARNING OUTCOMES continued**

marriage changed our understanding of what it means to be a family? – Throughout the semester, we will think critically about what is means to be a “family” and struggle with traditional understandings of families and the institution of marriage. We will focus on diversity including race, class, gender, and sexuality, within marriages, families, and relationships. You will be challenged to develop your sociological imagination, which will allow you to see social structure and how it impacts our lives. While developing a greater understanding of sociology, you will constantly be engaged with your own learning and critical thinking.

By the end of this course, my goal is that you will have a greater understanding of families and diversity beyond the ‘traditional’ or nuclear family and will be able to use this understanding to challenge the stereotypical and limited images of the family in your everyday life. Through exams, writing assignments, and in class discussions, I also hope that you will gain confidence in articulating your ideas, both orally and in writing, and feel able to discuss these ideas thoughtfully with others in your life.

**COURSE MATERIALS**

List of Required Texts/Materials:

* Textbook (required) - Risman, Barbara, and Virginia Rutter, ed. 2015. *Families As They Really Are.* 2nd ed. New York, NY: Norton. [ISBN 978-0-393-93767-1]
* There will be additional readings not included in the text. These readings will be posted on Canvas and are noted with an \* in the course schedule.
* Computer and internet access

**TECHNOLOGY INFORMATION**

In order to be successful in this course, you do need access to the internet and basic skills in Microsoft Word, email and Canvas. You will also need access to a pdf reader (such as Adobe Acrobat Reader) to complete the course readings. I am happy to try to help with any technical issues that you may experience, but also know that CU Tech Support is available to help you as well (<https://oit.colorado.edu/services/teaching-learning-applications/canvas/help/student-support>).

Login to Canvas at: <https://canvas.colorado.edu>

Canvas Help Site: <https://oit.colorado.edu/services/teaching-learning-applications/canvas/help>

Resources for Remote Learning: <https://oit.colorado.edu/covid-19-resources/remote-guidance-students>

**Expectations in the Zoom classroom:** The syllabus statement on Classroom Behavior (see below in Course and University Policies section) also applies to the Zoom classroom. You are expected to be professional and respectful, regardless of the space. Here are some additional expectations for our Zoom classroom:

**General**

* Sign in with your first and last name AND include your pronouns (i.e. Amanda Stewart she/her)
	+ If you do not use the name that is listed in the official CU system, please see the Preferred Names and Pronouns section of the syllabus below and update your information there so that what I see on Zoom matches what is in Canvas/in the grading system.
* Try to limit your online engagement during class to class activities. Please close any/all apps that are not relevant to class and turn off any notifications/sounds that may be disruptive.
* If you do not have access to a computer/smartphone with internet access, you may be able to call in. Please contact CU Tech Support for assistance with this option.
	+ Please also let me know so I can also help to troubleshoot any access issues.

**Video**

* Please turn on your video, whenever possible. It’s helpful for everyone to be able to see each other, just as we would in an in-person class.
	+ That said, Zoom can be exhausting. It’s okay to turn off video if you need a break. I would rather have you in class with no video, than not have you in class.
	+ If you have limited bandwidth or no webcam, it’s also okay to not use video.
	+ I understand that privacy is also an issue on Zoom. Please feel free to change your background to give yourself a bit more privacy. There are lots of fun backgrounds available online. That said, please make sure that your background is classroom appropriate.

**Audio**

* Please mute your microphone when you are not talking. This helps to eliminate background noise and allows everyone to concentrate on the current speaker.
* If you have headphones with a microphone, you may want to use them as this often improves audio quality.
* Do your best to find a quiet, distraction-free spot before you log in. I understand that this can be difficult, especially if you are living in a shared space. I understand that the occasional roommate, parent, child, family member, dog, cat, pet, etc. may pop in and that’s okay. This is also a challenge for me. You will very likely see my dog, or at least his ears, make an appearance on Zoom this semester.

**Chat**

* If you use the chat window, please try to stay on topic, as much as possible.
* As expected in all in-person courses, please be respectful. Disrespect and hate speech will not be tolerated.

**STUDENT TASKS / ASSIGNMENTS / REQUIREMENTS**

**Grading Policies and Formulae:**

All assignments must be submitted via Canvas. For full credit, you must submit your assignment before 11:59PM on the due date listed on the syllabus. If you are unable to submit your assignment to Canvas, in the case that the CU network or Canvas itself is having technical issues, please submit your assignment to me via email. Please ALSO submit your assignment via Canvas once the network/system is available. If you do not know how to submit your assignment via Canvas, please see me for assistance. **Hard copies of assignments will NOT be accepted**.

All assignments are initially graded as 0 to 100 points. When calculating your final grade, the assignments are weighted (i.e. each assignment is worth a percentage of your final grade and some assignments are worth more than others). Canvas automatically weights your grades, so the final grade you see in Canvas is already weighted.

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| --- |
| **Assignments and Grade Weights** |
| **Genogram (Family Tree) Assignment: 10%****Writing Assignments (including Journals): 30%** **Quizzes: 20%****Exams: 20% [10% each]****Final Group Research Project and Presentation: 20%** |

**Genogram (Family Tree) Assignment: 10%**

* Construct a family tree (also known as a genogram) outlining three generations of your family (use YOUR definition of family, which you MUST write somewhere on your

genogram) and including as much information as possible about each member of your

family. This information should include, at minimum, date of birth (and/or) death, place of birth, relationship status (marriage/divorce/single), and occupation (if this information is unknown, please note that on your genogram). Note that a generation means the group of individuals born and living around the same time. Upload your family tree to Canvas (.doc or .pdf are the best file formats) before 11:59PM on Tuesday, Jan. 19 AND bring a copy to class on Tuesday, Jan. 19. (Students who register after this date MUST also complete this assignment and submit it to Canvas within 5 days of their registration.)

* Due Tuesday, Jan. 19 at 11:59PM

**Writing Assignments – Journals and Other Writing Assignments: 30%**

* Journals: Specific details for these assignments will be discussed every Thursday in class and are also posted in a Canvas module. You will be required to submit 4 journal entries throughout the course of the semester. Specific prompts for these assignments can be found on Canvas. Some weeks there will be multiple options for journaling, but you are only allowed to submit ONE journal assignment each week. **For each journal entry, you MUST make a connection to the course readings and include in text citations AND a formal bibliography/works cited page.** Please use whatever citation style (ASA, APA, MLA, etc.) with which you’re familiar/is used most widely in your major discipline. Examples of how to make connections to the course materials will be discussed in class. **Please do not work ahead and only submit journal assignments AFTER we have completed the section to which the assignment was attached.** Our in-class discussions will help your understanding of the prompts and give you a better idea as to what is expected of you for each journal.
* **You MUST complete two journal assignments on or BEFORE Tue., Mar. 2. Your first two submissions MUST be chosen from journal options from the first part of the semester.** **Your final two journal assignments are due on or BEFORE Tue., Mar. 2. Your last two journal submissions MUST be chosen from journal options from the second part of the semester (Thursday, Feb. 25 or later).**
	+ To recap – You MUST complete two journal assignments BEFORE Tuesday, March 2. Please plan your semester accordingly.
* **Each individual journal entry should be at least one page and no longer than two pages (double spaced, 12-point font), MUST make a connection to the course readings and include in text citations and a formal bibliography/works cited and will be submitted via Canvas.**
* When submitting your journals to Canvas, please submit your journals according to the number of **your** submission and **NOT** the week in which the journal is assigned. For example, if you are submitting your first journal of the semester, please submit it under Journal #1 (EVEN if you have chosen to write your journal based on an option from week 3). You will then submit your second journal of the semester as Journal #2 (regardless as to what option/week you have chosen).
* Journals 1 & 2 Due Tuesday, March 2 at 11:59PM
* Journals 3 & 4 Due Thursday, April 22 at 11:59PM

Additional assignments, not currently listed on the syllabus, may be given throughout the course of the semester. Specific details for these assignments will be included in the lecture PowerPoints, which will be posted on Canvas, and will be discussed in class. Grades for additional assignments will be included as part of your Writing Assignments grade.

**Quizzes: 20%**

* Weekly quizzes will be given via Canvas to help ensure that you are keeping up with the readings. Quizzes will include questions that are easily answered IF you have completed the readings. There will be no make-up for these quizzes so please make sure that you complete them BEFORE the due date.
	+ Please see the weekly schedule for all quiz due dates.

**Exams: 20%, 10% each**

* There will be two exams, one for each half of the semester. Exams will be given via Canvas and will be formatted as take home exams. You will give several essays prompts from which to choose. Exam 1 will focus on materials from the first part of the semester. Exam 2 will focus on materials from the second part of the semester but will also allow you to discuss readings and materials from earlier in the semester. **This course does NOT have a final exam.**
	+ Exam 1 Opens at 5:30PM on Tues., Feb. 23 – Due Tues., March 2 at 11:59PM
	+ Exam 2 Opens at 5:30PM on Thurs., April 15 – Due Tues., April 27 at 11:59PM

**Group Research Project and Presentation – Understanding Marriage and Families and Creating Social Change: 20%**

* When studying Sociology, students are often troubled by what they learn about, both locally and globally. The purpose of this assignment is to give you the opportunity to not only learn about and increase awareness about issues surrounding marriage and families within our society, but to also create a proposal for addressing these concerns. Students will work in groups of 5-6 students and will choose their own topics and groups. Only one group will be allowed to present on each topic (topics will be approved in the order in which they are received).
	+ **One person from each group MUST email me your topic and list of group member before 11:59PM on Tuesday, Feb. 9.**
* This project is worth 20% of your final grade.
	+ As this is a group project, you should be working collaboratively. With this in mind, all members of the group will receive the same grade. Please make sure that the final product is something that everyone has been involved in creating AND is ultimately happy with what you’re presenting.
	+ If members of your group are not participating (i.e., responding to emails/messages, attending meetings, etc.), please let me know ASAP so that I can work with you to remedy any issues and pull your group back together.
* Final Projects will be presented in class on April 20-29. Each group will have 15-20 minutes to present the final project to the class. Presentation order will be drawn at random in early April. If your group is unable to present during that time, your group is responsible for finding another group who is willing to switch times with you. Once this switch has been made, please email Amanda with this information.

**Group Research Project and Presentation –**

**Using Research to Inform Policy and Programming**

* Using at least one course readings and additional sources outside of our course materials, design a program or propose a policy based on a finding (issue/concern/etc.) relating to marriage and families within our society.
	+ Alternately, you may also choose an existing organization on which to focus and present a program/policy that would fill a gap in the services and policies that already exist within this organization.
* You will then present this program/policy recommendation to the class.
* As you’re pulling together your presentation, please consider any or all of the following questions:
	+ What is the issue that you’re addressing?
	+ How does this issue affect your chosen population and/or organization?
	+ What resources will be needed for this program?
		- How will this policy create social change/implement changes that will help the population/organization?
		- What challenges might you foresee in implementing this policy/program?
		- How will you address these challenges?

**Group Project Proposal**:

* Each group is required to submit a **typed**, one-page proposal for their group project.
* The proposal should be uploaded to Canvas by ONE group member.

**The proposal should include:**

1. A brief summary of your chosen topic including a discussion outlining the connection to the course reading(s) that you have chosen to work with. Make sure to include information about your topic AND the intersection with social class and power.
2. A list of at least 4 research questions. (Use the questions in the above section to help guide your proposal.)
3. A list of sources that you have or plan on using for your project. This list should include 4 sources that ARE NOT your textbooks or the internet. (Websites from the internet CAN be included for ONLY two of the four sources. Journal articles accessed electronically are NOT considered internet sources.)

**Presentation Guidelines:**

* Presentations should be at LEAST 15 minutes, but NO LONGER THAN 20 minutes. If presenters exceed their allotted time, they will be stopped as time restrictions do not allow us for longer presentations.
* All group members MUST be present for the presentation in order to earn a grade.
* You are **required** to create either a handout or a PowerPoint (or other visual presentation) for your peers. This handout or PowerPoint should MINIMALLY include an outline of your presentation (a preview of what your presentation will address). **You must submit this handout/PowerPoint to me via email BEFORE 12 noon on the day of your presentation. If you fail to do this, your presentation grade will be lowered a full letter grade.**
* Film or video clips should account for no more than 3 minutes of your presentation time. Please make sure that anything that you do choose to show during your presentation is on topic. Before showing any film or video clip, please set us up for what you are showing. After showing the clip, please debrief your audience and ask appropriate questions to tie this back into your presentation.
* As part of your presentation, you may also want to invite someone from the community to speak about their organization or their work. Because of time restrictions, you should film a short video interview with this individual. This may account for no more than 3 minutes of your presentation.
* Please include a list of any and all sources that you’ve used in bringing together your presentation at the end. If you are using direct quotes or statistics from these sources, please make sure to provide proper in presentation citations (as if you would in writing a paper) so I can see who/what you are citing as we go along.
* Please do your best to make your presentation informative AND engaging. When possible, include your audience. Ask questions that they can answer based on experience/opinions/etc., as they will not have completed all of the readings on which your research/project is based.
* Please include at least 2-3 minutes for questions/answers/comments at the end. Pretend that your audience includes members of the organization with which you are hoping to work or members of the community that are concerned about issues relating to marriage and families.

**Group Research Project and Presentation - Important Dates to Remember:**

|  |  |
| --- | --- |
| Tuesday, February 9 | List of Group Members & Topic Due to Amanda via Email |
| Tuesday, March 9  | Group Project Proposal Due |
| Tuesday, March 23 | Group Project Workday (Class will NOT meet) |
| Tuesday, March 30 | Group Project Progress Report Due  |
| Tuesday, April 20 - Thursday, April 29  | Group Presentations |

\*\*You may submit your presentation to me for feedback one week (or more) before your scheduled presentation date. This will help you to maximize your grade on the presentation.\*\*

**Grading Scale:**

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| --- | --- |
| A | 94% or higher |
| A- | 90-93% |
| B+ | 88-89% |
| B | 83-87% |
| B- | 80-82% |
| C+ | 78-79% |
| C | 73-77% |
| C- | 70-72% |
| D+ | 68-69% |
| D | 63-67% |
| D- | 60-62% |
| F | 59% or below |

**COURSE AND UNIVERSITY POLICIES**

**Availability to Students:**

Do you have questions that I haven’t addressed in class? Are you wondering how what you are reading applies to your own life or other courses you are taking? Do you want to check on your progress in the course? I am available to meet with students to address any questions or concerns you may have about this class. The best way to reach me is via email. I will typically respond to emails within 24 hours during the week (Monday-Friday) but please allow at least 48 hours for a response on weekends. Please email me from your CU email and **include your name and course within the text of the email**. This will help me to reply in a timelier matter. Emails coming from outside emails accounts are often sent to spam and will slow my replies significantly.

**Make-Up Assignments/Exams/Late Work:** Make-Up Assignments/Exams and/or extensions will only be given when arrangements have been made **prior** to the exam/due date and/or if proper **documentation** is provided. Late work **will** be accepted. For every day of the week that your work is late, your final grade on the assignment will be lowered one full letter grade. Late assignments will NOT be accepted after 5 days. If you are communicating with me regarding difficulties that you are having, the above is often more flexible.

**Preferred Names and Pronouns:** CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

**Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

**Religious Holidays:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if you contact me, you will not be penalized for missing the class and you **WILL** have the option to make-up any missed points. If there is an exam or an assignment is due during the absence, please see me in advance in order to make arrangements for making up the exam, submitting the assignment, etc. For more information on the campus policy regarding religious observances, please visit: <https://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>.

**Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](https://www.colorado.edu/disabilityservices/). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) on the Disability Services website.

**Classroom Behavior:** Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](https://www.colorado.edu/sccr/sites/default/files/attached-files/2020-2021_student_code_of_conduct_0.pdf).

**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:** The University of Colorado Boulder (CU Boulder) is committed to fostering an inclusive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/). Please know that faculty and graduate instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**Campus Resources:**

* **Center for Inclusion and Social Change:** Location: C4C, Suite N320. Phone: (303) 492-0272. Website: [www.colorado.edu/cisc/](http://www.colorado.edu/cisc/)
* **Office of Victim Assistance:** Location: C4C, Suite N450**.** Phone: (303) 492-8855. Website: [www.colorado.edu/ova/](http://www.colorado.edu/ova/)
* **Ombuds Office** (confidental and informal): Location: 4C, Suite N440. Phone: (303) 492-5077. Website: [www.colorado.edu/ombuds/](http://www.colorado.edu/ombuds/)
* **Writing Center:** Location: Norlin E111. Phone: (303) 735-6906. Website: [www.colorado.edu/pwr/writing-center/](http://www.colorado.edu/pwr/writing-center/)

**Requirements for COVID-19:** As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. Required safety measures at CU Boulder relevant to the classroom setting include:

* maintain 6-foot distancing when possible,
* wear a face covering in public indoor spaces and outdoors while on campus consistent with state and county health orders,
* clean local work area,
* practice hand hygiene,
* follow public health orders, and
* if sick and you live off campus, do not come onto campus (unless instructed by a CU Healthcare professional), or if you live on-campus, please alert [CU Boulder Medical Services](https://www.colorado.edu/healthcenter/coronavirus-updates/symptoms-and-what-do-if-you-feel-sick).

Students who fail to adhere to these requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](https://www.colorado.edu/sccr/). For more information, see the policies on [COVID-19 Health and Safety](https://www.colorado.edu/policies/covid-19-health-and-safety-policy) and [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/). If you require accommodation because a disability prevents you from fulfilling these safety measures, please see the “Accommodation for Disabilities” statement on this syllabus.

All students who are new to campus must complete the [COVID-19 Student Health and Expectations Course](https://www.colorado.edu/protect-our-herd/how#anchor1). Before coming to campus each day, all students are required to complete the [Buff Pass](https://pass.colorado.edu/login).

Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home. In this class, if you are sick or quarantined, please let me know and I will work with you so that you are able to complete the requirements for the course as you are able.

**Spring Pause:** The week of March 22-26 will be used in this class as a “spring pause” to provide us all with a safe and supportive way to promote health, wellness and learning without leaving campus. During this week, we won’t have any exams or assignments due. We will still have class with interactive class activities that will require your attendance and be part of your final course grade. Attendance is still required for all class sessions that week, except for the campus-wide wellness day on Thursday, March 25. I wish we could take a regular spring break, but public-health concerns prevent us from doing so. I would like to emphasize that it is still important for you all to behave responsibly. Do not use the week to travel or engage in risky behavior that could result in an outbreak on campus.

**Basic Needs Statement:** It can be difficult to manage everyday life as a college student. It can become increasingly challenging to do your best if you’re having problems meeting basic needs like having a safe place to live and sleep and enough food to eat. If you’re experiencing these, or any other challenges in your life, please know that there are many resources on campus and in the greater community that can help (see the below listing for more information on some of the available resources). Please talk to me and we can work together to make sure any needs that you have are met. I am always here to help.

* If you’re facing food insecurity, reach out to food@colorado.edu, and they will work with you to find food resources.
* If you’re having trouble paying rent or facing housing insecurity, you can get in touch with these advocates: [Boulder County Housing & Human Services](https://www.bouldercounty.org/families/housing/rental-assistance/#about) at 303-441-1000 or [Off-campus Housing](https://www.colorado.edu/offcampus/) at och@colorado.edu & 303-492-7053.
	+ For assistance with landlord-tenant matters, contact [Mediation Services](https://bouldercolorado.gov/community-relations/mediation-program) at 303-441-4364 & mediation@bouldercolorado.edu.
* A [**Student Emergency Fund**](https://www.colorado.edu/studentaffairs/student-emergency-fund) has been created to support students experiencing a temporary financial hardship as a result of COVID-19. Other campus resources are available here (including mental health resources and [free therapy](https://www.colorado.edu/counseling/)).
* [Case manager resources](https://www.colorado.edu/studentaffairs/sscm) are also available to help you find appropriate campus and local resources.
* A 24/7 [**Suicide Prevention hotline**](https://www.colorado.edu/resources/suicide-prevention) is available for you: just call 303-492-2277.

**Course Schedule and Assignments**

**\*\*Schedule and assignments subject to change at the discretion of the instructor\*\***

**\*\*Readings should always be completed BEFORE coming to class on the day on which they’re listed.\*\***

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| **Dates** | **Assignments/Due Dates** |
| Thu., Jan. 14 | **What does it mean to be a family? – Introducing Families as We Know Them****Discuss:*** Course Expectations and Syllabus

**Complete:*** **Genogram (Family Tree Assignment) – Bring a copy to class on Tuesday and upload to Canvas before**

**11:59PM on Tuesday, Jan. 19.** |
| Tue., Jan. 19 | **What does it mean to be a family? – Introducing Families as We Know Them continued****Discuss (in class):** * Defining Our Families

**Complete:** * **Genogram (Family Tree Assignment) – Bring a copy to class TODAY and upload to Canvas before 11:59PM.**
	+ **Students who register after this date MUST also complete this assignment and submit it to Canvas within 5 days of their registration.**
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| Thu., Jan. 21 | **What does it mean to be a family? – Historical Perspectives on Marriage and Families****Read:*** Coontz – The Evolution of American Families (p. 36)
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| Tue., Jan. 26 | **How do we know when a fact is a fact? – How do we know what we know about families?****Read:*** Cherlin - One Thousand and Forty-Nine Reasons Why It’s Hard to Know When a Fact Is a Fact (p. 12)
* Burton – Uncovering Hidden Facts that Matter in Interpreting Individuals’ Behaviors (p. 22)
* CCF Brief (Mancini and Bonanno) – The Trouble with Averages (p. 26)
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| Thu., Jan. 28 | **Are traditional families a thing of the past? – Marriage and Families in the 21st Century****Read:*** New York Times (Angier) – The Changing American Family\*
* NBC News (Seitz-Wald) – Gay, Single, Divorced, Remarried: Democratic Candidates Reflect the Changing American Family\*
* Franklin – African Americans and the Birth of Modern Marriage (p. 72)
* Powell, et al. – Changing Counts, Counting Change (p. 84)
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| Tue., Feb. 2 | **Are kids still just kids? – Childhood in the 21st Century****Read:*** Mintz – American Childhood as a Social and Cultural Construct (p.56)
* Christian Science Monitor (Mintz) – A “Golden Age” of Childhood? (p.68)
* CCF Brief (Matt) – Homesick Kids and Helicopter Parents: Are Today’s Young Adults Too Emotionally Dependent on Parents? (p.70)
 |
| Thu., Feb. 4 | **Is cohabitation replacing marriage? – Cohabitation and Coupling in the United States****Read:*** Smock and Manning – New Couples, New Families: The Cohabitation Revolution in the United States (p.149)
* CCF Brief (Kuperberg) – Does Premarital Cohabitation Raise Your Risk of Divorce (p.159)
* Pew Research Center (Horowitz, Graf, and Livingston) – Marriage and Cohabitation in the US

(Please SKIM this report)\* |
| Tue., Feb. 9 | **Are dating and relationships a thing of the past? – Dating, Relationships, and Sex in the 21st Century****Read:*** Christina – Are We Having Sex Now or What?\*
* Schwartz – Why Is Everyone Afraid of Sex? (p.252)
* The Washington Post (Bonos and Guskin) – It’s Not Just You: New data shows more than half of young people in America don’t have a romantic partner\*

**Complete:*** List of group members and topic due via email to Amanda before 11:59PM
 |
| Thu., Feb. 11 | **What about non-monogamous relationships and families? – Polyamory, open relationships, and non-monogamies****Read:*** Barker and Langdridge – Whatever happened to nonmonogamies?\*
* CBS News (Silverstein and Kegu) – Things are opening up\*

**Complete:*** **Quiz 1 – Opens at 5:30PM – Due at 11:59PM on Thurs., Feb. 18**
 |
| Tue., Feb. 16 | **How does the legal system understand families? – Families as They See Them v. Families as We See Them****Read:*** Struening – Families “In Law” and Families “In Practice”: Does the Law Recognize Families as They Really Are? (p.116)
* Polikoff – Law that Values All Families: Beyond (Straight and Gay) Marriage\*
* New York Times (Buckley) – Gay Couples Choosing to Say “I Don’t”\*
 |
| Thu., Feb. 18 | **Gay marriage, now what? – Considering Gay Marriage and Beyond****Read:*** Green – From Outlaws to In-Laws: Gay and Lesbian Couples in Contemporary Society (p.214)
* Brainer – Growing Up with a Lesbian, Gay, or Bisexual Sibling (p.164)
* Moore – Independent Women: Equality in African American Lesbian Relationships (p.236)

**Complete:*** **Quiz 1 – Due at 11:59PM**
* **Quiz 2 – Opens at 5:30PM – Due at 11:59PM on Thurs., Feb. 25**
 |
| Tue., Feb. 23 | **Are queer families really different? – Moving Towards a Greater Understanding of LGBTQ+ Families****Read:*** In Other Words – (Sociological Images - Wade) – The Class and Race Demographics of LGBT Families (p.476)
* Mezey – How Lesbians and Gay Men Decide to Become Parents or Remain Childfree\*
* Tasker – Lesbian and Gay Parenting Post-Heterosexual Divorce and Separation\*
* USA Today (Miller) – LGBTQ Families are on the Cusp of Dramatic Growth and Millennials Lead the Way\*

**Complete:*** **Take Home Exam 1 Opens at 5:30PM – Due Tuesday, March 2 at 11:59PM.**
 |
| Thu., Feb. 25 | **Are queer families really different? – Moving Towards a Greater Understanding of LGBTQ+ Families continued****Read:*** Downing – Transgender-Parent Families\*
* Dozier – The Power of Queer: How “Guy Moms” Challenge Heteronormative Assumptions About Mothering and Family (p.458)
* New York Times (Grady) – A Family in Transition\*

**Complete:*** **Quiz 2 – Due at 11:59PM**
 |
| Tue., Mar. 2 | **Class will NOT Meet****Complete:*** **Journals 1-2 Due before 11:59PM**
* **Take Home Exam 1 Due before 11:59PM**
 |
| Thu., Mar. 4 | **Where are we now? 50+ years after Loving v. Virginia - Interracial and Intercultural Marriages and Families****Read:*** Rockquemore – Interracial Families in Post-Civil Rights America (p. 98)
* CCF Brief (Fong) – Changes in Interracial Marriage (p.113)
* CCF Symposium (Banks) – Why Interracial Marriage is Good for Black Women, and Experts in Response (p.182)
* In the News (San Jose Mercury News – Krieger) – Stanford Law Professor Argues Black Women Should Cross Race Barriers for Marriage Partners (p.187)
* In Other Words (Sociological Images – Lee) – Interracial Marriage and the Meaning of Multiraciality (p.192)

**Discuss:*** Extra Credit Option #1 – *The Loving Story -* Due Tuesday, March 30 at 11:59PM

**Complete:*** **Quiz 3 – Opens at 5:30PM – Due at 11:59PM on Thurs., March 11**
 |
| Tue., Mar. 9 | **Where are we now? 50+ years after Loving v. Virginia - Interracial and Intercultural Marriages and Families continued****Watch (on your own – class will NOT meet):*** Film – *The Loving Story*

<https://video-alexanderstreet-com.colorado.idm.oclc.org/watch/the-loving-story>**Complete:*** **Extra Credit Option #1 – *The Loving Story –* Due Tuesday, March 30 at 11:59PM**
* **Group Project Proposal Due at 11:59PM**
 |
| Thu., Mar. 11 | **What does the modern American family look like? - Divorce, Remarriage, and the Modern Stepfamily****Read:*** Avishai, et al. – The Marriage Movement (p.304)
* In the News (The Times of London – Coontz) – How to Stay Married (p. 321)
* CCF Brief (Williams) – Promoting Marriage Among Single Mothers: An Ineffective Weapon in the War on Poverty (p.324)
* In the News (Think Progress - Covert) – No, Marriage is Not a Good Way to Fight Poverty (p.327)

**Complete:*** **Quiz 3 – Due at 11:59PM**
* **Quiz 4 – Opens at 5:30PM – Due at 11:59PM on Thurs., Mar. 18**
 |
| Tue., Mar. 16 | **What does the modern American family look like? - Divorce, Remarriage, and the Modern Stepfamily continued****Read:*** Rutter – The Case for Divorce (p.329)
* Coleman and Ganong – Stepfamilies as They Really Are: Neither Cinderella Nor the Brady Bunch (p.343)
* New York Times (Miller) – The Divorce Surge is Over, but the Myth Lives On\*
 |
| Thu., Mar. 18 | **What does it mean to be a parent? – Parent-Child Relationships in the 21st Century****Read:*** Coleman – Parenting Adult Children in the 21st Century (p.390)
* In the News (San Jose Mercury – Dreier and Burgarino) – Lean Times Force Many Bay Area “Boomerang Kids” to Return Home as Adults (p.402)
* CCF Facts (Gregory) – Myths of Later Motherhood (p.405)
* Pew Center (Livingston) – They’re Waiting Longer, but US Women Today More Likely to Have Children Than a Decade Ago\*

**Complete:*** **Quiz 4 – Due at 11:59PM**
* **Quiz 5 – Opens at 5:30PM – Due at 11:59PM on Tuesday, March 30**
 |
| Tue., Mar. 23 | **Group Project Workday – Class will NOT meet** |
| Thu., Mar. 25 | **Wellness Day – No Classes** |
| Tue., Mar. 30 | **Are men’s roles changing? – Considering Men’s Contributions and Fatherhood** **Read:*** Roy and Cabrera – Not Just Provide and Reside: Engaged Fathers in Low-Income Families (p.542)
* In Other Words (Sociological Images - Wade) – More Similarities Than Differences in Study of Race and Fatherhood (p.550)

**Complete:*** **Quiz 5 – Due at 11:59PM**
* **Group Project Progress Report - Due before 11:59PM**
* **Extra Credit Option #1 – The Loving Story – Due before 11:59PM**
 |
| Thu., Apr. 1 | **How does mass incarceration affect families? - Mass Incarceration and Families****Read:*** Sykes and Pettit – Mass Incarceration and Family Life (p.551)
* In Other Words (Girl w/Pen! - Rutter) – Doing Time=Doing Gender (p.567)
* New York Times (Levin) - As More Mothers Fill Prisons, Children Suffer ‘A Primal Wound’\*

**Complete:** * **Quiz 6 Opens at 5:30PM – Due at 11:59PM on Thursday, April 8**
 |
| Tue., Apr. 6 | **Are we leaving gendered expectations behind? - Gender and Families – Beyond “Gender Roles”****Read:*** Gerson – Falling Back on Plan B: The Children of the Gender Revolution Face Uncharted Territory (p.593)
* CCF Facts (Bearak and England) – Women’s Education and Their Likelihood of Marriage: A Historical Reversal (p.609)
* Sullivan – Men’s Changing Contribution to Family Work (p.617)
* New York Times (Miller) – Men Say They Want Paid Leave but The Don’t Use All of It. What Stops Them?\*
* The Guardian (Bryant) – More fathers are taking paternity leave, but mothers are still doing all the work\*
 |
| Thu., Apr. 8 | **Are we leaving gendered expectations behind? - Gender and Families – Beyond “Gender Roles” continued****Read:*** Myers and Demantas – Being “The Man” Without Having a Job and/or Providing Care Instead of “Bread” (p.632)
* Pew Center – Modern Parenthood\*
* Carlson, et al – The Gendered Division of Housework and Couples’ Sexual Relationships\*

**Complete:*** **Quiz 6 – Due at 11:59PM**
* **Quiz 7 – Opens at 5:30PM – Due Thursday, April 15 at 11:59PM**
 |
| Tue., Apr. 13 | **Are all families created equal? – Inequality and Families in the 21st Century****Read:*** Furstenberg – Diverging Development: The Not-So-Invisible Hand of Social Class in the United States (p.518)
* CCF Brief (Lareau) – Unequal Childhoods: Inequalities in the Rhythms of Daily Life (p.539)
* NPR (Fessler) – In Nearly Every US Metro Area, New Data Show Opportunity Lags for Kids of Color\*
 |
| Thu., Apr. 15 | **What can we learn from immigrant families? - Immigrant Families in the Contemporary US****Read:*** Aldarondo and Ameen – The Immigration Kaleidoscope: Knowing the Immigrant Family Next Door (p.480)
* New York Times (Yee) – An American Middle Schooler, Orphaned by Deportation\*
* Simha – The Impact of Family Separation on Immigrant and Refugee Families\*
* Society for Research in Child Development – The Science is Clear: Separating Families has Long-term Damaging Psychological and Health Consequences for Children, Families, and Communities\*

**Complete:*** **Take Home Exam 2 Opens at 5:30PM – Due Tuesday, April 27 at 11:59PM**
* **Quiz 7 – Due at 11:59PM**
 |
| Tue., Apr. 20 | **Group Project Presentations** |
| Thu., Apr. 22 | **Group Project Presentations****Complete:*** **Journals 3-4 due before 11:59PM**
* **Extra Credit #2 – Additional Journal Submission Due before 11:59PM**
 |
| Tue., Apr. 27 | **Group Project Presentations****Complete:*** **Take Home Exam #2 – Due at 11:59PM**
 |
| Thu., Apr. 29 | **Group Project Presentations** |
| May 1-5 | **Final Exams – This course does NOT have a final exam.** |