

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number SOCI 362 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Remove the crosslisting with FAM 362 and change the name for the course from "Families in Society" to "Sociology of the Family." In addition to changing the title of the course changes have been made to the course content and description. Please see the attached syllabus for changes made to these areas.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL**								
	Change to a Course	D e p t . / S c h o o l	C o l l e g e A c a d e m i c	D e a n s A c a d e m i c	U G E C	U U A C	G R A D	P r o v o s t	F a c u l t y	P r e s i d e n t
1.	Title (description unchanged)	A	A	A		I		I	--	I
2.	Description (not affecting content)	A	A	A		I		I	--	I
3.	Content (substantive change)	A	A	A		I		A	--	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A		A	--	A
5.	Course number within the hundred	A	A	I		I		I	--	I
6.	Course number beyond the hundred	A	A	A		A		A	--	A
7.	Prerequisites	A	A	A		I		I	--	I
8.	Course fee(s)	A	--	A		--		A	--	I
9.	From U to G or G to U	A	A	A		A		A	--	A
10	Cross list with another dept: U or G level	A	A	A		A		A	--	A
11	Department of record	A	A	A		A		A	--	A
12	Open or close a course	A	A	A		A		A	--	A
13	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A		A	--	A

* Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

** In most cases, approval by only one council is necessary.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		De pt / S ch ool	Col l e g e A c a d e m i c	Col l e g e A c a d e m i c	COUNCIL			Pr o v o s t	Fa c u l t y	Pre s i d e n t	Bo a r d o f T r u s t e e s
					UG E C	UU A C	GR A D				
Change to a Degree Plan											
1.	University Requirements — Require or change a specific course from a menu within a degree plan	A	A	I		I		I	--	I	--
2.	University Requirements — Substitute an existing course for a university requirement within a degree plan	A	A	A		A		A	--	A	--
3.	University Requirements — Add a course to or drop a course from the University Requirements	A	A	A		A		A	A	A	--
4.	University Requirements — Change in approved course content	A	A	A		A		A	--	A	--
5.	Major — Revision of major □ ‡	A	A	A		A		A	--	A	
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--	A	--
7.	Major — Add or discontinue	A	A	A		A		A	A	A	I
8.	GPA — Revise major or cumulative requirement	A	A	A		A		A	A	A	--
9.	Minor — Revise course selection	A	A	A		I		I	--	I	--
	Minor — Add or discontinue	A	A	A		A		A	--	A	--
10.	Degree — Add or discontinue	A	A	A		A		A	A	A	I
11.	Any change to a graduate degree program*	A	A	A		A		A	--	A	--

□ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying only to a Teacher Education degree will be reviewed by the Teacher Education Council and then forwarded to the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

Revised 11-2-11

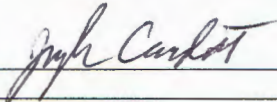
Approval Chart for Academic Information Changes

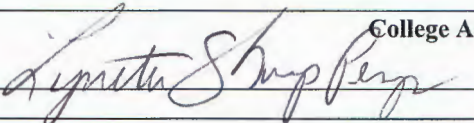
Change to the Catalog		De pt / S c h o o l	Col l e g e A c a d e m i c	Col l e g e A c a d e m i c De a n s	UG E C	UU A C	GR A D	Pr o v o s t	Fa c u l t y	Pre s i d e n t	Bo a r d o f T r u s t e e s
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--	A			A	A	A	--
2.	Admission requirements	--	--	--	A			A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A	--
4.	Requirements for graduating with honors	--	--	--	A			A	A	A	--
5.	Other academic policy changes	--	--	--	A			A	--	A	

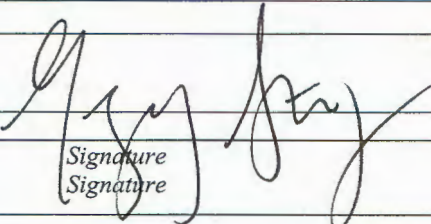
* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	
Signature	Approval date
Signature	Approval date
	11-10-2013

College Academic Council(s)	
	
Signature	Approval date
Signature	Approval date
	11-25-14

Dean(s)	
	
Signature	Approval date
Signature	Approval date
	11/25/14

Teacher Education Council	
<i>Chair's signature</i>	

General Education Council	
<i>Chair's signature</i>	

Undergraduate Academic Council	
<i>Chair's signature</i>	

Graduate Council	
<i>Chair's signature</i>	

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

SOCI 362 Families in Society/Sociology of the Family (3-0-3), fall alternating years. Examines historical and current trends in marriage and family life relevant to contemporary American society. The course provides an eco-systemic view of marriage and family life and demonstrates how social policies and family laws as well as social service programs impact the ability of families to fulfill their social functions. Same as FAM 362.

This course is designed to provide an understanding of contemporary courtship, marriage, and family interaction as cultural, social, and social-psychological phenomena. With special consideration of the major sources of marital strain and conflict within a heterogeneous, rapidly changing society.

Abilene Christian University
SOCI 440.02
“Sociology of Marriage and Family”
Fall 2014
MWF 9:00-9:50 am

Instructor: Dr. Suzie Macaluso, PhD

Office Hours: MWF 8:00-9:00, TR 9:00-11:00 and by appointment

Office: Sherrod 133

E-mail: Suzie.Macaluso@acu.edu

Phone: 325-674-6983

Mission of ACU

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the College of Arts and Sciences

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Course Description of SOCI 440.02 – Sociology of Marriage and Family

This course is designed to provide an understanding of contemporary courtship, marriage, and family interaction as cultural, social, and social-psychological phenomena. With special consideration of the major sources of marital strain and conflict within a heterogeneous, rapidly changing society.

Required Textbook

Zinn, Maxine Baca, D. Stanley Eitzen, and Barbara Wells (2014). *Diversity in US Families*. 10th Edition. Pearson publishing.

Student Learning Objectives

Competency	Measurement Instrument	
Demonstrate an ability to assess the impact of demographics (e.g., class, race, ethnicity, and gender) on contemporary families.	1. Reading quizzes 2. Family Tree 3. Class discussions & activities	1. Minimum score of 80% 2. Correctly use sociological terminology
Demonstrate an ability to identify and explain the functions of families.	1. Reading quizzes 2. Book Review 3. Class activities and discussions	1. Minimum score of 80% 2. Minimum score of 80% 3. Correctly use sociological terminology

Demonstrate an ability to identify social and cultural influences on dating, courtship, marital choice, marital relations, family forms, and family life.	1. Reading quizzes 2. Families in the News 3. Movie Analysis 4. Class discussions and activities	1. Minimum score of 80% 2. Minimum score of 80% 3. Correctly use sociological terminology
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Course Requirements

Course requirements consist of daily readings with reading quizzes, lecture attendance and participation, and out of class assignments. Please read the descriptions below.

I. Daily Reading

The course schedule at the end of the syllabus provides an overview of the required reading for this course. It is very important that you read the chapter prior to class. By reading the book, hearing the course material during lecture and taking notes you will set yourself up for success in this course.

II. Reading Quizzes

There will be 23 reading quizzes throughout the semester. The quizzes will not be announced in advance. I will drop the three lowest quiz scores for each student. If you take all 23 quizzes I will add in the scores of your three lowest quizzes as extra credit for up to 9 points of extra credit! The quizzes will cover the textbook material. Please come to class on time and prepared for the quiz. The quiz format will be a mix of multiple choice, true/false, and short answer.

III. Lecture Attendance/Participation

Class participation is comprised of two components: attendance and discussion. It is imperative that you arrive to class on time each day prepared to work and discuss. Read the course material prior to coming to class so that you can participate fully in discussions. If you miss more than 20% of the class meetings I reserve the right to drop you from the class.

PowerPoint slides will be posted on OpenClass prior to the start of each class. While having the slides is not a substitute for taking notes or attending class they will help you focus on what I say in class rather than worrying about copying down the notes on the screen.

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

IV. Out of Class Activities

In addition to the quizzes and reading required for this class there are also four assignments to be completed outside of class. These assignments will help you to apply the sociological concepts from your book and class discussion to real world families and your own

experience. The activities are

- Sociological Family tree
- Families in the News x 2
- Book review
- Movie Analysis

Further instructions on each assignment can be found on OpenClass. Assignments are to be turned in during class, they should be typed, printed, and stapled together.

General Classroom Policies and Guidelines

Grade Book

Your grades will be posted on OpenClass. Be sure to check your grades often and note any errors that may occur immediately.

Grading

The grading breakdown is as follows:

Quizzes: 20 x 5 points each = 100 points

Sociological Family Tree: 40 points

Families in the News: 35 x 2 = 70 points

Book Review: 50 Points

Movie Analysis: 40 Points

Total = 300 points

90.00% and higher = 270 to 300 points = A

80 – 89.99% = 240 to 269.99 points = B

70 – 79.99% = 210 to 239.99 points = C

60-69.99% = 180 to 209.99 points = D

0-59.99% = 0 to 179.99 points = F

What Grades Mean

The Grade of A: A grade of A indicates exceptional scholastic performance. The essence of A-level work is overall excellence with no major weaknesses. It meets the stated requirements but goes beyond them in terms of thoroughness and creativity. A-level work represents real achievement in grasping the nature of social scientific thinking and ability. In such work, terms and distinctions are used effectively, accurately, and precisely; skills are displayed masterfully. The A-level student consistently analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, and shows noticeable sensitivity to important implications, and consequences. Overall, A-level work demonstrates creativity, imagination, sound judgment, and intellectual curiosity in relating the course materials to other areas of intellectual investigation. An A student's work is consistently at a high level of intellectual excellence.

The Grade of B: A grade of B indicates good scholastic performance. The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It meets the stated requirements and occasionally goes beyond them in terms of thoroughness and creativity. It has some distinctive weaknesses though no major ones. B-level work represents demonstrable achievement in grasping the nature of social scientific thinking and skills. On the whole, terms and distinctions are used effectively

and accurately and research skills are competently demonstrated. The B-level student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows noticeable sensitivity to important implications and consequences. Overall, B-level work represents sustained interest in the coursework and the ability to communicate the thinking and concepts and to demonstrate the skills of social science research.

The Grade of C: A grade of C indicates average scholastic performance. The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths. It meets the stated requirements but rarely goes beyond them in terms of thoroughness and creativity. C-level work represents inconsistent achievement in grasping the nature of the thinking and skills of a social scientist. Though some assignments are reasonably well done, others are poorly done or at best are mediocre. The work sometimes represents the ability to use concepts and research skills effectively; sometimes the use is ineffective. The C-level student only occasionally analyzes issues clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, or recognizes important implications and consequences. Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it. The C student exhibits interest in the coursework and the capacity to understand the thinking and concepts of social science research.

The Grade of D: A grade of D indicates poor scholastic performance. The essence of D-level work is that it demonstrates only a minimal level of understanding social scientific thinking along with the development of some, but very few research skills or abilities. It meets the stated requirements for the course, but most assignments and other tasks are poorly done. Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it. In D-level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never recognizes important implications and consequences. The D student exhibits minimal interest in social research but comprehends the essential concepts of the discipline.

The Grade of F: A grade of F indicates unacceptable scholastic performance. F-level work neglects the standards and requirements of the assignment or the course. The student does not understand the basic nature of social scientific thinking and cannot effectively use research skills or abilities. F-level work is vague, imprecise, and shows little evidence that the student is genuinely engaged in the course material. Many assignments appear to have been done pro forma without significant effort or are missing. Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identifying key questionable assumptions, not clarifying key concepts, not

identifying relevant competing points of view, and not tracing implications and consequences. The F student exhibits no interest in social research and the inability to understand the essential concepts of the discipline.

Late Work

Work will be considered late if it is not received by the instructor the start of class on the day that it is due. All work received after the start of class will be worth half credit. Any work not received two business days after the due date by 5 pm will not be graded and will receive a grade of 0.

Examples

- Paper due Tuesday, if I don't have it by 5 pm on Thursday it is worth no credit.

Absences for In-Class assignments

If you are a student athlete or have an official, University related absence you must notify the instructor prior to missing class with written documentation signed by your coach/instructor/advisor. It is the student's responsibility to make arrangements for making up missed assignments.

If you do not have an official University excused absence then there is no make-up allowed for in-class assignments. If your dog dies, your alarm doesn't go off, your car breaks down, you are sick, etc. Please feel free to come by during my office hours to discuss the class material that you missed and to clarify any material from the reading that you did not understand.

Several extra credit opportunities will be given during class throughout the semester to make up for any missed classes. All extra credit will be available to the entire class and will not be given to individual students alone. If you think you may need extra credit or are not sure if you will miss a class, take the opportunity to do the extra credit as it comes up.

Grade Challenges

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on OpenClass. Administrative grade challenges will be handled by the instructor immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Communication

I will communicate any changes to the syllabus through e-mail. I will also post all changes to this courses OpenClass website. Please be sure to check your e-mail and mark it as unread if you are unable to address it immediately.

I will check e-mail regularly between 9am and 5pm on weekdays. I will also check e-mail several times during the evening and on weekends. I will not check e-mail between the hours of 9pm and 7:30am, if you e-mail me after 9pm please do not expect to receive a response until the following day.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations

will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the Provost's Office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of student life, director of student judicial affairs, director of residential life education and academic departments.

Therefore, cheating, plagiarism (copying someone else's work or using quotes or major ideas without acknowledgment), and other forms of academic dishonesty **WILL NOT BE TOLERATED**. Students who violate standards of academic integrity will be given a failing grade (F), withdrawn from the course, and referred to the appropriate Student Life Office for possible additional sanctions.

Special Accommodations

Abilene Christian University and the Department of Sociology and Family Studies comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Classroom Environment

Many view a college education as a solid investment in their future. Here are some suggestions and ground rules for making this class a wise investment:

1. Come to class on time. If you are late to class, please quietly take a seat near the door.
2. Turn off cell phones; even vibrating phones create a distraction. Also, please refrain from making or taking calls during this time.
 - a. Exceptions may be made if we are using the iphone/ipods for an in-class activity
 - b. If you are caught using your mobile device unauthorized I will confiscate it until the end of the class period.
3. Come to class prepared. Read the assigned material prior to the start of class.
4. If you have a question, raise your hand and wait until you are called on.
5. Class Climate and Conduct: One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints. **By enrolling and staying in this class, you are acknowledging the importance of and agreeing to work within this respectful class climate and class conduct rule.**
6. Please refrain from talking during lectures.
7. Please refrain from reading the newspaper or doing work for another class during our class time.
8. **NO LAPTOPS IN CLASS:** The amount of note taking required for this course should not require the use of a laptop, therefore laptops may not be used in class. Exceptions will be made on a case by case basis per my policy under "special accommodations."
9. Preparing for Exams:
 - a. Read all assigned materials and highlight and take notes over significant material as you go.

- b. Review highlighted material and notes several times a day in the week leading up to the exam.
- c. Attend every class, take notes, participate in discussion, and ask questions. You will find that if you read prior to coming to class you will have something to add to class discussion. If you are unable to attend a class, be sure to get the notes from a classmate.
- d. Form study groups and meet to discuss course material.
- e. Make use of office hours if you have any questions or concerns about the course.

Schedule

The following is a tentative schedule of the topics that will be covered this semester. This schedule is subject to change. Any changes will be communicated orally in class and in writing on OpenClass (OC).

Dates:	Day	Topic to be Covered	Reading	Assignment
Aug 25	M	Introductions	-	
27	W	Images, Ideals, and	Ch 1	
29	F	Myths About Families	Ch 1	
Sept 1	M	Preindustrial Families	Ch 2	
3	W	and the Emergence of a	Ch 2	
5	F	Modern Family Form	Ch 2	
8	M	The Historical	Ch 3	
10	W	Making of	Ch 3	
12	F	Family Diversity	Ch 3	
15	M	Families and	Ch 4	
17	W	the New Economic	Ch 4	
19	F	Realities	Ch 4	
22	M	Summit	-	-
24	W	Summit	-	-
26	F	Families and Demographic Trends	Chs 5	Sociological Family Tree
29	M	Families and	Ch 5	
Oct 1	W	Demographic Trends	Ch 5	
3	F	Class, Race, and Gender	Ch 6	
6	M	Class, Race,	Ch 6	
8	W	and Gender	Ch 6	
10	F	Meshing the Worlds of Work and Family	Ch 7	
13	M	Meshing the Worlds	Ch 7	-
15	W	of Work and Family	Ch 7	News Article
17	F	Fall Break – No Class	Ch 8	-
20	M	The Social	Ch 8	
22	W	Construction of Intimacy	Ch 8	
24	F	Contemporary Marriages	Ch 9	
27	M	Contemporary	Ch 9	
29	W	Marriages	Ch 9	
31	F	-	-	

Nov 3	M	Parents	Ch 10	Movie Analysis
5	W	and	Ch 10	-
7	F	Children	Ch 10	-
10	M	Violence	Ch 11	
12	W	in	Ch 11	
14	F	Families	Ch 11	
17	M	Divorce	Ch 12	-
19	W	and Remarriage	Ch 12	-
21	F	Emergent Families in the Global Era	Ch 13	New Article
24	M	Emergent Families in the Global Era	Ch 13	
26	W	Thanksgiving Break	-	
28	F	Thanksgiving Break	-	
Dec 1	M	Family Policy	Ch 14	
3	W	for the	Ch 14	
5	F	Twenty-First Century	Ch 14	
Dec 11	Thurs	Book Review Presentations 2-3:45pm		Book Review