



Course Prefix/Number/Title:

SOC 220-The Family
Spring2025

Number of Credits:

3

Course Description:

The social institution of the family will be analysed by the sociological perspective. Analyzation and evaluation of the factors (courtship, marriage, child-parent relationships, divorce) that create, maintain, or change social problems in our society will be a focus. We will study and learn about the contemporary American family by considering history, race and ethnicity, social class, gender, sexuality, romantic relationships, marriage and cohabitation, families and children, work, violence and abuse, and diverse family situations.

Pre-/Co-requisites:

None

Course Objectives:

The Family will be studied and analyzed through a sociological definition: groups of related people, bound by connections that are biological, legal, or emotional. The study of how family connections are developed and established will provide a deeper understanding of the history and diversity of the modern American family. This course provides an in-depth look at the vocabulary, concepts and theories that will enable students to investigate, evaluate, and understand the importance of families. Students successfully completing this course will have developed and used a sociological perspective, which demonstrates an understanding of, and proficiency in the following sociological concepts:

- Define the basic concepts, theories, and research methods pertinent to the sociology of the family.
- Identify and explain both the forces of stability and the causes of major social change that have had positive and negative effects on the contemporary family.
- Compare the American family structure and functioning at different periods in American history and with families from other cultures.
- Contrast the functioning of American families stratified by issues such as race and ethnicity, social class, sexual orientation, and religion; and consider issues of stereotyping and discrimination.
- Explain several contemporary issues that confront families, such as the influence of gender, caring relationships, human sexuality, cohabitation and marriage, children and work, domestic violence, divorce, and aging.

Instructor:

Deidre Pugh, Human Resources & Social Sciences Instructor

Office:

Online: Please don't hesitate to email, call, or text with questions/concerns or to set up an appointment.

On-Campus (DCB): Thatcher Hall, Room 207

Office Hours:

Online: By appointment

Phone:

Cell: 701-840-8975

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Email:

Deidre.Pugh@dakotacollege.edu

Lecture/Lab Schedule:

Online

Textbook(s):**Textbook (Ebook) IS REQUIRED**

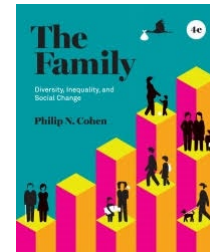
The Family, 4th Edition

ISBN: 978-1-324-07107-5

*Can get through the DCB bookstore OR directly through the Norton website:

<https://www.norton.com/books/9781324070986> (\$49.95)

Please make sure to purchase the "Ebook & Learning Tools" option!

**Course Requirements:**

Distance learning is self-directed learning! It requires a high level of responsibility, dedication, and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade.

* Attendance is determined by your keeping up-to-date with discussion threads and assignments. You are required to participate in threaded discussions and to turn in assigned work when due. You are also required to contact me, in advance, if you know you will be "missing" an assignment so we can make arrangements to makeup the work.

DISAPPEARING: No communication from you for several weeks, or not completing your work, for whatever reason means I may initiate an administrative withdrawal. You can contact me via voice mail, text, email or by contacting the DCB Distance Education Department.

Discussions: For each chapter, you will have a discussion question. You need to submit 2 responses per discussion, on **SEPARATE DAYS**, with at least one of the responses to another student's post.

It is important to stay current with your discussion submissions. All the discussions for a section must be completed by the last day of the chapter and time specified. There will be no points awarded for the discussions after the due date and time.

Participation: Participating in discussions is an important means of achieving the course's objectives. Some of the topics we cover are controversial and/or sensitive, ***I would like each of you to keep an open mind and give other students the same courtesy that you expect to be given! Respect always goes a long way. If you choose to attack another student in my course, there will be consequences.***

Purpose: The purpose of the assigned threaded discussion questions is to have you participate in class discussions in much the same way as would occur in the classroom.

Criteria: Respond twice during the chapter, on SEPARATE DAYS within each topic, to the question in order to receive full credit. One of your responses, within each topic, must be to another student's post. The purpose of having you respond on different days is so you "attend" class throughout the week! If you're only responding at the beginning of the week and not logging into the course again during that chapter, you may miss out on very educational discussions.

Grading: **Superficial reflections are not acceptable!** Although it is important to thoroughly explain the ideas and concepts you are learning, merely paraphrasing or restating the concepts, definitions, or ideas is not acceptable. You should try to become more reflective and strive to improve the quality of your thought and writing as the course progresses. Remember, your discussions are your opportunity to demonstrate your learning in this course!

Online Participation – 10 points possible for each separate discussion topic

Quizzes/InQuizitive: There will be a quiz for every chapter we cover. You have the opportunity to receive 100% on every quiz by completing the required points.

Blog Quizzes: There will be 3 Blog Quizzes for this course...we will use these instead of tests! My hope is that these Blog Quizzes will better help YOU, as students, apply the information we are learning throughout the course.

Bonus Points: You will have periodic opportunities to earn bonus points throughout the course by finding supplemental information on what we are discussing/have discussed.

Final Paper: There will be one final paper during this course. More information on this paper can be found in Blackboard. This paper will be completed during "Finals Week" ...there will be no cumulative final for this course!

Course Outline:

Chapter 1

Monday, January 13th-Sunday, January 26th

Chapter 2

Monday, January 27th-Sunday, February 2nd

Chapter 3

Monday, February 3rd-Sunday, February 9th

Chapter 4

Monday, February 10th-Sunday, February 16th

****Blog Quiz Choice #1: Chapters 1, 2, 3 or 4****

Monday, February 17th-Sunday, February 23rd

Chapter 5

Monday, February 24th-Sunday, March 2nd

Chapter 6

Monday, March 3rd-Sunday, March 16th

****SPRING BREAK (3/10-3/16)****

Chapter 7

Monday, March 17th-Sunday, March 23rd

Chapter 8

Monday, March 24th-Sunday, March 30th

****Blog Quiz Choice #2: Chapters 5, 6, 7 or 8****

Monday, March 31st-Sunday, April 6th

Chapter 9

Monday, April 7th-Sunday, April 13th

Chapter 10

Monday, April 14th-Sunday, April 20th

Chapter 11

Monday, April 21st-Sunday, April 27th

Chapter 12

Monday, April 28th-Sunday, May 4th

Chapter 13

Monday, May 5th-Sunday, May 11th

****Blog Quiz Choice #3: Chapters 9, 10, 11, 12 or 13****

FINALS WEEK

Monday, May 12th-Friday, May 16th

Final Paper (NO cumulative final)

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

- Competency 6: Demonstrates knowledge of social structures
Learning Outcome 2: Examines the world of human diversity
Learning Outcome 3: Recognizes human social structures

Relationship to Campus Focus:

Campus Focus: Nature, Technology, and Beyond

Upon completion of the course, the student will be familiar with the technological changes which influenced societies of the past as well as those of the world today, and the challenges to the environment posed by current technology. Through this class we hope that the student will demonstrate the skills and knowledge of the social sciences and be able to analyze them in their world. They should appreciate the commonality of all humans in the multicultural world and be prepared to be an engaged citizen.

Classroom Policies:

Regular participation is mandatory.

- All quizzes can be taken on any computer with Internet access.
- Students need to set up or select an environment conducive for testing (e.g. distraction free area at home, a computer lab at a library, etc.)
- Students can take the quizzes at any time between the given dates and times.
- Classroom weeks will run from Monday at 12:00 a.m. to Sunday at 11:59 p.m.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over.
- Grades are based on total points earned.

Grading: 90+A; 80-89B; 70-79C, 60-69D, 59 and below F.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize

generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life. *If a student is suspected of using AI on ANY assignment, including discussions, they will receive “0 points” on that assignment. If there is a second incident, the student will be reported and potentially dropped from the course!

RESPONSIBILITIES

Students	<ul style="list-style-type: none">• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.• In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none">• Determine if the use of generative AI could enhance student learning in any assignment or project.• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.• If allowable, give specific parameters for how and when generative AI may be used.• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.