COURSE SYLLABUS

Syllabus Policy: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus serves as a guide for the course. Therefore, it is subject to change with advance notice. Any syllabus changes will be shared via multiple modes of communication with all students in this course.

Instructor    Emily Daina Šaras, MS, PhD Candidate in Sociology

Email    esaras@fsu.edu

Phone    508-733-4834 (Boston area code)

Communication    I do respond to voicemails! Please leave your full name and number.

Office Hours

Virtual Office Hours
Tuesdays from 5 – 7 PM
Fridays from 8 – 10 AM

Schedule an Appointment
Please email or call for appointments via phone, Zoom, or Skype.

Examining the family as a social institution
Course Description

**Families and Social Change** explores families in the United States from a sociological perspective. We examine the family as a social institution, rooted in historical and social contexts, focusing on how society shapes family norms, opportunities, and behaviors.

This course introduces you to how sociologists and other social science researchers understand the family. We will review the history of the family as a social institution over time. We emphasize the connection between social change (major historical transformations in society) and corresponding family changes. We examine families over various social structures: race and ethnicity, social class, gender, sexualities, and childhood/aging. We review the processes of courtship, relationships, unions, and union dissolutions, and the impact that these processes have on partners, children, and greater society. We also learn about individuals in families and how family relationships have changed over time.

Throughout our semester learning together, we will explore how sociologists know what they know about families. This course about families provides a unique opportunity to learn more about sociological theory in a specific thematic context. Using sociological evidence, we will review how forms, structures, functions, and roles of families have shifted across history, with a special emphasis on the major challenges that families face in the contemporary context. Additionally, we will collect original in-depth interview data and analyze it using a sociological lens, synthesizing topics learned throughout the course.

Additionally, this course is approved for the Liberal Studies for the 21st Century Program at Florida State University. This course includes significant writing requirements, including a rigorous final paper, short writing reflections, essays as exam components. All written work in the course—which includes your final paper and the exam-based essay questions—will be called your “writing portfolio” for this course. We will review strategies for structuring academic essays and editing and proofreading concepts. As we progress through the course, you will receive feedback on improving your writing to prepare you for continued academic and career success.

**Liberal Studies Statement**

This course is approved for the Liberal Studies for the 21st Century Program at Florida State University. This program builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially. Additionally, it challenges students to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience.

**Course Objectives**

This course has been designed to achieve several specific objectives. These objectives are:

- to provide information about historical and contemporary families in the United States,
- to explore the relationships between individuals, families, and other social institutions, and
- to develop analytical and communication skills that will enable you to examine and assess divergent ideas and perspectives on contemporary family issues.

---

How have family structures, functions, roles, and norms changed over time?
About Your Textbook

Public and Private Families: An Introduction
9th Edition
By Andrew Cherlin
ISBN10: 1260813274
ISBN13: 9781260813272
Copyright: 2021

Public and Private Families: An Introduction examines the family in two senses: the private family, where we live most of our personal lives, and the public family, where we deal with broader societal issues. The text explores the history of families around the world taking a close look at gender, race, ethnicity, and social class while also closely observing the impact of society, the workplace, and state and social policy.

This book was selected for this course for both its quality and its affordability. At the time of writing this syllabus, this text is available as an Ebook rental for $50 for 180 days (well beyond the length of our semester).

GET $5 OFF TODAY
Grab a McGraw Hill eBook
USE THIS PROMO CODE: EBOOKSAVES

Coupon: The publisher has made an additional $5 coupon available for students in this course. Please use it! Note: I do not financially benefit or profit from your use of this coupon, or purchase of this textbook.

Additional Readings

All readings will be electronically available on Canvas under the "course library" tab and in the related modules.

Access and Technology

This course is being taught in an online environment. Access to Canvas and a stable internet connection is necessary for completion of course material. There are no synchronous lecture meetings to attend – you can work through each week’s material at your own pace.

To promote flexibility, (almost all) assignments are all due each week on Sunday at 11:59 PM. Everyone has different work, family, and life needs, especially now during the COVID crisis, and so I’ve designed this course to reflect this reality. However, I strongly encourage you to engage with the material daily and spread your assignments out intentionally throughout the week. Staying engaged throughout the week by spacing out your work is a proven strategy to help you absorb the material and master the processes we cover. Plus, you will then know what kinds of questions to ask and concepts to review.

Additionally, to balance flexibility and prevent Academic Honor Code Violations, Exams and other timed assignments will be open for 36+ hours. Exams open on Mondays at noon, and close on Tuesdays at 11:59 PM.

• This has worked very well for students in past sections of my online courses – two evening options, plus time during the day across two days seems to work best.
• Please note: we may adjust this slightly depending on whether the pace of our course needs to be adjusted at any time.
Course Requirements

Syllabus Agreement
By Thursday August 27 at 11:59 PM, log onto the course Canvas site, download the syllabus, read it carefully, ask any questions, and confirm your agreement by filling out an online form.

→ Without your agreement, your assignments and exams will not be graded.
→ If you cannot agree to the syllabus, contact the professor immediately.

Excused Absences / Extensions on Assignments
The following excuses are eligible to extensions for late assignments, quizzes, and exams:
- Religious holidays, as specified in FSU policy; absences due to representing FSU at official functions, including intercollegiate debating or varsity sports events; verified emergencies and/or medical illness.
- Medical illness refers to conditions that are serious in nature and require treatment by medical professionals and/or surgical or other treatments. Documentation is required for an excused / makeup exam. A photo-copy is acceptable. Please write down the dates of the class sessions you missed.
- Phone conversations and emails without documentation attached will not substitute for paper documentations. All documentation needs to be submitted before the last day of classes.

Reading Assignments
Read and review all lecture materials before you attempt assignments.
- In addition to highlighting the text and taking notes, I suggest you write down your questions so you can ask them on our informal discussion boards or via email.
- Don’t worry if you find some readings difficult to follow at first – this is part of the normal learning process. but it is important to finish reading the assigned sections to get a general idea about the reading and go back to it after watching supplemental videos.
- I emphasize that you should keep up with the reading assignments early each Module. Cramming in the reading just before exams will most likely result in poor grades in this course.

Lecture Materials
Lecture videos are hosted on YouTube and are embedded in our Canvas website. Please let me know if there are issues with video or handout access. For most weeks, material is distilled into a handout for you to refer to, which will reinforce your learning. You should still watch the videos as I they will review important case studies, give illustrative examples, and cover other material you will be responsible for on assignments, quizzes, and exams. Handouts and video lectures are intended to be key resources for your mastery of the topics.

Collaboration Policy
Please help each other, by all means, to exchange notes, study for exams together, etc. The assignments that you turn in should be your own work, however. Any form of violation will result in a "zero" for that particular assignment or an "F" for the course, at my discretion. See more information in the Honor Code section.

Late Assignment Policy
Each assignment is due as indicated on Canvas. Any assignment turned in after the Canvas / Turn-it-In deadline will be considered late and may not be accepted for grading. Late assignments are generally not accepted as our Online Mentors / TAs and I need time to process and give feedback on assignments. Please email your online mentor and the instructor if you anticipate needing an extension or if you have an excuse and would like to make up an assignment.
What Will We Do in This Course?

Here are the kinds of activities you'll be doing throughout this course to earn credit.

Active Learning Activities
After you have completed watching the lecture videos and reviewing the other material assigned for this module, please complete your Active Learning Assignment. The stakes are low, so don't stress! **You can take these quizzes twice, and your highest score is kept.** They assess whether you are understanding the key concepts, general mathematics, and major takeaways of the lecture material presented. These Active Learning Assignments are not busywork: I value your engagement with lecture materials and want to give you credit for this engagement as a part of your grade. They are strategically designed to give you quick feedback about whether you're digesting the important information of the module materials. If you missed some questions, I encourage you to reread the materials and rewatch the videos related to the question(s) that you missed (or other material where specifically indicated) to make sure you’re grasping the content.

Writing Reflection Assignments
These short essays (1 paragraph or less) are a low-stakes method to practice synthesizing course and help you assess whether you are on the right track so that you have feedback in between exams. You will be challenged in each assignment to incorporate specific materials, practice an academic writing technique and basic review.

Exams
You will take six “self-scheduled” tests online during a window announced at the beginning of the semester. This means that you get to log in at a time of your convenience during a >24 hr. window and take your 1.25 hour exam, so you have flexibility around your schedule. There is no formal “final exam.”

- **Format:** Each test will consist of multiple choice questions, short-answer questions, and essays. You will take each test ONLINE, self-scheduled within a given window. Each window will span two days (i.e. 12 PM Monday --> 11:59 PM Tuesday) to accommodate everyone’s busy schedules. You will have 1 hour and 15 minutes to take each exam. Folks with SDRC test length accommodations will have extensions granted as per their documentation.
- **Are tests cumulative?** Each test is intended to evaluate your understanding and skills for each segment of the course, and in this sense, tests are not cumulative. Throughout the course, however, you will learn new materials by building on what you have learned previously. Only in this sense, tests may have some cumulative elements.

Create-A-Question Assignments
Not only are you going to learn sociological trends and theories about families, you’ll get a shot at teaching them. By imitating examples we provide to you, you’ll create a fake exam question and provide a solution to the problem. More details will be available on canvas.

Final Paper
Learning how to summarize and present sociological data is a key skill for social scientists. In this course, you will write an 8-10 page paper based on in-depth interview data collection, weaving together concepts covered throughout the entire semester of learning. Additional details will be available on canvas.

Other Extra Point Assignments
Some extra credit assignments may be given in the course.
Fall 2020: Learning During COVID-19

Ensuring Basic Needs are Met: Housing, Food, and Other Fundamental Needs

College students are human beings first and foremost. We need to make sure our basic human needs are met if we want to learn and grow effectively.

To learn effectively, we need to have basic safety, security, and tools:
- safe and stable places to live, study, and sleep;
- enough nutritious and filling food to eat;
- ability and resources to take care of our health and wellness;
- support to ensure our mental health and emotional wellbeing;
- ability to get adequate, healthy sleep; and
- access to the resources and technology required for learning.

Basic needs issues are very common for college students and there is no shame in asking for support. During the COVID pandemic, these issues have exacerbated for many.

If you are facing any challenges related to basic needs, please reach out to the Department of Student Support and Transitions and the amazing case workers and other staff will help connect you with support.

Additionally, please reach out to me if you are facing any issues and I will gladly connect you with resources and advocates on campus and in our community, and will provide support so you can succeed in this course.

We can get through this together!

Resources:

FSU Department of Student Support and Transitions https://dsst.fsu.edu/contact-us
FSU’s Official COVID Fall 2020 website https://fall2020.fsu.edu/
Food for Thought Pantry at FSU https://dsst.fsu.edu/resources/food-for-thought-pantry
University Counseling Center https://counseling.fsu.edu/
University Health Services https://uhs.fsu.edu/
Victim Advocate Program https://dsst.fsu.edu/vap
Resilience Project https://strong.fsu.edu/
Office of Accessibility Services https://dsst.fsu.edu/oas
211 Big Bend https://www.211bigbend.org/

Creating A Positive Classroom Environment
- We are in a pandemic, y’all. We acknowledge the challenges we are facing this semester and beyond.
- We treat everyone in this class with respect. We look out for each other and support one another.
- We commit to doing our best, AND we know it’s ok to make mistakes. That’s how we learn and grow.
- We regularly check our official FSU email accounts, Canvas messages, and the course Canvas page. Communication is key during these uncertain times.
- Reminder: It is University policy that emails on course Canvas sites must be directly related to the class and involve no personal financial gain. That means we can’t sell notes on Canvas or do other shady stuff.
Important Details About This Course

Official Copyright Notice
This course and its associated website may contain and use copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not.

Academic Honor Policy:
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.”


Academic Dishonesty
Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor’s discretion. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy.


Americans with Disabilities Act
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Department of Student Support & Transitions (DSST – formerly SDRC); and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be completed during the first week of class. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Department of Student Support & Transitions (DSST) has been provided. This syllabus and other class materials are available in alternative format upon request.

Department of Student Support & Transitions | Part of the Division of Student Affairs
University Center A, Suite 4100, 282 Champions Way, Tallahassee, FL 32306 | Phone: 850.644.2428

Religious Holidays
Students are allowed to miss class due to observance of religious holidays, but they are still responsible for all materials assigned outside and covered in class on the day(s) missed. You must talk with your instructor in advance of missing a class for religious holiday observance reasons.

Course Disclaimer
Lectures, readings, videos, and discussions may include graphic descriptions of sexual activity and use sexual slang (such as when quoting research respondents), and the course also includes material about women’s subordination around the world. This material may make some students feel uncomfortable, and students who are concerned about this possibility may want to discuss their apprehensions with me before they commit to taking the course.
Pro-Tips to Help You Make the Most of This Course

Best Practices: Preparation and Class Participation

- Stay organized this semester! Get a notebook or binder to take notes in throughout semester (or set up an organized folder on your computer), keep all your materials in one place, and keep track of your materials!
- You should aim to read all readings for the week by Wednesday.
- Take notes while you are reading – write down the definitions, theories, and illustrative examples clearly in your notes.
- Generally, I will not distribute complete study guides separate from lecture materials. Our class lecture videos, homework, and textbook will guide what questions I place on the exams.
- Your level of participation in class (asking questions on discussion boards, for example), is not graded, but active participation is highly encouraged to help promote your own learning.
- The ACE Learning Studio on campus has an amazing workshop series on “note-making” and “test-taking” that I highly recommend. I am also hoping to have them visit our class during the semester to give a short presentation.
  - Follow ACE to get workshop updates here: https://www.facebook.com/acelearningstudio (Links to an external site.)

A Note on Email and Canvas Communication

This course is an opportunity to practice strong email communication skills in email and on Canvas. Please remember to do the following:

- **Craft a clear subject line.** The subject “Math Anxiety Video Unavailable on Canvas” would work a bit better than “heeeeeeelpnnnn!!” – and both are much better than the unforgivable blank subject line.
- **Use a salutation.** Feel free to start off with, “Hello Emily,” for this course. For other courses, however, a good practice is to say, “Hello Professor Lastname,” unless your instructor says otherwise.
- **Use a signature.** Instead of concluding with “Sent from my iPhone” or nothing at all, include a signature, such as “Best” or “Sincerely,” followed by your name.
- **Use standard punctuation, capitalization, spelling, and grammar.** Instead of writing “IDK how to do this assignment, help me.” Try something more like, “I am writing to ask if we can set up a Virtual Office Hours meeting about the assignment.”
- **Do your part in solving what you need to solve.** Check your resources before sending an email. The syllabus is your friend! Unfortunately, if your query is in regard to a policy in the syllabus – including grading, late work, and absences – I will not be able to make an exception to be fair to all students.
- **Remember, I’m happy to hear from you!** Try to leave any anxiety about emailing your instructor behind. You are welcome to email about course content, course issues, scheduling an appointment, Also, if you find any content or instructions unclear, speak with me or email me as soon as you can so I can address the issue for all students.
Check out this nifty table that explains how you will be graded in this course:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>45% of course grade</td>
<td>3 tests given throughout the semester. No grades in this section will be dropped.</td>
</tr>
<tr>
<td>Writing Portfolio Assignments</td>
<td>15% of final grade</td>
<td>Due on Sundays at 11:59 PM. These assignments use Stata in the VLab. The lowest 2 grades in this section will be dropped.</td>
</tr>
<tr>
<td>Active Learning “Quizzes” and other Activities</td>
<td>10% of final grade</td>
<td>1 Active Learning Activity due each week. While these are due on Sundays at 11:59 PM, I STRONGLY suggest you complete them by Wednesday or Thursday of each week if possible. These are designed to support your learning! First-day attendance also counts towards this section, as may other ad-hoc assignments. The lowest 2 grades in this section will be dropped.</td>
</tr>
<tr>
<td>Create-A-Question Assignments</td>
<td>10% of final grade</td>
<td>4 assignments, each due on a Sunday at 11:59 PM. No grades in this section will be dropped.</td>
</tr>
<tr>
<td>Course Paper Prep: Interview Planning Assignment</td>
<td>5% of final grade</td>
<td>Due Sunday November 1 at 11:59 PM. No grades in this section will be dropped.</td>
</tr>
<tr>
<td>Course Paper</td>
<td>15% of final grade</td>
<td>Due on December 4 at 11:59 PM. No grades in this section will be dropped.</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>Up to 2% bonus on your final grade</td>
<td>Opportunity(ies) will be made available on Canvas.</td>
</tr>
</tbody>
</table>

To convert your final score to a letter grade, I will weight your assignments according to the grading details above. Then, I will use the following rule:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93 A</td>
<td>92-90 A-</td>
</tr>
<tr>
<td>91-89 A+</td>
<td>88-87 B+</td>
</tr>
<tr>
<td>86-83 B</td>
<td>82-80 B-</td>
</tr>
<tr>
<td>69-67 D+</td>
<td>66-63 D</td>
</tr>
<tr>
<td>62-60 D</td>
<td>59-0 F</td>
</tr>
<tr>
<td>79-77 C+</td>
<td>76-73 C</td>
</tr>
</tbody>
</table>

**Incomplete Grades**

Missing work or uncompleted assignments are insufficient reasons for an Incomplete grade. An Incomplete grade will not be given except extenuating circumstances at my discretion. Note that College of Social Science and Public Policy guidelines require that students seeking an “I” must be passing the course.
# Course Schedule

<table>
<thead>
<tr>
<th>Mod.</th>
<th>Monday Date</th>
<th>Topic</th>
<th>Reading and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PART 1: THE HISTORY OF THE FAMILY</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Aug 24</td>
<td>Orientation to the Course Public and Private Families</td>
<td>Rent or Purchase Textbook, Syllabus and Text Agreement First Day Attendance: Writing Portfolio Assignment → Due Thursday August 27 at 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture Material: Review Prior to Active Learning Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: PPF, Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Watch Lecture Video(s) in Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Lecture Handout in Canvas Module</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Active Learning Quiz → Due Sunday August 30 at 11:59 PM</td>
</tr>
<tr>
<td>2</td>
<td>Aug 31</td>
<td>The History of the Family, part 1</td>
<td>Lecture Material: Review Prior to Active Learning Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: PPF, Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Catch up on Chapter 1 if you joined at the end of add-drop!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Watch Lecture Video(s) in Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Lecture Handout in Canvas Module</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Active Learning Quiz → Due MONDAY this week only, September 7 at 11:59 PM – extra day because of Labor Day weekend.</td>
</tr>
<tr>
<td>3</td>
<td>Sep 7</td>
<td>The History of the Family, part 2</td>
<td>Lecture Material: Review Prior to Active Learning Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Excerpts from <em>Marriage, A History</em> by Stephanie Coontz. <em>Provided as a PDF</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Watch Lecture Video(s) in Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Lecture Handout in Canvas Module</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing Portfolio Assignment → Due Sunday September 13 at 11:59 PM</td>
</tr>
<tr>
<td>4</td>
<td>Sep 14</td>
<td>Special Focus: Childhood Through the Ages</td>
<td>Lecture Material: Review Prior to Active Learning Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Excerpts from <em>Unequal Childhoods</em> by Annette Lareau (2011). <em>Provided as a PDF</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Watch Lecture Video(s) in Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Lecture Handout in Canvas Module</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Active Learning Quiz → Due Sunday September 20 at 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Create-A-Question Assignment → Due Sunday September 20 at 11:59 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Reminder: Study for Exam 1! Open Mon-Tue next week.</em></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Exam</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>5</td>
<td>Sep 21</td>
<td>Gender and Families</td>
<td>Exam 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sep 28</td>
<td>Social Class and Family Inequality</td>
<td>Active Learning Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 5</td>
<td>Race, Ethnicity, and Families</td>
<td>Active Learning Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct 12</td>
<td>Sexualities, Relationships, and Families</td>
<td>Active Learning Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reminder: Study for Exam 2! Open Mon-Tue next week.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
<th>Lectures</th>
<th>Active Learning Quizzes</th>
<th>Course Paper Prep: Interview Planning Assignment</th>
<th>Create-A-Question Assignment</th>
<th>Writing Portfolio Assignment</th>
</tr>
</thead>
</table>
| Oct 19 | Courtship, Marriage, and Partnership | | Exam 2 | Opens Monday, October 19 at noon  
Due Tuesday, October 20, 11:59 PM | **Lecture Material: Review Prior to Active Learning Quiz**  
- Reading: PFF, Chapter 7  
- Watch Lecture Video(s) in Canvas  
- Lecture Handout in Canvas Module | **Active Learning Quiz**  
Due Sunday October 25 at 11:59 PM |  |
| Oct 26 | Work and Families | | Lecture Material: Review Prior to Active Learning Quiz  
- Reading: PFF, Chapter 8  
- Reading: Selected Briefing Papers from Families as They Really Are, edited by Barbara Risman (2010). Provided as a PDF, 4 pages total  
- Watch Lecture Video(s) in Canvas  
- Lecture Handout in Canvas Module | **Active Learning Quiz**  
Due Sunday November 1 at 11:59 PM | **Course Paper Prep: Interview Planning Assignment**  
Due Sunday November 1 at 11:59 PM |  |  |
| Nov 2 | Work and Families, part 2 | | Lecture Material: Review Prior to Active Learning Quiz  
- Reading: PFF, Chapter 8  
- Reading: “Joey’s Problem” excerpt from The Second Shift by Arlie Hochschild. Provided as a PDF  
- Watch Lecture Video(s) in Canvas  
- Lecture Handout in Canvas Module | **Active Learning Quiz**  
Due Sunday November 8 at 11:59 PM | **Create-A-Question Assignment**  
Due Sunday November 8 at 11:59 PM |  |  |
| Nov 9 | Divorce | Nov 11 is Veterans Day, No Class | Lecture Material: Review Prior to Active Learning Quiz  
- Reading: PFF, Chapter 12  
- Watch Lecture Video(s) in Canvas  
- Lecture Handout in Canvas Module | **Active Learning Quiz**  
Due Sunday November 15 at 11:59 PM | **Writing Portfolio Assignment**  
Due Sunday November 15 at 11:59 PM |  |  |
|   | Nov 16 | Post-Nuclear Family Patterns | Lecture Material: Review Prior to Active Learning Quiz  
  - Reading: “Unmarried with Children” by Kathryn Edin and Maria Kefalas (2008). Provided as a PDF  
  - Watch Lecture Video(s) in Canvas  
  - Lecture Handout in Canvas Module  
  
Active Learning Quiz  
→ Due Sunday November 15 at 11:59 PM  

CREATE AN EXAM QUESTION ASSIGNMENT  
→ Due Sunday November 15 at 11:59 PM  

Reminder: Study for Exam 3! Open Mon-Tue next week. |
|---|---|---|---|
|14| Nov 23| Exam | Exam 3  
→ Opens Monday, November 23, noon  
→ Due Tuesday November 24, 11:59 PM  

Writing Portfolio Assignment  
→ Due MONDAY Nov 30 this week only at 11:59 PM, extended because of Thanksgiving Week |
|15| Nov 30| Family Change and Social Change in the Era of COVID | Lecture Material: Review Prior to Final Reflection Assignment  
  - Reading: TBD (will select recent research for review and discussion!)  
  - Watch Lecture Video(s) in Canvas  
  - Lecture Handout in Canvas Module  

Final Reflection Assignment: Changing Families  
→ Due Thursday this week only, December 3 at 11:59 PM – so afterwards you are focused on finishing and proofreading your final course paper!  

Course Paper Due  
→ Due Friday December 4, 11:59 PM |
|16| Dec 7| Finals Week | Note: Our course has no final exam. |
|N/A| Dec 15| Grades Due to Registrar| Enjoy Winter Break! |