

SOCI 3337

Home

TEXAS STATE

Correspondence SOCI 3337
Sociology of the Family



Start Here



Syllabus



Modules



Pacing Guide




Welcome to Sociology of The Family

Course Overview

A comparative study of the family in various cultures, both historical and contemporary, with attention to the family in terms of social organization, social change, and social disorganization.

Course Instructor



 Michael C Whitehawk
 Teacher
 mw39@txstate.edu

Ready to begin?

Click [Start Here](#) in the navigation bar above to begin your course.

Returning to this course?

Click [Modules](#) in the navigation bar above or in the left-hand course navigation and resume where you left off.

Questions about the course?

You are encouraged to contact your instructor if you have any concerns, questions, or problems.

Email responses from your professor should come within 72 hours.

To ensure timely delivery of all e-mails related to this course, you must use your official Texas State Bobcat Mail email address. You may contact Online and Extended Problems using the email address provided.

✉ Email: corrstudy@txstate.edu

Start Here

Meet Your Instructor

About Me

Greetings, and welcome to our exciting journey through the fascinating realm of sociology! I am Michael Whitehawk, MA, and I am thrilled to embark on this semester's academic exploration with you. Throughout the coming weeks, we will delve into the sociological perspective of the familial institution in the United States, aiming to grasp the intricate dynamics between modern and traditional family structures.

The primary goal of this course is to equip you with the essential tools to critically analyze the social world that surrounds us daily. By the course's conclusion, you should achieve the following objectives:

1. Develop an understanding of the historical context shaping family dynamics.
2. Comprehend various theories relevant to the family, as covered in our sessions.
3. Explore the impact of social forces on the familial institution.
4. Gain insights into social policy issues concerning the family from a sociological standpoint.

I am genuinely excited to guide you through this exploration of sociology, facilitating your learning journey and providing support whenever needed.

A bit about myself: I have been a dedicated senior lecturer in the Department of Sociology at Texas State University since 2012. My professional background extends to the realms of mental health and media. Having earned both my undergraduate and graduate degrees in the Department of Sociology at this university, I am proud to be part of the Bobcat community. My teaching expertise spans various areas, including the sociology of the family, criminology, social stratification, and introduction to sociology. I bring diverse research interests to our discussions.

Outside academia, I am a devoted family man, happily married for over 15 years with two wonderful children, a loyal canine companion, and a home in the suburbs. Caring for my elderly father is both a source of love and occasional frustration. Unfortunately, I experienced the loss of my mother at the onset of the COVID-19 pandemic, before society developed inoculation vaccines. I look forward to not only sharing my knowledge but also getting to know you and your unique family experiences, as some of our course requirements encourage personal sharing.

Let's embark on this enriching sociological journey together!

Start Here

Overview



Introduction

Welcome to the Start Here module! This module is designed to provide you with essential information and resources to help you navigate successfully through this correspondence course. From accessing course materials to understanding the grading system, this module will equip you with the necessary tools and knowledge to succeed. Please read through this module carefully, and let's dive in and get started on your path to learning and achievement!



Course Objectives

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

1. Develop a deep interpretation of the sociological perspective and its application to the study of families, recognizing the influence of social structures, institutions, and cultural norms on family dynamics.
2. Cultivate critical thinking skills and the ability to engage in informed discussions about contemporary family issues, considering diverse perspectives and acknowledging the intersectionality of family experiences.
3. Demonstrate a comprehensive review of the sociological aspects of family life, encouraging critical analysis and promoting an appreciation for the diversity and complexity of familial relationships.

Module Learning Objectives

This course is divided into learning modules. Each module has distinct learning objectives that contribute to achieving the overall Course Outcomes. Refer to the [Syllabus](#) to better understand the relationship between Course Outcomes (COs) and Module Learning Objectives (MLOs).

Correspondence Course Information

As a correspondence studies student, it is your responsibility to be familiar with correspondence-related policies and services. To this end, I encourage you to review the [Correspondence Course Information page](#) as well as the [Correspondence Studies website](#).

Orientation Video

Please view [this orientation video](#) to help you get started in this correspondence course. This video addresses many topics such as Bobcat Mail, navigating this course site, test requests, and more.

Online Student Resources

[This webpage](#) contains multiple resources for online students at Texas State University. Note: Some resources are only available to students who pay a student service fee.

Technical Requirements and Support

This online course requires technical skills and access to certain technology and software that face-to-face courses may not require.

- Learn about [skills and technology](#) you need to be successful in this course.
Also review these [tips](#) and [interaction guidelines](#) to be a successful online learner.

Many users encounter fewer problems when they **use Chrome** to access **Canvas courses**.

Here's how to **get help with Canvas**:

- 24/7 [Live chat](#)
- 24/7 Phone support: 245.ITAC (4822)
- [Tool-specific help](#)
- Click Help in the left navigation of any Canvas course

Free Tutoring Resources

A variety of [free tutoring resources](#) are available for students enrolled in Texas State correspondence courses.



The Office of Distance and Extended Learning

FREE TUTORING



University Writing Center

The Texas State University Writing Center's online tutoring service allows Texas State correspondence, self-paced study students, to work with a writing tutor in real time in an online environment. During the online tutorial, both the student and the tutor are

Academic Integrity

Texas State Academic Honor Code

The [Texas State Academic Honor Code](#) applies to all Texas State students, including correspondence students. The [Honor Code](#) serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the [Texas State Student Handbook](#), [Violation of the Honor Code](#) includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Definitions

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8](#).

*Please note that not all activities that constitute academic misconduct are listed in specific detail in [UPPS No. 07.10.10, Honor Code](#). It is expected that students will honor the *spirit* of academic integrity and will not place themselves in the position of being charged with academic misconduct.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) explained through the [Alkek library site](#).

Incidents of [academic dishonesty as outlined by the University](#) will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Academic work signifies outcomes and products such as essays, theses, reports, exams, tests, quizzes, problems, assignments, or other projects submitted for purposes of achieving learning outcomes.

Cheating in general means, but is not limited to, engaging or attempting to engage in any of the following activities:

- Copying from another student's test paper, laboratory report, other report, computer files, data listing, programs, or from any electronic device or equipment;

- Using, during a test, materials not authorized by the person giving the test;
- Collaborating, without authorization, with another person during an examination or in preparing academic work;
- Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- Substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- Bribing another person to obtain an unadministered test or information about an unadministered test;
- Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist;
- Submitting the same essay, thesis, report, or another project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in a previous course;
- Falsifying data.

Plagiarism

in general means, but is not limited to, the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual or the performance of an original act or routine that is offered for credit.

Collusion

in general means, but is not limited to, the unauthorized collaboration with another person in preparing any work offered for credit.

Abuse of resource materials

in general means, but is not limited to, the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course content.

Please cite all unoriginal material through the use of [standard bibliographical practice](#) as explained on the [Alkek Library site](#).

Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

Notice of Intellectual Property Rights

The text and images on this page and pages linked to it are protected by [copyright](#). Lectures and examination questions are also protected by copyright law. You are authorized to take notes in class and to use the online.

materials provided, thereby creating derivative works from my lectures and other materials. However, this authorization extends only to making one set of notes or answers for your own personal use and no other use. You are not authorized to provide copies, notes or examination questions to anyone else, or to make any commercial use of them without prior written consent.

As stated per [Texas State Honor Code, UPPS No. 07.10.01, Issue no. 8.](#)

Students Requiring Accommodation Through the Office of Disability Services

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their educational goals.

A disability is not a barrier to correspondence study, and we provide reasonable accommodations to individuals in coursework and test taking.

Students who require special accommodations need to provide verification of their disability to the [Office of Disability Services](#), Suite 5-5.1 LBJ Student Center, 512.245.3451 (voice/TTY).

Students should then notify the [Office of Distance and Extended Learning](#) at corrstudy@txstate.edu of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

SOCI 3337 THE FAMILY

INSTRUCTOR INFORMATION

Mr. Michael Whitehawk

mw39@txstate.edu

Senior Lecturer

Department of Sociology

Texas State University

COURSE DESCRIPTION

This course offers a comprehensive examination of the institution of family across various cultures, encompassing both historical and contemporary perspectives. Through an exploration of social organization, dynamics of change, and challenges of disorganization within families, students will develop a nuanced understanding of familial structures and functions in diverse societal contexts.

COURSE MATERIALS

Cherlin, Andrew J. 2021. Public and Private Families: An Introduction, 9th Edition. New York, NY, McGraw-Hill McGraw Hill. ISBN 978-1-260-81327-2

COURSE OUTCOMES

1. Develop a deep understanding of the sociological perspective and its application to the study of families, recognizing the influence of social structures, institutions, and cultural norms on family dynamics.
2. Cultivate critical thinking skills and the ability to engage in informed discussions about contemporary family issues, considering diverse perspectives and acknowledging the intersectionality of family experiences.
3. Demonstrate a comprehensive understanding of the sociological aspects of family life, encouraging critical analysis, and promoting an appreciation for the diversity and complexity of familial relationships.

COURSE PROCEDURE

Correspondence courses such as this give you the freedom to set your own pace in reading and assimilating the subject matter, unlike regular campus courses, which have a structured time schedule. For a non-traditional student who has to work full-time to support a family or for a new mother, correspondence courses are an ideal solution for securing college credits.

However, this solution also has some setbacks. If you do not have the self-discipline and resolve to work by yourself, this correspondence course is not a viable option. By and large, though, most of you who opt to take correspondence courses have a valid reason for doing so and have a chosen career goal to work toward. Correspondence courses require you to have the resolve and determination to set up and rigidly adhere to a daily schedule in which you allocate your time for each course you have signed up for. If you do not have such a regimen and do not strictly follow it, you will fall behind in your work each day, and soon, it will become impossible for you to catch up. The first thing you need to do is to decide how many hours you need for each of the subjects you have signed up for and to make that amount of time available for your studies. Make sure you do not break the routine, no matter the temptations.

This course has fourteen lessons within seven modules, each tailored to be completed in approximately two weeks. Each module has one assessment. Some of these lessons are more demanding than others, and you may have to spend more time on those lessons. The first thing to do is decide when to take the assessments. Be realistic and expect that it will take a minimum of fourteen to sixteen weeks to complete the course. You must strictly adhere to a timetable to be successful. If you follow a routine, you will find the whole experience exciting and fruitful.

Begin each lesson by reading the assigned chapter(s) from the text. I suggest that you take careful notes as you read the chapters, paying special attention to terms and information in boxes, studies, tables, and figures. After completing all the readings, attempt the non-graded self-check review questions. Find out where you went wrong, and sometime later, try the questions again. This time, you are bound to get them all correct. When you feel confident, attempt the graded assessments. Remember, you are also responsible for the content of “Professor’s Discussion Notes.”

WRITTEN ASSIGNMENTS AND GRADING

This course has two written assignments, each designed to deepen your understanding of key concepts and theories discussed throughout the modules. These assignments will require you to engage with course materials by answering questions, defining terms, providing illustrative examples, diagramming models, and discussing various perspectives, including those presented in video content.

The first written assignment is in Module 2, while the second is in Module 3. It is imperative that you maintain university-level standards of neatness, grammar, spelling, and punctuation in your submissions. However, beyond mere correctness, emphasis should be placed on elaborating your responses with comprehensive detail, insightful analysis, and thorough discussion of relevant concepts.

It is essential to approach these assignments with a mindset of providing substantial data and information rather than restricting your responses. By offering ample evidence and elaboration, you enable me to assess your comprehension and mastery of course material accurately. Your

ability to convey your grasp of concepts, terminology, and other course content effectively is pivotal to your success in this course.

Do not plagiarize. This means that you should always answer questions in your own words, even though the text may contain perfectly good definitions. Refer to the academic honesty policy on the following pages.

ASSESSMENTS

You must take closed-book Assessments through McGraw Hill Connect based on information from each textbook chapter. Each assessment is based on two chapters at a time. There are 14 chapters and 7 assessments. Items on the assessments will be a mix of multiple-choice, true/false, matching, and fill-in-the-blank. Each assessment is worth 40 points for a total of 280 points. Assessments are found in each module.

NOTE: Assessment 7, Ch. 13/14, is the final exam.

* You must pass the final examination with a 60 percent or higher grade to receive credit in the course.

GRADING CRITERIA

Your grade for the semester will be determined as follows:

Written Assignments (2 @ 35 points each): 70 points

Assessments (7 @ 40 points each): 280 points

Based on a 350-point scale, your letter grade will be as follows:

A: 315 - 350 points

B: 280 - 314 points

C: 245 - 279 points

D: 210 - 244 points

F: Below 210 points

STUDENTS WITH SPECIAL NEEDS

The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their education goals. A disability is not a barrier to correspondence study, and we strive to provide reasonable and appropriate accommodations to individuals in coursework and test-taking. Students who require special accommodations (e.g., testing accommodations, information in alternative format, sign language interpreting services) need to provide verification of their disability to the Office of Disability Services (<https://www.ods.txst.edu/>). Please inform Suite 5-5.1 LBJ Student Center, (512) 245-3451 (voice/TTY), of any disability-related accommodation needs as soon as possible to avoid a delay in accommodations.

CANVAS TECHNICAL SUPPORT

Texas State's Information Technology Assistance Center (ITAC) provides phone and LiveChat technical support for TRACS 24 hours a day, seven days a week, 365 days a year. To take advantage of these services, visit ITAC online (<https://itac.txst.edu/>) or call 512.245.ITAC (4822).

Before beginning this online course, it is recommended that you review the minimum hardware and software requirements and other important information available on the ITAC Course Information page.

CORRESPONDENCE COURSE INFORMATION

As a correspondence studies student, you must be familiar with correspondence-related policies and services. To this end, I encourage you to review the Correspondence Course Information (<https://www.distancelearning.txst.edu/self-paced.html>) page and the Correspondence Studies Student Handbook.

ACADEMIC HONOR CODE

The Texas State Academic Honor Code (<https://policies.txst.edu/university-policies/07-10-01.html>) applies to all Texas State students, including correspondence students. The Honor Code affirms that the University demands the highest standards of integrity in all actions related to the academic community.

SOCIOLOGY DEPARTMENT ACADEMIC HONESTY POLICY

As members of the university community, students are expected to be aware of and abide by university policies regarding academic honesty. By the same token, faculty members within the university community are expected to enforce those policies. Members of the Department of Sociology operate on the assumption that each student has thoroughly reviewed the university policies regarding academic honesty and that the policies will be followed.

Accordingly, members of the Department of Sociology will enforce all policies related to academic honesty. The specific policy statements in this regard are to be found on the following websites: Texas State Student Handbook and UPPS No. 07.10.01. The following is not a substitute for the statement of policies found in the above-referenced material. Rather, it calls each student's attention to the breadth and depth of academic dishonesty. Academic dishonesty includes Cheating, plagiarism, collusion, and/or abuse of resource materials. Each term or phrase is defined in some detail in the above-referenced material.

Because the offense of plagiarism can be confusing to students, the following information is provided as essential reading by all students. "Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for

credit” (Texas State University Handbook, UPPS No. 07-10-01). Examples of plagiarism include but are not limited to

- downloading or buying a research paper
- cutting and pasting information from several sources to create a paper
- leaving out quotation marks around quoted material, placing quotation marks around some but not all copied information
- leaving out quotation marks around copied information but adding a citation implying that the information is the student’s summary of the source
- leaving out quotation marks for more than three consecutive words taken directly from a source
- providing a reference/bibliography page but leave out the reference citation in the body of the paper
- faking a citation
- unintentionally using words, ideas, or quotes without citing them in the body of the paper and on the reference/bibliography page

Ignorance of what constitutes plagiarism or plagiarizing in the past without being penalized does not excuse such acts in the Department of Sociology. Any student charged with plagiarism may appeal in writing in accordance with Texas State University policy.

Overview



Introduction

A necessary beginning for a study of the family is to answer one basic question: what is a “family”? This is not so easily answered, however, because sociologists, the Census Bureau, and other research entities often define “family” differently.



Objectives

Upon completion of this module, you will be able to:

1. Discuss the sociological perspective as applied to the study of families and relationships. (CLO 1,2,3)
2. Identify and explore the history of the family social institution. (CLO 1,2,3)



Readings

Required:

- Chapters 1 & 2 in Andrew Cherlin’s *Public and Private Families an Introduction*. (MO 1,2)
- *Professor’s Discussion Notes: What is a Family? Let’s Get Started*. (MO 1,2)



Assignments

When approaching module assignments, carefully read the instructions and ensure you understand the requirements. Break down the tasks into manageable steps, create a timeline, and allocate sufficient time for research, drafting, and revision if needed.