

Introduction to Marriage and Families

Prof. Tanya Koropecyj-Cox

SYG 2430 (section 2D68; class 18248) – Fall 2022

Mondays, Wednesdays, and Fridays - 10:40 a.m. - 11:30 a.m. (period 4)
McCarty Hall A, room G186

Class meetings will include lectures, discussion, and in-class assignments.
Assignments and other materials for each week are posted on Canvas.

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Office hours: Mondays 1:00 - 3:00 pm, Thursdays 10:30 am - 12:30 pm, or by appointment

Teaching Assistants

Tayana Malewshik tayanamalewschik@ufl.edu Office hours: Wed 1:30-2:30 pm, Fri 8:30-9:30 am

Robert Baez rbaez@ufl.edu Office hours: Tues & Thurs 3:00-4:00 pm [zoom]

** details and updates about office hours will be posted on the Office Hours page and via
Announcements in Canvas

Course Website: <http://elearning.ufl.edu> (Canvas)

This course will meet in person on Mondays, Wednesdays, and Fridays.

We will use E-Learning/Canvas (<http://elearning.ufl.edu>) extensively. Class material is organized on Canvas by week and module. Online readings and other links are posted in Canvas, as well as announcements, assignment instructions, discussion boards, grades, and other resources.

Students are responsible for checking E-Learning frequently to access these materials. Assignments will be submitted electronically on E-Learning. Please be sure to contact Dr. Koropecyj-Cox, the TAs, or the UF Computing Help Desk early in the term if you have any questions about accessing or using E-Learning.

Families and primary relationships represent our first and most important connections, and they are a central part of our life experiences. They define our identities and shape our socialization, opportunities, and constraints in fundamental ways.

This course is designed to introduce students to some of the major issues related to families and relationships, with a focus on sociological perspectives, policy implications, and an emphasis on diversity and equity. This course will introduce you to the historical and contemporary contexts that have shaped the meanings and importance of families in society. We emphasize the diversity of people and families in the United States and other highly industrialized societies, while drawing insights from cross-cultural and historical comparisons.

This section of SYG 2430 fulfills General Education requirements (S, D), but does NOT fulfill the Writing Requirement. As a general education course, this course provides an overview of social perspectives and processes and an introduction to Diversity. Specific course objectives are listed below, followed by information about General Education (S, D).

Course Objectives:

- Review the history of family life as a context for understanding contemporary family issues and debates.
- Examine important contemporary aspects of relationships and families including the prevalence of different family experiences, the range of social norms and attitudes concerning families and relationships and how they have changed over time, the diversity of contemporary families, and the arguments and evidence used to support different interpretations, concerns, and policy solutions with regard to family life.
- Define and apply major sociological approaches (at the macro-, meso-, and micro- levels) to issues related to families and relationships, including approaches that focus on a) the forms and functions of families in society; b) conflict and inequalities; c) ecological and developmental perspectives; d) interaction, negotiation, and exchange; and e) gender. We will also discuss intersectional, critical race theory, and queer theory as they inform our understanding of relationships and families in society.
- Examine and evaluate how sociologists study families and relationships, the ethical concerns that guide family research and policy, and how to evaluate and interpret sociological evidence to contribute to policy debates and decisions.
- Evaluate and discuss common aspects of families and relationships, including love, dating, cohabitation, marriage, and childbearing, as well as conflict, family violence, divorce, and repartnering and blended families. We will also assess some of the critical implications of family change, especially as they relate to social policy and legal issues.
- Develop an awareness of the diversity among contemporary families in the United States as well as the ways that social class and economics, gender and gender identity, race and ethnicity, sexuality, and ability influence family lives within U.S. society.

The course begins with a discussion of how we define "the family" and the diversity of families. We will review historical background for understanding families and relationships as well as important sociological frameworks for studying relationship and family issues. We will distinguish between "public" and "private" aspects of families as they relate to the privacy of intimate relationships and the public concerns about the roles of families in society.

General Education Objectives:

Social and Behavioral Sciences (S) Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions,

outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Diversity (D) Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups.

As a General Education Course, SYG2430 is designed to address each of the following General Education Student Learning Outcomes with regard to Content, Communication, and Critical Thinking.

Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline. Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline. The Content SLO is assessed through the quizzes and written assignments and reviewed in the in-class assignments and class discussion.

Communication is the development and expression of ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline. The Communication SLO is assessed through the Take-Home Assignment and Discussion Boards.

Critical Thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. The Critical Thinking SLO is assessed through specific questions on the quizzes as well as the Take-Home Assignment and Discussion Boards.

Topics include:

- Diversity and Inequality: social class, race-ethnicity, gender, and sexuality
- Love, Sexuality, Partnership, and Marriage; Parents and children
- Conflicts and Crises: Economic strains, family violence, and divorce
- Changes and Transitions: Remarriage, step-families, and aging and caregiving

Our discussions will analyze the different sides of contemporary debates about social change and public policy, drawing on current media and press coverage and policy discussions.

Required Text:

- **The Family: Diversity, Inequality, and Social Change, 3rd edition. (2021). Philip N. Cohen. Norton.**
- The textbook is available online as an e-book through UF All Access, which provides affordable access from the first day of class and for the duration of the term. If you choose to get the e-book, you will need to log into the bookstore's All Access page to Opt-In to

the textbook; the cost will be billed to your UF account. Specific instructions will be provided in Canvas in the first of week of class.

- You may also choose to buy or rent a physical book through the UF bookstore (or any vendor, like chegg, amazon, etc.). If you buy or rent a hard copy, you do not need to purchase access to the publisher's materials online (InQuizitive). Explore your options and choose the format that works best for you. Feel free to email me with questions.
 - **I do not recommend buying the earlier edition** - the material has changed, and all quizzes, reading assignments, and coursework will use the current edition.
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- **Occasional online readings, audio or video materials – links are included in the Modules on E-Learning:** <http://elearning.ufl.edu>.
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Course Requirements

Readings: Readings are assigned for nearly every class. You should do the readings before each class to come prepared for discussion and in-class assignments. You are also encouraged to read a major newspaper (e.g., New York Times, Washington Post, available free on-line) and to peruse online resources regularly. Please feel free to email clippings, links, and comments to the Instructor or post them in twitter using our course hashtag: #syg2430tkc.

Attendance and In-Class Work: The course combines material from lecture, discussion, and assigned readings as well as the internet. Class attendance is required. Students are encouraged to refer to UF recommendations regarding COVID risk and staying healthy. Attendance and participation are important to your success in the course.

Short, in-class assignments will be given during class meetings (1-2 per week) to help focus thoughts, stimulate discussion, or review important material. These are submitted during class time (on paper or online in Canvas) and comprise the In-Class Activity grade (**~2-3 points each – 30 points total; 3 lowest/missed grades will be dropped**). In-class lectures and discussions are designed to go beyond the textbook and readings. Class meetings also provide an opportunity for students to share comments and insights, ask questions, and listen to others.

Make-up (or excused) assignments will be allowed in the case of excused absences as defined by UF policy. You should inform the instructor via email if you will be absent; written documentation of excused absences should be submitted if available. If you miss class because of illness, family emergency, or other excused absence (including absences covered by DRC-accommodations), you must email the instructor to arrange for access to missed material and any make-up work. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#).

Acceptable reasons for excused absences according to UF policy include illness, religious holidays, university activities, and military obligation. Should you miss a class for any reason, you are responsible for informing yourself of announcements and material that were covered in class.

You may miss up to three in-class assignments (unexcused) without penalty (the lowest 3 grades will be dropped); further unexcused missed assignments will be deducted from your grade. If you have concerns about missing class, please contact Dr. Koropecyj-Cox.

Week 1/Module 1 Assignments (online):

- **Syllabus quiz** -- due at 11:59 p.m. on Monday, August 29 (worth **4 points**).
- **Student questionnaire** -- due at 11:59 pm on Monday, August 29 (worth **4 points**)

Discussion Board Posts & Responses: There are 2 required participations on the Discussion Board on Canvas. Specific prompts and instructions (including length of your post) will be described for each Discussion Board. For each discussion, you are required to submit an initial post as well as responses to two posts from your classmates. Your initial posts are worth 25 points each and are due by Thursday 11:59 pm in weeks 4 and 9. Responses to another student (x2) are worth 5 points each and are due by the following Monday 11:59 pm. The discussion board will open at the beginning of the prior module to give you time to review the instructions and complete your work (**worth 35 points each; 70 points total**). Late work will be accepted only with the approval of the instructor if there are serious circumstances.

Exams: There are three (3) exams in the course, **worth 64 points each (192 points total)**. Two of the exams will be given in class (on September 28 and November 4), and the third exam will be administered during the final exam period (Wednesday, December 14, 3:00-5:00 pm) in the same classroom. Make-up exams can be arranged in case of illness, emergency, university activity, or other serious reason. Requests for a make-up exam should be arranged at least within 24 hours PRIOR to the exam (except in emergency).

Optional Paper: There is an optional paper (~5-6 pages), which is worth as much as an exam. Of the 3 exams and optional paper, the lowest score will be dropped. This means that you may take the three exams and skip the paper. Alternatively, a strong grade on the optional paper can be used to drop the lowest exam score.

Instructions will be posted on E-Learning. This assignment is **worth 64 points and is due by 10:30 am (i.e., before class on Monday, November 14)**. You must turn in the completed assignment electronically on E-Learning. Late work will be accepted only with the approval of the instructor if there are serious circumstances. Completed assignments will be submitted to Turnitin.com, which reviews written work for plagiarism and appropriate citation.

Course Requirement	Points
In-class assignments (~20, worth 2-3 pts each; drop 3 lowest)	30 points
Syllabus quiz + questionnaire	8 points
Discussion Boards (2 x 35 pts) – due weeks 4 & 9	70 points
3 Exams (64 points each)	192 points
Optional Take-home assignment (worth 64 points) Of the 3 exams + optional paper, lowest score will be dropped; a strong grade on the optional paper can be used to drop the lowest exam score.	
TOTAL	300 points

Extra credit: An extra credit opportunity will be available related to the online course evaluation – this is a collective incentive, with extra credit for everyone based on the percentage of the class completing the online evaluation. More details will be posted later on E-Learning.

Students are responsible for checking the online syllabus and Canvas regularly for any updates and current information.

For more information on UF policies with regard to passing grades, grade points, and related issues, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

All course work, including written assignments and exams, must be your original and individual work. Any cheating or plagiarism, including copying of on-line materials without clear attribution, will result in a failing grade and disciplinary action. You are responsible for keeping a back-up copy of written work that you turn in. Written assignments must be submitted electronically on E-Learning in Word format (.doc, .docx, .pdf) – no other formats are accepted. All writing assignments including the optional paper are checked using Turnitin.

Grading Structure for SYG 2430:

Passing grades:

Grade	Percent	Points
A	94-100	282-300 pts
A-	90-93.9	270-281 pts
B+	86-89.9	258-269 pts
B	83-85.9	249-257 pts
B-	80-82.9	240-248 pts
C+	76-79.9	228-239 pts
C	70-75.9	210-227 pts

Non-passing grades (no GE credit)

Grade	Percent	Points
D+	66-69.9	198-209 pts
D	60-65.9	180-197 pts
E	below 60	< 180 pts

Course Policies

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

All course work, including written assignments and quizzes, must be your original and individual work. Any cheating or plagiarism, including copying of online materials without clear attribution or consulting with anyone on a quiz, may result in a failing grade and disciplinary action. You are responsible for keeping back-up files of your written assignments. All written assignments must be submitted electronically on E-Learning and are checked using Turnitin.

Accommodations for Students with Disabilities

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students.

Health, Counseling, and Mental Health Resources

If you have concerns or challenges during the semester, you are encouraged to connect with the Dean of Students Office - U Matter We Care (<https://umatter.ufl.edu/>) for resources, support, or guidance. The Academic Advising Office (<https://www.advising.ufl.edu/>) and the advisors within your major or college are also available to provide guidance as you navigate the semester and your program of study at UF.

For students facing difficulties completing the course or who are in need of health care, counseling, or other support --

- *U Matter We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website (<https://counseling.ufl.edu/>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website (<https://shcc.ufl.edu/>).
- *University Police Department*: Visit UF Police Department website (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website (<https://ufhealth.org/emergency-room-trauma-center>).

On-Line Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk online (<https://helpdesk.ufl.edu/>), by phone at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

- *Career Connections Center* (<https://career.ufl.edu/>): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *UF Library Support* (<https://cms.uflib.ufl.edu/ask>): Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center* (<https://teachingcenter.ufl.edu/>): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio* (<https://writing.ufl.edu/writing-studio/>): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

COVID-Related Information

As we start the semester in the context of a continued pandemic, please be sure to keep up with any new announcements regarding UF policy covid-19 updates at <https://coronavirus.ufl.edu/university-updates/>.

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Additional policies and helpful hints to help you navigate through the course:

- Don't miss class, be prompt.
- If you have questions or concerns, please don't hesitate to ask. Use the General Discussion Board in Canvas for general questions (e.g., syllabus, assignments, format). Email the Instructor with individual concerns – and contact me early, when possible, so we can work together to support your success in the course.
- If you need to miss any part or all of a class session, be sure to get the slides. You are also encouraged to check with a classmate to review notes and any announcements.
- Don't put off the readings – you should come prepared for each class and keep up with the assigned readings for each chapter and module.
- Do ask questions! You will have opportunities to ask questions, and the Instructor and TAs will each have designated weekly office hours (in person and on Zoom). Please feel free to drop in with questions, to discuss class work or assignments, or to discuss issues more generally.
- Do get to know the Instructor and TAs, and get to know your classmates.
- Don't wait till the end of the term to ask questions or resolve grades or excused absences. Questions about grades must be addressed in writing to the Instructor using email in Canvas and must be resolved prior to the last day of class (except for the last exam).
- Exams will not be returned, but you are strongly encouraged to come to the instructor's office hours to review your exam and ask any questions.
- Keep up with current events in the newspaper, TV news, etc., and look for connections to course material.

- Please be considerate in class. Don't multitask during class time. You are expected to behave appropriately and interact with respect.
- You are encouraged to engage in active learning both in and outside class – this includes writing notes (by hand), preparing outlines, and taking notes while reading. Research has found that highlighting text while you read (without taking notes) is generally less effective for learning than writing and outlining by hand.
- “Don't just come to class – be present.”
- Do keep an open mind and listen to different viewpoints.

***** This course does not fulfill Writing Requirements. *****

Schedule of Topics and Deadlines

(Timing of topics is subject to change -- see Canvas for the most current information on specific topics and assigned readings. Exam dates and assignment deadlines will not change.)

Week	TOPIC	MODULE
Week 1	Defining Families	
Aug. 24	Review syllabus, course introduction	“Start Here”
	*** If you missed the first class, complete the Defining Families Assignment – Poll no later than Tuesday, August 30 (11:59 pm)	
Aug. 26	Basic terms, Defining Family	Module 1
	*** Syllabus quiz and student questionnaire due Monday, August 29 (11:59 p.m.)	
Week 2	Studying Families	
Aug. 29	Defining Families, Conceptual frameworks	Module 2
Aug. 31	Continue conceptual frameworks, begin Methods	
Sept. 2	Methods, Data, and Ethics	
Week 3	Historical Background	
Sept. 5	NO CLASS - HOLIDAY	
Sept. 7	Review of Theories & Methods; History: Colonial era to Industrialization	Module 3
Sept. 9	History: "Modern" Families and Beyond	

Week 4 **Social Class, Racial-Ethnic Diversity, and Immigration**

Sept. 12 Economic Trends – Macro-level Influences Module 4

Sept. 14 Social Class and Economic Constraints, Social Mobility

***** Discussion Board 1 – initial post due (11:59 p.m.) on Thursday; responses to 2 classmates' posts are due by 11:59 p.m. on Sunday.**

Sept. 16 Racial and Ethnic Diversity Module 5

Week 5 **Racial and Ethnic Diversity, Immigration**

Sept. 19 Racial and Ethnic Diversity; Immigration, Inter-marriage, Social Distance

Sept. 21 Sex and Gender, Roles, Socialization Module 6

Sept. 23 Perspectives, Work, Power, and Social change

Week 6 **Gender and Families**

Sept. 26 Gender, Work, and Family

Sept. 28 Wrap up, review

Sept. 30 **EXAM 1 – IN CLASS**

Week 7 **Sex and Sexuality**

Oct. 3 Sexuality and Sexual Expression Module 8

Oct. 5 Sexuality and Sexual Expression

Oct. 7 NO CLASS - HOMECOMING

Week 8 **Love, Dating, and Relationships**

Oct. 10 Love and Romantic Relationships Module 7

Oct. 12 Romantic Relationships and Dating

Oct. 14 Dating & Mate Selection; Singlehood Module 9

Week 9 **Singlehood, Cohabitation, Marriage**

Oct. 17 Cohabitation

Oct. 19	Marriage as a Cultural and Social Institution	Module 10
	*** Discussion Board 2 – initial post due (11:59 p.m.) on Thursday; responses to 2 classmates' posts are due by 11:59 p.m. on Sunday.	
Oct. 21	Marriage as an Institution and Relationship	
Week 10	Marriage, Relationships, Conflict	
Oct. 24	Marriage as a Relationship; Conflict	Module 13-A
Oct. 26	Becoming a Parent, Demographic Trends	Module 11
Oct. 28	Becoming a Parent, Timing & Decisions	
Week 11	Becoming a Parent (or Not)	
Oct. 31	Childbearing, Adoption, Childlessness; Review	
Nov. 2	EXAM 2 – IN CLASS	
Nov. 4	Children and Parenthood	Module 12
Week 12	Children and Parenthood	
Nov. 7	Children and Parenthood	
Nov. 9	Parenting, Protecting Children	Module 13-B
Nov. 11	NO CLASS – VETERANS DAY	
Week 13	Families and Work, Separation, Divorce,	
Nov. 14	Balancing Work and Family Life	
	*** Optional Take-Home Assignment due (10:30 a.m. on Monday)	
Nov. 16	Conflict, Separation, Divorce	Modules 13-C
Nov. 18	Divorce and Its Effects	
Week 14	Remarriage, Blended Families	
Nov. 21	Repartnering, Remarriage, Blended Families	Module 14
Nov. 23-26	NO CLASS – THANKSGIVING HOLIDAY	

Week 15 Aging, Caregiving, and Family Futures

Nov. 28 Repartnering, Remarriage, Blended Families

Nov. 30 Children's Disabilities, Special Needs, and Families Module 15

Dec. 2 Family Caregiving for Adults; Military Families, Veteran, and Caregiving

Week 16

Dec. 5 Aging, Caregiving, and Policy

Dec. 7 Future of Families + Review

FINAL EXAM = Wednesday, December 14 - 3:00 pm - 5:00 pm
In our regular classroom – McCarty A, room G186

** Schedule of topics and readings may change depending on the pace of the class. Deadlines and exam dates will not change.