

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>10/7/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Sociology <b>College</b> Arts and Letters (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )		
<b>Prefix</b> SYG  <b>Number</b> 2431	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)  <b>Lab Code</b>	<b>Type of Course</b> <input type="text" value="Lecture"/>	<b>Course Title</b> Introduction to Marriage and Families
<b>Credits</b> (See <a href="#">Definition of a Credit Hour</a> ) 3.0	<b>Grading</b> (Select One Option)  <b>Regular</b> <input checked="" type="radio"/>  <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a> ) This course focuses on marriage and family issues over the historical and contemporary life course, the formation of partnerships and marriages, choices about parenting, divorce and remarriage, the balance of work and family, and intergenerational relationships. Through a sociological lens, this course is designed to introduce students to issues related to family and marriage. It will enable you to gain perceptions of what makes a resilient marriage and family and how these relationships can be established, developed, and supported.	
<b>Effective Date</b> (TERM & YEAR) Spring 2025	<b>Prerequisites, with minimum grade*</b> None.	<b>Corequisites</b> None.	<b>Registration Controls</b> (Major, College, Level) None.
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> (Select One Option)  None  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .	
<b>Minimum qualifications to teach course</b> M.A. in Sociology			
<b>Faculty Contact/Email/Phone</b> Deborah Ford, <a href="mailto:deborahford2014@fau.edu">deborahford2014@fau.edu</a> , (954) 8-		<b>List/Attach comments from departments affected by new course</b> Social Work and Anthropology	
<b>Approved by</b> Department Chair <u>Ann Branaman</u> College Curriculum Chair _____ College Dean _____ UUPC Chair <u>Korey Serge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____			<b>Date</b> <u>9/4/2024</u> <u>9/16/24</u> <u>9/24/2024</u> <u>10/7/24</u> <u>10/7/24</u> _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF SOCIOLOGY  
SYG 2431, CRN# \_\_\_\_\_**

**Introduction to Marriage and Families**

Schedule to meet?

Classroom:

3 credits

Semester: Spring 2025

Professor: Deborah Ford

Office: Culture & Society (CU) # 264

Office hours: T & R 9:30a-10:30a; 12:30p-3:30p

Telephone: 561-297-3270

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TA name:  
Office:  
Office hours:  
Telephone:  
Email:

### **Course Description**

This course focuses on marriage and family issues over the historical and contemporary life course, the formation of partnerships and marriages, choices about parenting, divorce and remarriage, the balance of work and family, and intergenerational relationships. Through a sociological lens, this course is designed to introduce students to issues related to family and marriage. It will enable you to gain perceptions of what makes a resilient marriage and family and how these relationships can be established, developed, and supported.

### **Required Texts/Readings**

Philip N. Cohen, *The Family: Diversity, Inequality, and Social Change*, 4th edition, Norton

### **Instructional Method**

The class will meet on \_\_\_\_\_ & \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ in the \_\_\_\_\_ building. During class, I will provide a brief overview of topics, facilitate in-class discussion, and provide short in-class or take-home activities. To maximize in-class time, here are some general rules and expectations for behavior in and out of the classroom:

You are expected to complete readings before class meetings. You are responsible for all material covered in the readings, whether we discuss it in class or not. It is your responsibility to keep up with information posted to the course website, such as announcements, additional readings, handouts, assignment guidelines and updates to the grade center. I suggest exchanging contact information with several classmates, in the instance you miss a class and want an update on what was covered. Last, check your official FAU email account and the Canvas course site daily.

## Prerequisites/Corequisites

***\*\*There are no prerequisites for this course.\*\****

***\*\*This course can be counted towards a Sociology major/minor\*\****

## Course Objectives/Student Learning Outcomes

We tend to think of marriages and families as private entities composed of close, personal relationships. However, families are not just collections of individual experiences and sites of private decisions. Families and primary relationships represent our most important connections. They define our identities and shape our societies through socialization in fundamental ways. Through a sociological perspective, this course is designed to help us place our individual experiences in families within this broader context.

Upon successful completion of this course, students will be able to do the following:

- Describe the socio-historical development of the family as a social institution, including the changing roles of women, men, children, and elderly family members
- Analyze social, cultural, economic, and political forces that shape the institutions of marriage and family, as well as the experiences of individual family members including the evaluation of common themes of families and marriage, including love, conflict, divorce, blended families, and family violence.
- Explain basic concepts, theories, and research methods used in the sociological study of marriages and families
- Identify and examine sociologically relevant issues within the contemporary family
- Explain the diversity of families, including how gender, sexual orientation, social class, and race/ethnicity shape family experiences.

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

## Course Evaluation Method

Grades are based on a 100% scale. Details for assignments are listed below. More information on each will be provided via course announcements and in the "Assignments" tab on Canvas.

1. **Tests (50%)** – You are required to take three non-cumulative tests in this class. Each will count for roughly 16.7% of the total grade. Tests will include multiple-choice questions and may cover all material from lectures, assigned readings/supplementary materials, and written assignments.

2. **Reflection Essays (25%)**- You are required to write 3 reflection papers (2-3 pages) addressing concepts and material we cover in class. Each paper is worth roughly 8% of the total grade. Detailed guidelines will be explained and provided in written form on Canvas. To submit your paper, you must upload via the Turnitin link that will be in your assignment folder by the assignment's due date.
3. **In-Class Assignments (15%)**- Short, in-class assignments will be given during some class meetings to help focus thoughts, stimulate discussion, or review important material. These are completed and submitted during class time.
4. **Attendance/Participation (10%)**: Attendance is mandatory for this class. Class attendance and participation will be worth 10% of your total grade.

### **Time Commitment**

To be successful in this course, I estimate that you will need to commit at least 8 hours per week. 1 hour 20 minutes of those hours would have been the ones that you otherwise would have spent in class; the additional ones should not exceed the university's general expectation that students will do 2-3 hours of coursework outside of class for every hour spent in class. All course work is evenly distributed throughout every single week of the semester.

### **Course Grading Scale**

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72  
D 59-69 F < 59

### **Policy on Makeup Tests, Late Work, and Incompletes**

Students must complete assignments at the times indicated on the syllabus. For missed exams with an excused absence, you must email me *within one week* of the missed exam to schedule a make-up. Missed exams due to an unexcused absence may also be made up but will differ in format and be more extensive than the exam given to students during the assigned class period. It may also be subject to a 10% penalty.

**Grade Appeals Process:** You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

### **Classroom Etiquette Policy**

A degree of classroom decorum is necessary to ensure that all students have the opportunity to learn without distraction. This means no cell phones, no browsing the Internet, studying for another class or any other disruptive activity during class. (You may use laptops, tablets, and/or smart phones for notetaking or in-class assignments.) If you need your cell phone to receive emergency calls, please keep the phone on vibrate. Entering and leaving the room during class is distracting. Please be on time for class and stay until the end. If you must enter late or leave early, inform me before class begins, take the seat nearest an exit, and enter/leave quietly.

In our structured and unstructured class discussions and assignments, we will have many occasions and opportunities to explore some challenging world issues while increasing our understanding of differences in people and cultures. Our discussions, deliberations, and reflections may not always be easy; sometimes we make mistakes in our vernacular and in our listening; sometimes we will need patience, courage, and/or inventiveness and imagination or any number of combined qualities to engage our texts, classmates, and our own ideas and experiences. We will always need respect for others. Thus, an additional aim of our course will be for us to increase our capabilities in handling difficult conversations that arise with the goal of deepening our understandings of other perspectives- whatever backgrounds, experiences, views, or stances.

Discussions of the issues we study can stimulate strong feelings and heated debate. Since this is a college classroom, *all discussions must be scholarly and respectful of others*. Scholarly comments are: Respectful of diverse opinions and open to follow up questions and/or disagreement; oriented towards scientific evidence and the pursuit of knowledge; related to the class and course material; are delivered in normal tones and a non-aggressive manner.

### **Policy on the Recording of Lectures**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **Artificial Intelligence Preamble**

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\*\*Policy 12.16 Artificial Intelligence\*\*](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated

information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

### **Sociology Department AI Policy**

AI Use Policy: Unless expressly permitted by the instructor, any use of Artificial Intelligence (AI) tools in your Sociology courses is strictly prohibited and will be considered a violation of FAU's Code of Academic Integrity. This includes, but is not limited to, platforms such as ChatGPT, Grammarly, Bard, Copilot, and similar AI-based tools. Unauthorized use of these technologies will be regarded as cheating, as defined by FAU's Code of Academic Integrity, and will result in disciplinary action.

### **Attendance Policy**

*Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

### **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students with a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

### **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter – however disability services*

are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university's mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

### **Religious Accommodations for Students and Faculty**

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

### **Contacting me**

The best way to contact the instructor of this course is by email. I will usually respond within 24 hours; if you have not gotten a response within that time period, please send your email again. If you wish to speak to me by phone, please indicate this in your email. I will call you at a mutually convenient time.

### **Course Topical Outline**

Tuesday, January 7, 2025	Introduction to course
Thursday, January 9, 2025	A Sociology of the Family (Cohen, Chapter 1)
Tuesday, January 14, 2025	Continue Cohen, Chapter 1; <b><u>Reflection Essay assignment # 1 assignment distributed</u></b>
Thursday, January 16, 2025	The Family in History (Cohen, Chapter 2); <b><u>In class Assignment</u></b>
Tuesday, January 21, 2025	Continue Cohen, Chapter 2
Thursday, January 23, 2025	Race, Ethnicity, and Immigration (Cohen, Chapter 3)
Tuesday, January 28, 2025	Continue Cohen, Chapter 3; <b><u>Reflection Essay Assignment #1 DUE</u></b>
Thursday, January 30, 2025	Families and Social Class (Cohen, Chapter 4)
Tuesday, February 4, 2025	Continue Cohen, Chapter 4; <b><u>In Class Assignment</u></b>
Thursday, February 6, 2025	Catch up/Review Day

Tuesday, February 11, 2025	<b>Exam 1</b>
Thursday, February 13, 2025	Gender (Cohen, Chapter 5); <b><u>Reflection Essay Assignment #2 Distributed</u></b>
Tuesday, February 18, 2025	Continue Cohen, Chapter 5; <b><u>In Class Assignment</u></b>
Thursday, February 20, 2025	Sexuality (Cohen, Chapter 6);
Tuesday, February 25, 2025	Continue Cohen, Chapter 6
Thursday, February 27, 2025	Love and Romantic Relationships (Cohen, Chapter 7); <b><u>Reflection Essay Assignment #2 DUE</u></b>
Tuesday, March 4, 2025	SPRING BREAK (NO CLASS)
Thursday, March 6, 2025	SPRING BREAK (NO CLASS)
Tuesday, March 11, 2025	Continue Cohen, Chapter 7
Thursday, March 13, 2025	Marriage and Cohabitation, (Cohen, Chapter 8) <b><u>In Class Assignment</u></b>
Tuesday, March 18, 2025	Continue Cohen, Chapter 8
Thursday, March 20, 2025	Catch up and Review Day
Tuesday, March 25, 2025	<b>Exam 2</b>
Thursday, March 27, 2025	Families and Children (Cohen, Chapter 9);
Tuesday, April 1, 2025	Continue Cohen, Chapter 9; <b><u>Reflection Essay Assignment #3 Distributed</u></b>
Thursday, April 3, 2025	Divorce, Remarriage, and Blended Families (Cohen, Chapter 10) In Class Assignment; <b><u>In Class Assignment</u></b>
Tuesday, April 8, 2025	Continue Cohen, Chapter 10
Thursday, April 10, 2025	Work and Families (Cohen, Chapter 11)
Tuesday, April 15, 2025	Family Violence and Abuse (Cohen, Chapter 12); <b><u>Reflection Essay Assignment #3 DUE</u></b>
Thursday, April 17, 2025	Continue Cohen, Ch. 12; Catch up and Review; <b><u>In Class Assignment</u></b>
Tuesday, April 22, 2025	Reading Day (NO CLASS)
Thursday, April 24, 2025	Final Exams begin



Tuesday, April 29, 2025

*\*Schedule of readings is subject to change*