**FCS 166** **The Family: Continuing Concerns**

Spring 2023, First 8 Weeks

Meeting Live on Wednesdays!!!

**Instructor**: Sterling Wall

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**Phone**: 346-4653 (Office)

**Office Hours:** Mon/Wed 12-2pm, physically, or by 24 Hour Advance Appointment. Professor is physically on campus to meet Mondays and Wednesdays, virtually available using Zoom to meet on Tuesdays and Thursdays. There is no one perfect time for everyone, so just email me and we can set up a convenient time to meet together whether in person or on zoom.

**EMAIL** is an official form of communication for this course. Students are expected to check their “UWSP” email once every 24 hours, M-F of the term. And to read all emails from instructor carefully.

**ZOOM** Is the official course video/virtual program used to record/present. Students agree to download zoom.

**VIDEO PERMISSION** Participation in this course grants permission of audio and video recordings that include students voice and image to be distributed to other class members and members of future classes by professor.

**COVID** Participation in the class indicates student will follow all UWSP mandates.

**TEXTS:** Cherlin, A. J. (2021). *Public and private families* (9th ed.). New York: McGraw-Hill.

**COURSE DESCRIPTION:** This course will examine research, theory and family policy that relates to complex concerns families face over time.

**COURSE EXPECTATIONS**

-Reading of assigned materials by scheduled due dates.

-Attend class and participate in class discussion and activities.

-Completion of all course work on time

**INTRO:** This course **is organized into 6 learning modules** with textbook and other readings, some include power point presentations and videos. I have organized the materials slightly different from what the required textbook author uses and am not covering all of the texts chapters as you will note in the Module Structure included in this syllabus. You will also see the assigned modules on Canvas under home with the related materials included.

**LEARNING OBJECTIVES:** Through active engagement, completion of assignments and exams:

* Students will be able to define what makes a family.
* Students will reflect (through writing) on the factors (race, culture, social class, gender roles and family structure) that make families different and similar. *(Aligns with UD L01 – describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.)*
* Students will develop an understanding of family diversity in structure, culture and inequalities as it links to social policy. *(Aligns with SS LO2- students will be able to examine and explain how social, cultural, or political institutions influence individuals or groups and USD LO2 - explain how individuals or groups in the United States have responded to the experience of discrimination and inequality)*
* Students will be able to examine an issue, analyze its implications, and formulate a position. *(Aligns with USD LO3 - demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States)*
* Students will be able to identify and apply different sociological theory and research methods used to investigate complex family issues. *(Aligns with SS LO1- students will be able to explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.)*

**WORKLOAD EXPECTATION:** The University of Wisconsin System defines the course workload (i.e., reading, watching videos, attending class, discussing, studying) for the average student for 3 credit undergraduate class at 9 hours per week during a 15 week academic semester, not including the final exam period. Note this expectation is for the average student getting an average grade. The 8-week format may make this class feel faster and a more intense learning experience. It is my hope that the way the class is set up will assist you in learning the information.

**WRITTEN WORK:** When responding to assignments within the modules please use proper sentence structure and grammar. **BE COMPLETE IN YOUR RESPONSES**. Support your statements with evidence from the text and video. Explain how the topic relates to your experiences and/or current situation. Please proof your assignments prior to submitting them checking for common spelling and punctuation errors. When responding you do not need to include the questions. Please utilize the reflection rubric.

**EXAMS:** There are 4 tests dispersed throughout the modules. They are active and are timed (180 minutes) so once you start a test you will have 180 minutes (3 hours) to complete and submit it. Each test has 25 questions worth 50 points. Each test covers 2-3 chapters with the questions separated by chapter. The tests are dispersed throughout the modules. In accordance with the Americans with Disabilities Act of 1990, students who need special accommodations should contact the instructor.

**QUIZZES** Quizzes may cover material from all information presented for this class including, but not limited to, lectures, readings, videos, etc. So be sure to pay attention to ALL material.

**MISSED EXAMS/QUIZZES** The only reason that make ups are given is if both of the following apply: a) you have a university approved excuse for the missed quiz and b) acceptable verification for missing each quiz was submitted within one week of the quiz in question. If you miss a quiz or an assignment because you were in jail, you will be allowed to make up the work under the stipulation that credit will be given pending your trial verdict: Guilty = no credit, Not Guilty = credit.

**TEST/QUIZ ITEM PROTEST** Any student wishing to protest a test item must do so, in writing, within one week of the time that the test grades are posted. In your protest make direct reference to the answer that you feel is correct (i.e. reference, page#, and quote). A response will be given to you by end of semester.

**STUDENTS WITH SPECIAL NEEDS** Any student needing special accommodations needs to contact the Office of Disability Services (715-346-3365) in the Student Services Center. Those students documented as eligible will be appropriately accommodated. If you have concerns about passing this course, please see me.

In most courses, assignments are due 2-3 days later. Please note that assignments will almost always have 5-7 days to be completed in this class. This incorporates the extra time (48 hours) sometimes requested through disability services, sickness and special circumstances for those not documented through DATC. Special accommodations beyond that will need to demonstrate severe hardship for the entire 5-7 days to be considered for more time. In other words, documented or not, use the extra flexible time built in up front, rather than waiting till the last possible minute to begin work risking realizing you needed more time, too late.

The Writing Lab in the Tutoring-Learning Center (TLC) offers free one-on-one help with papers for any class at any point in the writing process, from outlining to checking a completed paper before submission. The writing tutors are UWSP students who have done well in their classes and who are here to share their successful writing habits to help others succeed. Talking about writing projects always makes them better, and the tutors in the lab are eager to help. Call (715) 346-3568 for an appointment.

**ACADEMIC COACHING** If you feel you need help with any of the following skills**: time management strategies, note-taking, study skills, communication on campus, or preparing for mid-terms**, please consider scheduling an appointment with an Academic Coach on campus or virtually. They are here to help you be successful in your online courses when you feel you need extra support. Email Kari Van Den Elzen ([kvandene@uwsp.edu](mailto:kvandene@uwsp.edu)) to schedule an appointment or use the Navigate student app by selecting Tutoring Learning Center. You can meet as many times as you need. Coaches are also available to review campus technology platforms with you. (**Canvas, AccesSPoint, Office 365, Navigate, etc.**)

**NAVIGATE STUDENT APP** For those of you looking to connect with other students in the course for study groups, the Navigate student app has a feature called Study Buddies. Here, you can find a list of other students who have indicated they are interested in forming a study group. If you are the first, you will be sent notifications when other students join. You can select who you want to connect with and can leave the group at any time.

Additionally, the Navigate student app can help you with the following at UWSP:

• Schedule appointments

• Remove Holds from your account

• Find important resources

• Learn of key dates and important to-dos on campus

• View your class schedule with walking instructions to each building

Accessing the Navigate student app: For students who have already downloaded the Navigate smart phone app, choose the Study Buddies icon, and a full list of your courses will appear. Each section shows how many buddies are in the group. The free Navigate app is available to download from any mobile operating system. For students without a smart device, a desktop version of the app is available here: <https://uwsp.navigate.eab.com/app>

**HONESTY CODE** Academic honesty will be regulated according to the University of Wisconsin - Stevens Point Communal Bill of Rights and Responsibilities (Chapter UWSP 14). All violations will be reported, no exceptions. This includes plagiarism and use of AI and other sources of work that is not completely your own, such as CHATGPT. If you can find it, I can find it. And if I find it, we’ll visit Old Main, together.

**PROPRIETARY MATERIAL.** All material, lectures, emails, handouts, audio/video copies of the professor or by the professor whether on students own or other devices are property of the professor and may not be shared or distributed to anyone or through any medium without the express written consent of the professor, offenses subject to prosecution.

**ATTENDANCE** The University expects that students will attend all of their classes. Additionally, in the event of in class or take-home assignments, activities, quizzes, worksheets, or extra credit opportunities, one would need to be present to receive credit. Students are responsible for all in class or 24-hour advance email announcements. Those attending class physically are expected to be attentive and not distract their peers. Those attending live on zoom are expected to be attentive, with cameras ‘on’. Snow – if SPASH (local high school) is cancelled, check email for online assignment. All exceptions to the attendance policy must be documented in writing. Students regularly missing class for work or conflicting classes need to clear with instructor up front. More than 2 absences will result in a lower course grade. Attendance includes watching the ENTIRE recorded lecture video if that is your choice of course modality for asynchronous learners.

**COMMON COURTESY** Cell phones/electronics need to be turned off during class. Disruption of class may result in a lower final course grade. Use theatre voices.

**ASSIGNMENTS:** Assignments will be announced in class and completed in class or at home, depending on the nature of the project. Late assignments will lose 10% for each day late beginning immediately at the time/day due.

**GRADING:** It is the instructor’s responsibility to evaluate and post the grades for student’s work. It is the student’s responsibility to verify that credit was given for an assignment. Grades will be posted twice, at the mid-term and end of the semester. Students may come discuss grades for only one week after they are posted. In other words, at the end of the semester grades will not be discussed from the beginning of the semester.

A 90% and above B 80 to less than 90% C 70 to less than 80%

D 60 to less than 70% F Less than 60%

Points derived from the following assignments. **APPROXIMATELY:**

Module Reflections 35%

On-line Discussion 10%

Policy Letter to Legislature 10%

Tests 25%

Lectures/Quiz & Other 20%

**Incomplete Policy:** Under emergency/special circumstances, students may petition for an incomplete grade.

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Tentative Course Schedule—Subject to *Change*

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| **Date** | **Topic** | **Reading** |
| Week 1 | Introduction to the course: What do we wish we knew? |  |
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| Week 2 | Public & Private Families Throughout History | Text 1&2  Video: Family of Us  Video: Intersectionality |
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| Week 3 | Gender and Families | Text 3  Two Spirits, One Struggle  Video: Kuma Hina  Video: Pink for Boys and Blue for Girls |
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| Week 4 | Sexualities | Text 6  Debate: Abstinence…  Time article by Laurie Halse Anderson  Your Spouses Love Language  Debate: Male & Femail Brains  Video: Mars, Venus or Planet Earth? |
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| Week 5 | Socioeconomics & the Family  Policy Letter | Text 4  Text 8  Video: Poor Kids  Video: Two American Families  Poverty Causes/Effects |
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| Week 6 | Children & Parents | Text 9  Gay Throuple Makes History  Debates: Same Sex…Legally Married?  Should Same Sex Adoption Be Legal?  NCFR Policy Brief – LGBTQ+ Parents and Children  Video: Two Dads, Two Moms: Gay Couples…Fams |
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| Week 7 | Divorce & Step-Parenting and Family Policy Advocacy  \*Final Draft of Policy Letter | Text 7  Text 12  Debate: Does Divorce Create Long-Term Neg Effects  Family Policy Advocacy Resources  Text 14  Video: Divorce Through Kids’ Eyes |
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| Week 8 | TBD: Finish Up Assignments… |  |
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