Teaching Portfolio

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Teaching Philosophy

I have extensive teaching experience and have received excellent evaluations in my courses. I have taught a range of upper and lower division sociology courses, for the University at Albany, and prior to this at Western Kentucky University. I have taught Introduction to Social Research several times; Community and Urban Sociology; Introduction to Sociology multiple times; as well as Sociology of Families. I also co-taught a senior seminar on Cohabitation, Marriage, and Divorce. I have taught in the traditional classroom setting as well as online. My student evaluations demonstrate that my courses are consistently rated higher than departmental and college averages. Students give positive written feedback about how my courses stimulate their interest and are taught clearly allowing them to understand and apply material.

My courses are designed to help students analyze their surroundings, think critically about course material, and be able to link that material to their lives. I have structured my courses to provide a safe environment in which students can examine the social world and their own place in it. I hope that students will also learn to consider other viewpoints by examining and engaging with quality research. I have designed my courses to facilitate student understanding of the variety of theoretical and empirical constructs we use in sociology, as well as to help students be able to evaluate the quality of research and research methods they encounter both within academia, and the world more broadly.

I have always enjoyed enthusiastically sharing the knowledge I have with others by providing examples and engaging them in the learning process. I have been lucky enough to have a lot of incredible teachers in my life; who have demonstrated to me the importance of active engagement and caring about what you’re teaching.

I’m passionate about sociology and have been since before I had even heard the term sociology, much less understood what it meant. I spent my formative educational years attending a small public high school in downtown Louisville, Kentucky that emphasized the diversity of life experiences found in our city. I was learning sociology and sociological thinking from the time I was five, even if no one was calling it that. We took walking field trips in the downtown area, engaged in social and political protests, and spoke with current and former community and political leaders, among other experiences that taught me the importance of engaging with the social world as well as how learning takes place both inside and outside the classroom, something I’ve tried to incorporate into my own classes.

That’s why my classes require that students go out and engage with the social world around them, not just sit inside and think about it. For instance, my Introduction to Social Research course asks students to complete a participant observation project, where they systematically observe social interactions within a given space and or among a particular population, a skill we also practice during class time. I also emphasize sociological reflection on life experiences in my courses. We discuss how elements of sociology relate to daily life and engage with society as our laboratory. My Introduction to Sociology and Sociology of Families courses ask students to write journal entries throughout the semester, relating at least one sociological concept we have discussed in class to current events, media, or their own lives.
These journal entries not only allow me to see student comprehension and application of course
topics, but they allow me to get to know students in ways in-class interaction does not.

I believe, whenever possible, showing students a concept, rather than telling them is key
to their understanding and learning. In my face-to-face Introduction to Sociology class, before
beginning the unit on inequality, I use a borrowed activity called the “privilege walk” where
students line up and respond to a series of questions by taking steps forward and backward based
on their answer (e.g.: if your parents went to college take one step forward; if you’ve ever been
followed around a store by an employee take one step backward; etc. – see Appendix A for
activity). At the end of the activity the students are asked to look at their position in the room and
the demographic characteristics of the people near them, as well as those on the opposite end of
the room. We then sit as a class and discuss how the activity made them feel, what they
observed, and how they thought it related to the class thus far. In subsequent class sessions, we
referred back to this activity as we discussed stratification by race/ethnicity, social class, gender,
etc. Many students wrote in their journals about this activity and how it helped them to visualize
their place in the social stratification system.

I also believe it is essential that students learn to be critical consumers of information.
Therefore, my Introduction to Social Research course gives them the opportunity to critique the
research methods of well-known social research studies, as well as data presented in popular
culture, through a series of research evaluation papers (see Appendix B). These evaluation
papers provide students the opportunity to apply the ideas we discuss in class and the ability to
evaluate the information they consume on a daily basis. We also practice these skills of
identifying when research projects are well designed, and when they have flaws, as well as how
they can be improved, during in class activities. A combined assignment using this paper
assignment and the in-class practice evaluation activity has been published in the American
Sociological Association’s Teaching Resources and Innovations Library for Sociology
(TRAILS) and is available at http://trails.asanet.org.

In addition to being able to critique existing research, I believe that students should have
a basic level of data literacy and feel comfortable accessing and using data sources. Therefore, in
my research methods course I spend time talking about where to access secondary data, as well
as utilizing data sources in my lectures and class activities. One of these activities provides
students with descriptions of common datasets and asks them to identify the survey design (see
Appendix B). In my Community and Urban Sociology course I have students access and extract
data from the Census Bureau’s American FactFinder for two similarly sized Metropolitan Areas
and use these data, combined with residential segregation scores (provided from the Longitudinal
Tract Database). Students used the data they extracted along with course materials and additional
readings to offer potential explanations for segregation levels in their selected metropolitan areas
(see Appendix C). This assignment has been published in the TRAILS (http://trails.asanet.org).

Several students in my Introduction to Sociology courses told me that they changed their
major to sociology as a result of taking my class, which was one of the most rewarding moments
in my teaching career. While not every student that passes through my classroom is interested in
sociology or will continue a formalized sociological examination of the world after the class, it is
my hope that I can demonstrate the utility of sociology and spark an interest in thinking
sociologically, or at the very least inspire students to become conscientious consumers of data and information. Perhaps, even more rewarding than having a student change their major as a result of my class were the smaller moments when students would stay after to continue a discussion we’d been having in class, or when they came back to class and told me how they had continued class discussions with friends and family outside the classroom.

Seeing students engage with course material and begin to think sociologically is incredibly fulfilling. One of the reasons I went to graduate school was to be able to teach sociology. I love sharing the discipline I am passionate about and having the opportunity to cultivate that passion in others.
Teaching Activities

Teaching Experience

Introduction to Social Research, ASOC 220, Instructor, University at Albany, SUNY

This is a required course for sociology majors and minors. In this course students are exposed to the variety of research techniques used by social researchers. Topics covered in this course include research ethics, quantitative and qualitative research design, sampling, survey research, secondary data analysis, analyzing quantitative and qualitative data, and writing a research report. In my course, students evaluate existing social research through the semester in a series of short evaluation papers. Additionally, students also have the opportunity to apply the research methods they have learned through survey instrument, participant observation, and research proposal projects.

- Spring 2018, 24 students
- Fall 2017, 23 students
- Spring 2017, 22 students
- Fall 2016, 23 students

Sociology of Families, ASOC 250, Instructor, University at Albany, SUNY

This is an elective for sociology majors/minors which examines American families from a sociological perspective. This course covers topics such as; defining family, the history of families in America, intimate relationships, cohabitation, marriage, divorce, children, parents, and stepfamilies. Specifically, students examine forms, characteristics, and challenges of American families; variation by social location (race, class, gender, and sexuality); and relationships between families and other social institutions.

- Spring 2018, online, 35 students
- Fall 2017, online, 30 students

Introduction to Sociology, ASOC 115, Instructor, University at Albany, SUNY

This is a required course for sociology majors and can satisfy general education requirements. In this course, students are introduced to the discipline of sociology by learning the methods of inquiry sociologists utilize to examine the influence of gender, race, class, region of the country, and type of community, on an individual’s values, behavior, and expectations. The course focuses on contributions of social institutions such as family, education, politics, and the economy and the roles they play in shaping a society’s knowledge through using critical and logical thinking.

- Summer 2017, online, 24 students

Community and Urban Sociology, ASOC 373, Instructor, University at Albany, SUNY

This course is an upper division sociology elective. This course introduces students to the theories and concepts in urban sociology and how researchers think about and study cities. My course focuses on four major sections: Overview and Theoretical Perspectives, Urban Growth
and Development, Housing and Segregation, and Neighborhoods and Poverty. Additionally, my course teaches students to use the U.S. Census Bureau’s American FactFinder data tool to extract metropolitan area data through a paper assignment analyzing data from two cities (see Appendix C for assignment).

Winter 2018, online, 22 students
Winter 2017, online, 18 students

Senior Seminar: Cohabitation, Marriage, and Divorce, ASOC 470W, Co-Teacher (and TA), University at Albany, SUNY

This is a specialized seminar course within the area of Sociology of Families, which seeks to critically examine the sociological literature on cohabitation, marriage, and divorce. This class is an intensive writing seminar (required for all sociology majors) and oral discussion course promoting critical thinking. I gave several lectures in the class, helped with assignment grading, facilitated discussions, and helped students develop their final writing assignments throughout the semester.

Fall 2015, 26 students, TA (Dr. Katherine Trent)
Spring 2015, 26 students, Co-Teacher (Dr. Katherine Trent)
Spring 2014, 24 students, TA (Dr. Katherine Trent)

Introductory Sociology, SOCL 100, Instructor, Western Kentucky University

This is a required course for sociology majors and can satisfy general education requirements. In this course, students learn the methods of inquiry sociologists utilize to examine the influence of gender, race, class, region of the country, and type of community, on an individual's values, behavior, and expectations. The course focuses on contributions of social institutions such as family, education, politics, and the economy and the roles they play in shaping a society’s knowledge through using critical and logical thinking. As an instructor, I developed all aspects of this course.

Fall 2012, 1 section, 44 students
Spring 2013, 2 sections, 43 and 44 students

Teaching Assistant Positions

Introduction to Social Research, ASOC 220, Dr. Samantha Friedman, University at Albany, SUNY

This course is a required course for sociology majors. In this course students are exposed to a variety of research techniques used by social researchers. I ran lab sections associated with the course, met with students during office hours, assisted students with their final course papers involving a comparative analysis of neighborhood and metropolitan area American Community Survey data extracted from American FactFinder, and assisted with grading assignments throughout the semester.

Fall 2015, 1 section, 22 students
Statistics for Sociologists, ASOC 221, Dr. Glenn Deane, University at Albany, SUNY

This course is a required course for sociology majors designed to provide students both descriptive and inferential statistics. Students learn basic vocabulary, formulas, computations, and interpretation. I assisted with grading assignments.
   Fall 2014, 1 section, 18 students

Medical Sociology, ASOC 359, Dr. Katherine Trent, University at Albany, SUNY

This is a mid-level elective sociology course. My duties for this course included grading assignments and assisting students during office hours.
   Spring 2014, 1 section, 21 students

Strategies of Social Research, SOCL 302, Dr. Donielle Lovell, Western Kentucky University

This is a mid-level required course for sociology majors. This class used a community needs assessment and worked with local organizations to develop research projects to address the needs of local government and non-profit groups. My duties included creating a database for the needs assessment and grading assignments.
   Spring 2012, 1 section, 14 students

Sociology of Gender, SOCL 355, Dr. Donielle Lovell, Western Kentucky University

This is a mid-level elective course for sociology majors and women and gender studies majors. I assisted with grading assignments.
   Spring 2012, 1 section, 15 students

Introduction to Sociology, SOCL 100, Dr. Kumiko Nemoto, Western Kentucky University

This is a low-level required course for majors and a general elective course. My responsibilities for this class included grading assignments and assisting students during office hours.
   Fall 2011, 1 section, 43 students
   Spring 2012, 2 sections, 78 and 72 students

Race, Class, & Gender, SOCL 362, Dr. Donielle Lovell, Western Kentucky University

This is a mid-level elective sociology course. The course was an online class. My duties for this course included facilitating class discussion on Blackboard, grading assignments, giving a guest lecture, and assisting students during “virtual” office hours.
   Fall 2011, 1 section, 38 students

Sociological Theory, SOCL 304, Dr. Donielle Lovell, Western Kentucky University

This is a mid-level required course for the sociology major. My duties included grading, assisting students during office hours, and facilitating class discussions on Blackboard.
   Fall 2011, 1 section, 35 students
Using Statistics in Sociology, SOCL 300, Dr. Donielle Lovell, Western Kentucky University

This is a mid-level required course for sociology majors. Students learn basic vocabulary, formulas, computations, and interpretation for descriptive and inferential statistics. I assisted with assignment grading.
   Fall 2011, 1 section, 17 students

Gender & Work, SOCL 346, Dr. Kumiko Nemoto, Western Kentucky University

This is a mid-level elective course for majors and an elective for the Women and Gender Studies major. My responsibilities for this class included grading assignments and assisting students during office hours.
   Fall 2011, 1 section, 4 students

Sociology of Modern Japan, SOCL 353, Dr. Kumiko Nemoto, Western Kentucky University

This is a mid-level elective course for majors and a general elective course. My responsibilities for this class included grading tests and papers, and assisting students during office hours.
   Fall 2011, 1 section, 14 students
Teaching Evaluations

In this section, I provide a quantitative and qualitative summary of formal teaching evaluations from my experiences teaching at the University at Albany, SUNY and at Western Kentucky University.

Quantitative Summary of University at Albany, SUNY Student Course Evaluations

<table>
<thead>
<tr>
<th>Question</th>
<th>Semester, Course Name, and Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>responses are 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree</em></td>
<td>Semester, Course Name, and Course Number</td>
</tr>
<tr>
<td>1). Instructor is well prepared for class</td>
<td>Fall 2016, Introduction to Social Research, ASOC 220</td>
</tr>
<tr>
<td>2). Communicated course content in ways you understood</td>
<td>4.89*+</td>
</tr>
<tr>
<td>3). Stimulated your interest in course material</td>
<td>4.78*+</td>
</tr>
<tr>
<td>4). Challenged you intellectually</td>
<td>4.61*+</td>
</tr>
<tr>
<td>5). Was receptive to students’ ideas and viewpoints</td>
<td>4.50*+</td>
</tr>
<tr>
<td>6). Was available outside of class to discuss course matters</td>
<td>4.88*+</td>
</tr>
<tr>
<td>7). Held you to a high standard of performance</td>
<td>4.50*+</td>
</tr>
<tr>
<td>8). Instructor overall</td>
<td>4.88*+</td>
</tr>
<tr>
<td>9). Course, overall</td>
<td>4.39*+</td>
</tr>
<tr>
<td>Total number of students completing evaluation</td>
<td>18 (81.2%)*+</td>
</tr>
</tbody>
</table>

*ratings higher than departmental averages
+ratings higher than college averages
### Quantitative Summary of University at Albany, SUNY Student Course Evaluations, continued

<table>
<thead>
<tr>
<th>Question</th>
<th>Summer 2017, Introduction to Sociology, ASOC 115 (online)</th>
<th>Fall 2017, Sociology of Families, ASOC 250 (online)</th>
<th>Winter 2018, Community and Urban Sociology, ASOC 373 (online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1). I was satisfied with the amount of information the instructor provided about the organization of the course</td>
<td>4.74*+</td>
<td>4.85+</td>
<td>5.00*+</td>
</tr>
<tr>
<td>2). Instructor clearly communicated the course content</td>
<td>4.63*+</td>
<td>4.85*+</td>
<td>4.89*+</td>
</tr>
<tr>
<td>3). Assignments and instructional activities gave me an interest in the topic</td>
<td>4.68*+</td>
<td>4.85+</td>
<td>4.89*+</td>
</tr>
<tr>
<td>4). I learned more in this course than I expected to learn</td>
<td>4.68*+</td>
<td>4.85+</td>
<td>4.89*+</td>
</tr>
<tr>
<td>5). I developed the ability to work easily with the classmates I had not met face-to-face</td>
<td>4.13+</td>
<td>4.64+</td>
<td>4.78*+</td>
</tr>
<tr>
<td>6). The instructor responded to student queries in a timely fashion</td>
<td>4.89*+</td>
<td>4.92*+</td>
<td>4.89*+</td>
</tr>
<tr>
<td>7). This course was designed to be rigorous</td>
<td>4.12</td>
<td>4.23+</td>
<td>4.44*+</td>
</tr>
<tr>
<td>8). Instructor overall</td>
<td>4.89*+</td>
<td>4.85*+</td>
<td>5.00*+</td>
</tr>
<tr>
<td>9). Course, overall</td>
<td>4.74*+</td>
<td>4.69*+</td>
<td>4.78*+</td>
</tr>
<tr>
<td>Total number of students completing evaluation</td>
<td>19 (79.2%)*+</td>
<td>13 (48.15%)</td>
<td>9 (40.91%)</td>
</tr>
</tbody>
</table>

*ratings higher than departmental averages  
+ratings higher than college averages
Quantitative Summary of University at Albany, SUNY Student Course Evaluations, continued

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1). Instructor is well prepared for class</td>
<td>4.93*+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2). Communicated course content in ways you understood</td>
<td>4.86*+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3). Stimulated your interest in course material</td>
<td>4.36*+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4). Challenged you intellectually</td>
<td>4.50*+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5). Was receptive to students’ ideas and viewpoints</td>
<td>4.93*+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6). Was available outside of class to discuss course matters</td>
<td>4.93*+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7). Held you to a high standard of performance</td>
<td>4.85*+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8). Instructor overall</td>
<td>4.71*+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9). Course, overall</td>
<td>4.29*+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students completing evaluation</td>
<td>14 (60.87%)*+</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*ratings higher than departmental averages
+ratings higher than college averages
UAlbany Qualitative Feedback:

- Ms. Wynn was excellent! She was always happy to be in class teaching and was always available in or out of class if I needed anything. If I had any questions, I would email her and she would answer within 15 minutes. She is definitely one of the best instructor I’ve ever had.

- This course wasn’t the most exciting class, but the professor did a great job of stimulating the class and making it somewhat exciting to attend. I really enjoyed all of the in-class activities that helped me understand the material better, and the projects have been fun and useful as well. Overall, I feel as though I actually got something out of this class because of the professor. If anyone else had taught it, I’m not sure I would have felt the same way.

- Great teacher who always communicated with students and relayed information. Assignments were fair and well thought out. Best teacher I’ve had here so far.

- Professor Wynn was excellent!! Enjoyed everything about her and the methods she used for instruction.

- One of the best professors I’ve had. Very respectful and nice. Graded fairly and returned grades very fast. She didn't want us to just memorize the material but understand it too. Gave many projects and in class activities that were helpful. Made it clear what she expected from us in the class. Overall wonderful.

- One of the best professors I’ve ever had the privilege of taking. Her work was clear and accommodating. She was very approachable.

- This class was very interesting and I think the information will continue to be useful as I move on in my education and career. The professor was excellent. Despite it being a sprint course with heavy work load I never felt like I didn't have enough time to produce my best work and I was never confused about course structure. Frequent reminders are given that really help considering how quickly the course goes. More than help though I felt like she was genuinely invested in my success in the course. All and all great professor and really enjoy the course. The only criticism I can really think up perhaps a little more explanation into what is expected for specific assignments, but even then that is a minor point, I was never confused.

- Course material was very interesting and formatted in a way that was helpful for this accelerated, fully-online version of the course. I appreciated the discussion aspects of the course especially. The instructor was very responsive and quick to post grades after assignment submissions.

- I love this course!! Colleen Wynn is a great professor. She is always available outside of the classroom, and if her office hours didn’t fit in your schedule she would go out of her way to still meet up with you to help. Absolutely loved this course and her! I would recommend this class to every student attending UAlbany with her. More professors should teach like her.

- Colleen was great, the discussion based learning really helps keep me engaged. The topics were also very interesting to read and learn more about.

- Better than most professor I've taken, she teaches for you to understand not for you to be lost like everyone else does.

- Great professor, chose great readings and articles and the comparison project was fun and interesting.
I am very glad to have taken this course and was pleasantly surprised by how engaging it was despite being administered completely online. The instructor was very committed to engaging students in the topics discussed by providing optional readings to further explore subjects of interest. She even provided me with a few book suggestions based on the content of my course posts. This course was well-paced and the instructor was very diligent with providing regular course announcements. The final project was a great critical thinking exercise and helped me to apply the concepts and theories discussed throughout the course.

- The instructor was great! One of the best online courses I have taken. She did an excellent job with providing clarity for the assignments and allowing enough time to complete them. She definitely made the course material interesting and easy to comprehend.

- Even though this was an online class I felt that I got to know my teacher and classmates very well. Colleen was very personable and always gave great critiques and comments on the assignments. I also liked how the instructor was very on top of getting grades make because it helped us figure out where we were at in the course. I loved this class, I never knew I could like an online class until this one. Definitely will suggest this course to many people.

- I found all of the readings in the provided text to be very useful and interesting. I really enjoyed all of the coursework because it was well organized and easy to follow. Quizzes were not overwhelming but still tested if you knew the material.

- I really enjoyed each reading and discussion post because they really helped me to learn all the material needed to do well on the quizzes!

- I think all assignments were all useful. I feel as though I learned something different through each section.

- She was AMAZING. I absolutely loved this professor. She made the class interesting and made sure that the students were excited to learn as well.

- Enthusiastic and excited. Truly cares about helping her students learn.
## Quantitative Summary of Western Kentucky University Student Course Evaluations

<table>
<thead>
<tr>
<th>Question</th>
<th>Semester, Course Name, and Course Number</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2012, Introduction to Sociology, SOC 100</td>
<td>Spring 2013, Introduction to Sociology, SOC 100</td>
<td>Spring 2013, Introduction to Sociology, SOC 100</td>
<td></td>
</tr>
<tr>
<td>1). Instructor displays a clear understanding of course topics</td>
<td>4.55*</td>
<td>4.52</td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td>2). Instructor is well prepared for class</td>
<td>4.59*+</td>
<td>4.59*</td>
<td>4.64*+</td>
<td></td>
</tr>
<tr>
<td>3). Performance measures (exams, assignments, etc.) are well constructed</td>
<td>4.38*+</td>
<td>4.41*+</td>
<td>4.36+</td>
<td></td>
</tr>
<tr>
<td>4). My instructor provides helpful feedback</td>
<td>4.41*+</td>
<td>4.31+</td>
<td>4.45*+</td>
<td></td>
</tr>
<tr>
<td>5). Overall, my instructor is effective</td>
<td>4.31</td>
<td>4.38+</td>
<td>4.41*+</td>
<td></td>
</tr>
<tr>
<td>6). I have learned a lot in this course</td>
<td>4.28*+</td>
<td>4.10</td>
<td>4.23+</td>
<td></td>
</tr>
<tr>
<td>7). My instructor treats me fairly with regard to race, age, sex, religion, national origin, disability, and sexual orientation</td>
<td>4.69</td>
<td>4.69</td>
<td>4.82*+</td>
<td></td>
</tr>
<tr>
<td>Total number of students completing evaluation</td>
<td>29 (65.9%)</td>
<td>29 (65.9%)</td>
<td>22 (51.2%)</td>
<td></td>
</tr>
</tbody>
</table>

*ratings higher than departmental averages  
+ratings higher than college averages
WKU Qualitative Feedback:

-Overall a really good teacher. She does a great job of explaining the courses topics and explaining them. Her tests are somewhat difficult but overall she is an effective and well-rounded teacher.

-I love this class. I love the social sciences; after this class, sociology is probably my favorite. She is a very good teacher and I have enjoyed this class.

-Ms. Wynn is very enthusiastic about teaching and I can tell that she loves what she teaches. I like the way the exams and papers are set up. I also appreciate the e-mails that Ms. Wynn sends as reminders and for assistance.

-My teacher always makes sure the students understand the new material before moving on to new subjects, I LOVE IT!

-My instructor is very helpful and is always ready to answer any questions. She has helped me to do well in this course and is very organized with assignments and tests. It is very easy to keep up with my grade in this class so I know what I need to work on. She also does well at keeping the attention of the class and allows discussions so that everyone can get a better understanding of a topic.

-This is a very fun course, albeit not an easy one. I am having a good time in this course, and it is because of the great people skill this teacher has. She is fun and easygoing. She may be a teacher, but she could easily be your friend as well! She makes a difficult course fun to learn.

-Very, very impressive for her first time teaching!

-I loved this class and her teaching style a lot. She helped me realize that I do want to major in Sociology because before this course I was unsure. She even helped me with that.

-Colleen is the most friendly teacher I’ve had, and so helpful. She's definitely not the typical college professor, but in a good way. She is so willing to help and answers any questions with excitement, like she thoroughly enjoys teaching. I would recommend her to anyone!

-She is a great teacher I wouldn’t have picked another for my SOC 100 class. She gives great notes and understands what she is teaching

-Colleen was very helpful to every exam and made the class very understandable and easy for me.
Date: May 18, 2015

To: Elizabeth Popp Berman, Graduate Director

From: Katherine Trent

Re: Co-teaching evaluation of Colleen Wynn

Colleen Wynn co-taught Soc 470W (Cohabitation, Marriage, and Divorce) with me during the Spring 2015 semester. She attended all class meetings, delivered well-crafted lectures, lead discussion groups, and participated in constructing and grading exams. She also participated in the grading of papers and the evaluations of student oral presentations. Colleen held regular office hours and she met frequently with students.

Colleen was an excellent co-teacher. She is highly organized. Her lectures are polished and her delivery is clear, well-paced, and interesting. She has an excellent command of the relevant literature for the course we co-taught.

Colleen also has excellent rapport with students. She is quite professional dealing with undergraduates and students respond very favorably to her performance in the classroom. Students have commented on her dedication, enthusiasm, energy, friendliness, and her willingness to help them both inside and outside of the classroom. She is very generous with her time and students are very appreciative.

I have co-taught with graduate students many times and this past semester co-teaching with Colleen was a unique experience for me. The course was noticeably enriched by her participation. I will incorporate many of her ideas into my future course offerings.

Colleen is already an excellent teacher. I would have no hesitation in highly recommending her for a teaching position. I hope this memo conveys just how highly I regard her.
Peer Evaluation of Classroom Teaching

University at Albany – SUNY
Department of sociology

Purpose:

Peer evaluation of teaching is intended to both be an evaluative process for summative purposes (re-appointment, promotion and tenure) and a formative process whereby faculty can receive constructive feedback to improve teaching effectiveness.

Process:

Pre-Visit Preparatory Meeting: The Peer evaluator and faculty member meet prior to the scheduled peer evaluation in order to:

• Review course syllabus for course objectives, teaching, and assessment methods.
• Discuss the types of learners in class.
• Discuss methods of instruction selected for class, and class format.
• Discuss how feedback is provided to students.
• Discuss areas of focus for the evaluation.
• Go over peer evaluation forms to be used during class observation.
• Other areas, as requested by the faculty member being evaluated.

Peer Evaluation Visit: A peer evaluation form should be completed as part of the class observation. The evaluator should make note of the specific areas of course content, teaching methods, and learning environment, noting successful elements and elements that need refinement in each category, and making more general comments about successful class elements and class elements that need refinement.

Post Evaluation Meeting: The Peer evaluator and faculty member should meet following the class visit to go over the peer evaluation. Following the review and discussion, the faculty member should write a self-appraisal response to the peer evaluation. Finally, the peer evaluator and faculty member should discuss strategies for how the faculty member could go about refining needed elements.

1 This form was developed by the sociology department Teaching Committee in the Fall of 2015. It will be used in “pilot” form for the Fall, 2015 semester at which point its continued use will be revisited.
Peer Teaching Evaluation Form

Instructor: Colleen Wynn
Class: ASOC 220, Introduction to Social Research
Observer: Tse-Chuan Yang
Date of classroom visit: October 27, 2016
Number of Students in room: 18
Class type (face-to-face lecture; face-to-face seminar; lab; on-line): Face-to-face lecture
Date of post-evaluation meeting:

I: Classroom observation

1. Course Content
   • Is the content up to date? Yes.
   • Is the purpose of the session evident? Yes.
   • Is the content consistent with the course syllabus? Yes.

2. Teaching Methods
   • Are transitions between ideas smooth? Yes.
   • Are relevant examples given and used to clarify concepts? Yes.
   • Is the presentation organized? Yes.
   • Is the instructor enthusiastic about the subject? Yes.
   • Is material adapted to student needs? Yes.
   • Are supplemental materials/visual aids/technology used effectively? Yes.
   • Given the type and size of class, are the methods selected appropriate? Yes.

3. Learning Environment
   • Is the classroom atmosphere participatory? Yes.
   • Do students seem engaged with the topic? Yes.
   • Does the instructor encourage questions and check-in with students? Yes.
   • Is the instructor attentive to cues of boredom or confusion? Yes.
   • Was the session thought provoking and stimulating? Yes.
   • Was the environment conducive to critical thinking and student-centered learning? Yes.
   • Is the instructor sensitive to issues of diversity and inclusiveness in order to promote a safe learning environment for students? N.A.
II. Summary of Peer Evaluation of Teaching

Successful Elements

Course Content: When I visited Colleen Wynn’s “Introduction to Social Research” on October 27, 2016, the topic was focused on the types of variables (i.e., levels of measurement). The instructor prepared Powerpoint slides that include the main concepts related to this topic. For example, the instructor first reviewed what quantitative data are and how researchers code, enter, and clean data, and then she explains the three levels of measurements, namely nominal, ordinal, and interval/ratio. The instructor provided specific examples for each level of measurement and these examples are closely related to social science research (e.g., poverty and educational attainment). In addition, the instructor used an in-class activity to help students better apply these concepts to empirical scenarios (I will discuss this in the next section). The course content is drawn from the textbook and the examples used in the lecture were appropriate and easy to understand. Students have the access to the slides via Blackboard and the materials are up-to-date and thorough.

Teaching Methods: The instructor divided the entire class into four groups and asked each group to discuss how to measure eight variables (that are commonly used in research) with different levels of measurement. The instructor provided clear instructions and explained the goal of this in-class activity before students started their group discussion. This in-class activity is a method that effectively assesses whether students understand the topic or not for two reasons. One is that each student was expected to provide answers and the other is that group discussion may stimulate new ideas and answers. When students had their in-group discussion, the instructor talked to each group to ensure that the in-group discussion went well and students were on the right track. At the end of the activity, all students offered their answers and the instructor provided immediate feedback. It is clear to me that the students enjoyed such an activity and appreciated the opportunity to contribute to the discussion. Beyond the in-class activity, the slides used in the class were well-written and easy to follow. While the slides include the most important concepts in research methods, students still need to take notes in order to fully understand the topic, which is a good practice for students. The instructor always keeps a positive and encouraging attitude toward her students and is very patient with students’ questions.

Learning Environment: The students not only actively engaged in the in-class activity but also asked questions frequently when they did not understand the content. The instructor establishes a good learning environment where students felt comfortable with asking questions in class and the instructor was attentive to students’ questions and responded promptly. Based on the observed instructor-student dynamics, I am certain that students are given every opportunity to learn and to provide feedback to the instructor. I would like to note that it is a class starting at 8:45AM but most students were in the classroom on time.

Elements to Refine

Course Content: The course content is thorough and the slides are clear. One suggestion is that the instructor may encourage students to print out the slides and to take notes on the
slides, which may help them to better understand their notes and lectures.

**Teaching Methods:** Overall, the teaching methods for this course are effective but I have three suggestions: (a) While the in-class activity is effective and helpful, I believe the time for in-group discussion can be shortened because the dialogues among all students are more important than the in-group discussion. In the future, maybe the total number of variables for in-group discussion can be reduced from 8 to 5. (b) The instructor may consider to adjust (i.e., slow down) the pace of lecturing when talking about difficult concepts. It is good that the instructor consistently asks students if they have any questions, but the instructor does not really give much time for students to digest. Adjusting the pace whenever is necessary will make lecturing more efficient. (c) I am not sure if the instructor did the mid-term survey to get feedback from students. If not, she may want to do so in the future and discuss the results with students to make adjustments, if necessary.

**Learning Environment:** The learning environment and atmosphere are good and the interactions between the instructor and students are great. I only have one minor suggestion: The instructor may want to encourage cross-group discussion as well. That is, the instructor may encourage students to provide feedback on others’ answers and the instructor can serve as a moderator and provide final conclusions.

**General Comments**

While Colleen is the first-time instructor, it is clear that she has good teaching skills and has the ability to well organize the course materials. Her communication with students is clear and she establishes a good relationship with students, which motivates students to learn. Her lectures are clear and easy to follow.
Professional Development

- Fall 2017: Attended “Designing and Implementing In-Class Activities for Student Learning.” Part of the UAlbany Teachers Series hosted by the Institute for Teaching, Learning, and Academic Leadership (ITLAL) at University at Albany, SUNY.

- Spring 2017: Attended “Preparing Your Teaching Demonstration” workshop offered by Institute for Teaching, Learning, and Academic Leadership (ITLAL) at University at Albany, SUNY.

- Spring 2017: Attended “Designing Dynamic Discussions” workshop offered by Institute for Teaching, Learning, and Academic Leadership (ITLAL) at University at Albany, SUNY.

- Fall 2016: Attended “Teaching Portfolio for Future Faculty” workshop offered by Institute for Teaching, Learning, and Academic Leadership (ITLAL) at University at Albany, SUNY.

- Spring 2015: Teaching sociology course at University at Albany, SUNY. Topics included: teaching in large classes, online teaching, classroom management, syllabus design, diversity and identity in the classroom, active learning, and a variety of teaching strategies

- Fall 2011: Participated in the Basic Skills for College Teaching (BSCT) campus teaching training program presented by the Faculty Center for Excellence in Teaching (FaCET) at Western Kentucky University

- Fall 2011: Attended the “Preparing to Teach - Rethinking Course Design with Activity System Theory” workshop offered by the Faculty Center for Excellence in Teaching (FaCET) at Western Kentucky University

- Fall 2011: Attended the “A Practical Approach to Addressing Misbehavior in Your Classroom” workshop offered by the Faculty Center for Excellence in Teaching (FaCET) at Western Kentucky University

- Fall 2011: Attended the “Motivating Students-Sharing Ideas About Engagement” workshop offered by the Faculty Center for Excellence in Teaching (FaCET) at Western Kentucky University
Appendix A: Introduction to Sociology

Syllabus  II
Privilege Walk Activity  VII
Journal Entry Assignment  IX
Instructor Contact Information:
Name: Colleen Wynn
Email: cwynn@albany.edu

I will check the course site and my email daily, please don’t hesitate to contact me if you have any questions or issues.

Course Description:
This course will introduce students to the discipline of sociology. Sociology is the scientific discipline that studies how social groups influence human action and interaction. We will learn the methods of inquiry sociologists utilize to examine the influence of gender, race, class, region of the country, and type of community, on an individual's values, behavior, and expectations. We will focus on the contribution made by social institutions such as family and education make in shaping a society's knowledge. Through discussion of these sociological issues the course will enable you to think critically about the social world in which we live.

Course Objectives:
After this course, students will have:

- a basic understanding of the topics of study in the field of sociology.
- an understanding of the role of social institutions in society.
- an understanding of society and human behavior from a sociological perspective.
- the ability to connect sociological concepts to their own lives.

Required Text:

You will need an access code for Norton’s InQuizitive study tool. Access codes come with each new print edition, or with each ebook. Ebooks can be purchased through the publisher at https://digital.wwnorton.com/youmayask5core

Course Design:
This course will take place completely online, and as a result will require students to be self-directed learners and engage with the course materials provided. This course will take place over four weeks, and thus will require that students are prepared to spend at least several hours each day working on this course.

This course is divided into two sections. Section one will cover chapters 1-5 and section two will cover chapters 6-10. At the end of each section there will be a short exam covering important
concepts from that section. You will be required to complete InQuizitive questions for each chapter which will help you prepare for the exams by having you complete questions on key concepts from the reading. Additionally, each week you will write two short journal entries connecting course concepts to your life, more details are provided below as well on the assignment sheet on Blackboard. Finally, you will complete four activities throughout this course which will allow you to further explore course concepts. More details on all these assignments can be found below and on Blackboard.

**Course Requirements and Grading:**
As this course is only four weeks long, you will need to stay on top of assignments; late work will NOT be accepted. I explain each assignment below, but will also post assignment descriptions and guidelines on Blackboard in the Assignments folder inside the Course Materials folder under the Course Content tab.

**InQuizitive questions:** (20 points)
At the end of each chapter, please complete the InQuizitive review questions to help make sure you understand the material covered in this chapter. These can also be a useful tool when reviewing for the exam. You will receive 10 points just for completing all the InQuizitive questions for each chapter. The other 10 points will be an average of your overall scores on the quizzes. For instance, if you take all 10 quizzes and average 85% on the quizzes, you will receive an 18.5/20. However, if you only complete 8 quizzes but get 100% on all of them you will receive an 18/20.

**Exams:** (40 points)
There will be two exams in this course, one at the end of each section. Exams will cover major concepts from each chapter covered in the section. Students should have read the chapters prior to beginning the exam. **Exams will be open for 24 hours (12:00am-11:59pm ET)** on the last weekday of the module. You will have 60 minutes to complete each exam, but they must be submitted by 11:59pm. You can save the exam and return to it later, but you cannot go back and answer previous questions. Exams will ONLY cover material contained in the corresponding section, for instance, exam #2 will not contain any material covered in exam #1. Each exam will be worth 20 points for a total of 40 points.

**Journal Entries:** (20 points)
As you learn to use your sociological imagination in this course, I hope that you will come to see sociology in your everyday lives. Each week, I want you to write two short journal entries (about 1-2 pages double-spaced) connecting a course concept to something in your personal life, or an article you’ve read, a show you watched, a movie you saw, etc. I have provided some examples of these journal entries on Blackboard for you. You will submit these journal entries at the end of each week. Each journal entry is worth 2.5 points (5 points per week), you will submit 8 entries throughout the course for a total of 20 points.

**Activities:** (20 points)
I have put together four activities for you to compete throughout the course. These activities will ask you to complete an activity and then reflect on your experience by responding to questions I
have posed. All activities can be completed from anywhere with internet access. I will provide details for each activity on Blackboard and have listed the activities on the course schedule below. Each activity is worth 5 points for a total of 20 points.

**Determination of Letter Grades:**
All grades will be posted on Blackboard where you will be able to track your grade. Please regularly monitor your grade and if you have any questions or concerns, contact me. Please do not wait until the end of the course to raise your concerns, as it can be more difficult to deal with issues then.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90-92 points</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 points</td>
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<tr>
<td>B</td>
<td>83-86 points</td>
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<tr>
<td>B-</td>
<td>80-82 points</td>
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<tr>
<td>C+</td>
<td>77-79 points</td>
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<tr>
<td>C</td>
<td>73-76 points</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 points</td>
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<tr>
<td>D+</td>
<td>67-69 points</td>
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<tr>
<td>D</td>
<td>63-66 points</td>
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<td>D-</td>
<td>60-62 points</td>
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<tr>
<td>E</td>
<td>0-59 points</td>
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</table>

**Emails:**
All email correspondence from the instructor will be sent to students’ UAlbany email accounts. Please be sure to check your inbox regularly, as there may periodically be course announcements or reminders distributed by email. When emailing the instructor, please put the course name in the subject line to ensure that your email is given appropriate attention.

**Academic Integrity:**
While some class work may be collaborative and the sharing of ideas is encouraged, cheating of any sort will not be tolerated. Any work submitted by a student must be his/her own. Violations of academic integrity will result, at a minimum, in the student(s) receiving a grade of zero on the assignment or assessment in which it occurred.

Please familiarize yourself with the Undergraduate Academic Regulations: [www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)

**Attendance:**
As this is an asynchronous online course, you will not be required to be in attendance at any specific time. However, you should expect to log in every day and devote at least 3 to 4 hours to the course as this is a four-week course.

**American Disabilities Act Statement:**
Reasonable accommodations will be provided for students with documented disabilities. If you have a disability requiring accommodation in this class, please notify the Disability Resource Center (located in BA 120) as soon as possible. For more information, please see the DRC website: [http://www.albany.edu/disability/](http://www.albany.edu/disability/).

**Technical Assistance:**
If you have any issues with Blackboard during this course, please contact ITS as I cannot serve as your tech support. You can submit an online help desk request via: [http://www.albany.edu/its/help-request.html](http://www.albany.edu/its/help-request.html) or call 518-442-3700 during business hours. Overnight and on weekends please contact 844-852-5696 or visit
http://albany.edusupportcenter.com. You can access this information through Blackboard by clicking “Get Help” in the panel on the left-hand side of the course site.

**Important Due Dates** – all assignments due by **11:59pm ET** on the date specified
- 7/28 – Media Portrayal Activity Due
  - Journals 1 & 2 Due
- 8/1 – Gendered Socialization and Toys Activity Due
- 8/4 – Journals 3 & 4 Due
  - Exam #1
- 8/10 – Play “Spent” Activity Due
- 8/11 – Journals 5 & 6 Due
- 8/16 – Race, The Power of an Illusion Activity Due
- 8/18 – Journals 7 & 8 Due
  - Exam #2

**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments (all assignments are due at 11:59 pm ET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/24</td>
<td>Chapter 1: The Sociological Imagination: An Introduction</td>
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<tr>
<td>7/25</td>
<td>Chapter 2: Methods</td>
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<tr>
<td>7/26</td>
<td>Chapter 2, continued</td>
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</tr>
<tr>
<td>7/27</td>
<td>Chapter 3: Culture and Media</td>
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</tbody>
</table>
| 7/28 | Chapter 3, continued | Media Portrayal Activity Due  
Journals 1 and 2 Due |
| 7/31 | Chapter 4: Socialization and the Construction of Reality |  |
| 8/1  | Chapter 4, continued | Gendered Socialization and Toys |
| 8/2  | Chapter 5: Groups and Networks |  |
| 8/3  | Chapter 5, continued |  |
| 8/4  |  | Journals 3 and 4 Due  
Exam #1 (opens 12am, closes 11:59pm) |
<p>| 8/7  | Chapter 6: Social Control and Deviance |  |
| 8/8  | Chapter 6, continued |  |
| 8/9  | Chapter 7: Stratification |  |
| 8/10 | Chapter 7, continued | Play “Spent” Activity Due |
| 8/11 | Chapter 8: Gender | Journals 5 and 6 Due |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/14</td>
<td>Chapter 8, continued</td>
<td></td>
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<tr>
<td>8/15</td>
<td>Chapter 9: Race</td>
<td></td>
</tr>
<tr>
<td>8/16</td>
<td>Chapter 9, continued</td>
<td>Race, The Power of an Illusion Activity Due</td>
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<tr>
<td>8/17</td>
<td>Chapter 10: Family</td>
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<tr>
<td>8/18</td>
<td></td>
<td>Journals 7 and 8 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam #2 (opens 12am, closes 11:59pm)</td>
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</tbody>
</table>
Privilege Walk Activity

Purpose: To allow students to visualize their respective “privilege” positions in the larger society and to begin to understand that people have different places they start from as a result of structural constraints. Note: some students may find this activity intense or challenging as it may result in their questioning of their understanding of the social world.

Objectives:

- Students should be able to apply the idea of privilege to their own lives.
- Students should be able to visualize and begin to understand they ways in which societal structures constrain and enable access to opportunities based on privilege.
- Students will be able to see how societal inequality plays out in their own lives and in the lives of their classmates right here in the classroom.

Privilege Walk: Have students form a line across the room. Ask them the following questions and instruct them to step back/forward accordingly.

a. If your primary ethnic identity is American, take one step forward.
b. If you were ever called names because of your race, class, gender, or sexual orientation, take one step back.
c. If you were ever ashamed of your clothes, house, car, etc. take one step back.
d. If your parents were professionals (i.e. doctors, lawyers, etc.), take one step forward.
e. If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed, take one step back.
f. If you studied the culture of your ancestors in elementary school, take one step forward.
g. If there were more than 50 books in your house when you grew up, take one step forward.
h. If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step forward.
i. If one of your parents was unemployed or laid off, not by choice, take one step forward.
j. If you were ever denied access to academics or jobs because of your race, class, gender, ethnicity, or sexual orientation take one step back.
k. If you were raised in a single parent household, take one step back.
l. If you were ever accused of cheating or lying because of your race, class, gender, ethnicity, or sexual orientation, take one step back.
m. If you had to rely primarily on public transportation when you were growing up, take one step back.
n. If you were ever stopped and questioned by the police because of your race, class, gender, ethnicity, or sexual orientation, take one step back.
o. If you were ever afraid of violence because of your race, class, gender, ethnicity, or sexual orientation, take one step back.

p. If you were ever uncomfortable about a joke related to your race, class, gender, ethnicity, or sexual orientation, take one step back.

q. If you were ever the victim of violence related to your race, class, gender, ethnicity, or sexual orientation, take one step back.

r. If your parents told you could be anything you wanted to be when you grew up, take one step forward.

Instruct the students to take a look around and take a seat where you are standing.

Debrief
Ask students, questions such as:

- What was the purpose of this activity?
- How did this make you feel?
- Those of you in front, how did you feel? What about those of you in back?
- How can you relate this activity to the idea of stereotypes?
- Were there questions you were hoping would not be asked? Any you wish had been asked?
- How might such issues/factors affect members of your organization?
- How might they affect your relationship with your members?
- Did you learn things about yourself or were you forced to think about things you’ve never thought about before?
- What role does privilege play in this?
- What role does pride and shame play?
Journal Entry Assignment

As you learn to use your sociological imagination in this course, I hope that you will come to see sociology in your everyday lives. Each week, you will write two journal entries connecting a course concept to something in your personal life, or an article you’ve read, a show you watched, a movie you saw, etc. These entries can discuss events that have happened to you or someone in your life previously, or events that are currently going on. I have provided two examples of journal entries on Blackboard for you.

Two journal entries are due each Friday (7/28, 8/4, 8/11, and 8/18) by 11:59pm. Journals should be about 1-2 pages each, double-spaced, 12-point font. Journals can be slightly longer if needed, but must be at least one full page. Each journal entry is worth 2.5 points (5 points per week), you will submit 8 entries throughout the course for a total of 20 points.

Rubric (for each entry)

<table>
<thead>
<tr>
<th>2 points</th>
<th>Student connects course material to their lives and offers reflection/analysis of this connection by applying specific course concepts to their social world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.25 points</td>
<td>Grammar (paper should contain few grammatical errors)</td>
</tr>
<tr>
<td>0.25 points</td>
<td>Paper meets formatting guidelines specified above</td>
</tr>
</tbody>
</table>
Appendix B: Introduction to Social Research

Syllabus

In-Class Activities
- Data Source Activity
- Probability Sampling Design
- Survey Questions
- Levels of Measurement
- Content Analysis

Research Evaluation Paper Assignment

II

VII

X

XI

XII

XIV

XV
Introduction to Social Research
ASOC 220-7600
Instructor: Colleen Wynn
Fall 2017
Class: TTH 8:45-10:05, PC 355
Labs: T or TH 10:15-11:10 HU 125

Instructor Contact Information:
Name: Colleen Wynn
Office: Arts & Sciences 354
Email: cwynn@albany.edu
Office Hours: TTH 10:30-12:00, and by appointment

Course Description:
This course is intended to provide a basic introduction to quantitative (ex: surveys and censuses) and qualitative (ex: interviews, observations, and ethnography) methodology used in sociological research. Major topics include the logic of scientific inquiry, problem formulation, research design, conceptualization and measurement, techniques of data analysis, and ethical issues involved in the study of social phenomena. Research methods that will be covered in this course include experiments, surveys, qualitative interviews, secondary data analysis, content analysis, observation, and ethnography.

Prerequisites: ASOC 115-Introduction to Sociology

Course Objectives:
After this class, students will have:
• a basic understanding of quantitative and qualitative research methodologies and their strengths, weaknesses, and procedures.
• a solid foundation for critically reviewing the reliability and quality of research findings.
• familiarity with the dominant research designs and research strategies used by social scientists.
• a clear understanding of the stages in the research cycle and ability to demonstrate key decision points in the research process.
• the ability to develop/design a research proposal.
• the skills to be critical and informed consumers of research and statistics presented in the world.

Required Text and Materials:

Any additional readings and course materials will be available on Blackboard.
Course Design:

Class Sessions – Students should attend all class sessions and have completed the readings listed on the syllabus prior to coming to class. Class time will be used for lectures, discussing, and applying the reading material.

Lab Sessions – Students must be registered for a corresponding lab session (7601 or 7602), however, we will not regularly use our lab time. If the need to meet during the lab time arises I will announce this in class in advance of lab meetings.

Course Requirements and Grading:

All due dates will be announced in advance in class. Assignments are to be submitted on Blackboard using the appropriate assignment link. Assignments should be submitted before coming to class, and will be considered late if they are submitted after 8:45am (the start of the class period) on the due date. Assignments will be accepted for one week (two class periods) after their due date. However, a 10% penalty applies to any work that is late. After one week, I will not accept the assignment and you will receive a “zero.”

Pop Quizzes (10 points): Eleven short pop-quizzes (1 point each) will be given throughout the semester on important concepts/terms from the readings for that class period. Please come to class prepared each time for a pop-quiz by having read beforehand. The quizzes will consist of 1 or 2 questions, which can be answered in a single sentence or less. These cannot be made up if missed without appropriate documentation (see below), though I will drop your lowest quiz score (only 10 quizzes will count toward your grade). Pop quizzes are designed to gauge your reading comprehension and serve to assess attendance along with the participation points (below).

Participation (20 points): Attendance and class participation are essential to doing well in this class. In-class activities will be scored for effort and participation (as long as you put in a good faith effort and participated in the activity, you will get credit). If a class period has multiple activities I will count only one toward your grade, therefore if you miss one day you will not miss more than one activity point. We will have more than 20 activities throughout the semester, but I will take highest 20 activity points. Therefore, if you miss a couple of classes, that’s okay. Activities can only be made up if with valid documentation for an excused absence.

Research Evaluation Papers (15 points): You will write 2 short assessments of existing research and an assessment of presentation of research in the media throughout the semester. In these papers, you will discuss what the researchers did well, what they did poorly, and how they could have improved on their study. And in the case of research in the media, how the research was covered, and the quality of coverage of scientific research by journalists. We will practice evaluating research in class. Each paper should be 2-3 pages, typed, double-spaced in Times New Roman, 12-point font, with 1-inch margins. Each paper will be worth 5 points for a total of 15 points. I will provide more details before the first paper.

Survey Instrument (15 points): You will work in groups to design a short survey instrument and in a few supplemental paragraphs, discuss how you would theoretically implement the survey based on the discussions we have in class. More details will follow closer to the assignment time.
Participant Observation (15 points): Each student will participate in a brief participant observation and will hand in their field notes as well as a brief written statement about their experience and what they learned. I will provide more details closer to the assignment.

Research Proposal Project (25 points): Using what we have learned this semester, you will work with a group to select a research topic, provide a brief review of the literature, operationalize your idea, select a sampling method, select a research method, and think about the strengths and weaknesses of your design as well as their ability to answer your research question.

Rather than provide a written write-up, each group will give an in-class presentation on their research topic during the last two class meetings. We will discuss all the aspects of the research proposal throughout the semester. I will hand out more details in class.

Determination of Letter Grades:
All grades will be posted on Blackboard where you will be able to track your grade. Please regularly monitor your grade and if you have any questions or concerns see me during the semester. Please do not wait until the last week to raise your concerns, as it can be more difficult to deal with issues then.

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Emails:
All email correspondence from the instructor will be sent to students’ UAlbany email accounts. Please be sure to check your inbox regularly, as there may periodically be course announcements or reminders distributed by email. When emailing the instructor, please use your UAlbany email account and put the course name in the subject line to ensure that your email is given appropriate attention. Additionally, please use complete sentences, punctuation, and sign your emails. Course related emails require professionalism and should not read like a text message.

Technology:
Please turn off and put away cell phones before class begins. If your phone is used during class time you may be asked to leave. I do not allow laptops to be used during class except on group project work days. I will announce these days in advance if you would like to bring your laptop to use during group work on those days. If you have a disability requiring a laptop please submit appropriate documentation from the DRC and I will make accommodations for you.

Academic Integrity
While some class work will be collaborative and the sharing of ideas is encouraged, cheating of any sort will not be tolerated. Any work submitted by a student must be his/her own. Violations of academic integrity will result, at a minimum, in the student(s) receiving a grade of zero on the assignment or assessment in which it occurred. Please familiarize yourself with the Undergraduate Academic Regulations: www.albany.edu/undergraduate_bulletin/regulations.html
Attendance:
Students are expected to be on time and attend all class sessions. If you know you will miss ahead of time, please let me know in advance; I am much more willing to work with you in this instance. Please also bring appropriate documentation for any absences. If you have questions about appropriate documentation please see me, or consult the university policy for medical excuses: www.albany.edu/health_center/medicalexcuse.shtml

American Disabilities Act Statement
Reasonable accommodations will be provided for students with documented disabilities. If you have a disability requiring accommodation in this class, please notify the Disability Resource Center (located in BA120) as soon as possible. For more information, please see the DRC website: http://www.albany.edu/disability/.

Tentative Course Schedule:
I will try to adhere to this schedule, but should unforeseen circumstances necessitate changes I will announce them in class as well as by email and on Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td>Tuesday 8/29</td>
<td>Syllabus and Course Overview</td>
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<tr>
<td>Thursday 8/31</td>
<td>Science, Society, and Social Research</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>Tuesday 9/5</td>
<td>Process and Problems of Social Research</td>
<td>Chapter 2</td>
<td></td>
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<tr>
<td>Thursday 9/7</td>
<td>Process and Problems of Social Research, continued</td>
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<tr>
<td>Tuesday 9/12</td>
<td>Research Ethics</td>
<td>Chapter 3</td>
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<tr>
<td>Thursday 9/14</td>
<td>Research Ethics, continued</td>
<td>Brandt (1978) and About the USPHS Syphilis Study</td>
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<tr>
<td>Tuesday 9/19</td>
<td>Research Ethics, continued</td>
<td>Regnerus (2012) and at least one supportive and one oppositional response to Regnerus</td>
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<tr>
<td>Thursday 9/21</td>
<td>No Class – Rosh Hashanah</td>
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<tr>
<td>Tuesday 9/26</td>
<td>Conceptualization and Measurement</td>
<td>Chapter 4</td>
<td>Evaluation Paper #1 Due</td>
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<tr>
<td>Thursday 9/28</td>
<td>Conceptualization and Measurement, continued</td>
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<td>Tuesday 10/3</td>
<td>Sampling and Generalizability</td>
<td>Chapter 5</td>
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<td>Topic</td>
<td>Chapter(s)</td>
<td>Additional Notes</td>
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<tr>
<td>Thursday 10/5</td>
<td>Sampling and Generalizability, continued</td>
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<tr>
<td>Tuesday 10/10</td>
<td>Causation and Experimental Design</td>
<td>Chapter 6</td>
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<td>Thursday 10/12</td>
<td>Survey Research</td>
<td>Chapter 7</td>
<td><strong>Evaluation Paper #2 Due</strong></td>
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<tr>
<td>Tuesday 10/17</td>
<td>Survey Research, continued</td>
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<tr>
<td>Thursday 10/19</td>
<td>Survey Research, continued</td>
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<td>Tuesday 10/24</td>
<td>Survey instrument project work time</td>
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<td>Thursday 10/26</td>
<td>Quantitative Data Analysis</td>
<td>Chapter 11</td>
<td><strong>Evaluation Paper #3 Due</strong></td>
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<td>Tuesday 10/31</td>
<td>Quantitative Data Analysis, continued</td>
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<td>Thursday 11/2</td>
<td>Qualitative Methods, continued</td>
<td>Chapter 8</td>
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<td>Tuesday 11/7</td>
<td>Qualitative Methods, continued</td>
<td>Risman (2017)</td>
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<td>Thursday 11/9</td>
<td>Qualitative Data Analysis</td>
<td>Chapter 12</td>
<td><strong>Evaluation Paper #4 Due</strong></td>
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<td>Tuesday 11/14</td>
<td>Unobtrusive Methods</td>
<td>Chapter 9</td>
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<td>Thursday 11/16</td>
<td>Unobtrusive Methods, continued</td>
<td></td>
<td><strong>Survey Instrument Assignment Due</strong></td>
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<tr>
<td>Tuesday 11/21</td>
<td>Evaluation and Mixed Methods</td>
<td>Chapters 10 and 13</td>
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<tr>
<td>Thursday 11/13</td>
<td>No Class – Thanksgiving (safe travels!)</td>
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<tr>
<td>Tuesday 11/28</td>
<td>Flex Day</td>
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<tr>
<td>Thursday 11/30</td>
<td>Research proposal in-class work time</td>
<td></td>
<td><strong>Participant Observation Assignment Due</strong></td>
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<tr>
<td>Tuesday 12/5</td>
<td>Research proposal in-class work time</td>
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Data Source In-Class Activity

Below, I provide descriptions of commonly used datasets in the social sciences. For each dataset, please decide which type of design (trend, panel, or cohort study) you think it is, and why you made this choice.

American Community Survey

http://www.census.gov/programs-surveys/acs/

The American Community Survey (ACS) is a relatively new national survey conducted by the U.S. Census Bureau. It uses a series of monthly samples to produce annually updated estimates for the same small areas (census tracts and block groups) formerly surveyed via the decennial census long-form sample. Initially, five years of samples were required to produce these small-area data. Once the Census Bureau, released its first 5-year estimates in December 2010; new small-area statistics now are produced annually. The Census Bureau also will produce 3-year and 1-year data products for larger geographic areas. The ACS includes people living in both housing units (HUs) and group quarters (GQs). The ACS is conducted throughout the United States and in Puerto Rico, where it is called the Puerto Rico Community Survey (PRCS).

American Housing Survey

http://www.census.gov/programs-surveys/ahs.html

The American Housing Survey (AHS) is a longitudinal housing unit survey that asks questions about the quality of housing in the United States. Returning to the same housing units every other year to gather data, this survey allows users the unique opportunity to analyze housing and household changes over long periods of time. In gathering information, Census Bureau interviewers visit or telephone the household occupying each housing unit in the sample. For unoccupied units, they obtain information from landlords, rental agents, or neighbors. Housing units participating in the AHS have been scientifically selected to represent a cross section of all housing in the nation. The same basic sample of housing units is interviewed every two years until a new sample is selected.

National Crime Victimization Survey

https://www.bjs.gov/index.cfm?ty=dcdetail&iid=245
The National Crime Victimization Survey (NCVS) is a self-report survey in which interviewed persons are asked about the number and characteristics of victimizations experienced during the prior 6 months. The NCVS collects information on nonfatal personal crimes (rape or sexual assault, robbery, aggravated and simple assault, and personal larceny) and household property crimes (burglary, motor vehicle theft, and other theft) both reported and not reported to police. In addition to providing annual level and change estimates on criminal victimization, the NCVS is the primary source of information on the nature of criminal victimization incidents. The NCVS is administered to persons age 12 or older from a nationally representative sample of households in the United States. The NCVS defines a household as a group of persons who all reside at a sampled address. Persons are considered household members when the sampled address is their usual place of residence at the time of the interview and when they have no usual place of residence elsewhere. Once selected, households remain in the sample for 3 years, and eligible persons in these households are interviewed every 6 months either in person or over the phone for a total of seven interviews.

Uniform Crime Report

https://ucr.fbi.gov/

The FBI's Uniform Crime Reporting (UCR) Program is a nationwide, cooperative statistical effort of nearly 18,000 city, university and college, county, state, tribal, and federal law enforcement agencies voluntarily reporting data on crimes brought to their attention. Law enforcement agencies included in this database voluntarily participate in the Uniform Crime Reporting (UCR) Program. In this database are 1985 to current crime counts for city law enforcement agencies 10,000 and over in population and county law enforcement agencies 25,000 and over in population for which 1 to 12 month crime counts have been received. Law enforcement agencies tabulate the number of Part I offenses (murder and non-negligent manslaughter, forcible rape, robbery, aggravated assault, burglary, larceny-theft, motor vehicle theft, and arson) brought to their attention based on records of all reports of crime received from victims, officers who discover infractions, or other sources, and submit them each month to the FBI either directly or through their state UCR Programs.

Fragile Families and Child Well-Being

http://www.fragilefamilies.princeton.edu/

The Fragile Families & Child Wellbeing Study is following a cohort of nearly 5,000 children born in large U.S. cities between 1998 and 2000 (roughly three-quarters of whom were born to unmarried parents). We refer to unmarried parents and their children as “fragile families” to underscore that they are families and that they are at greater risk of breaking up and living in poverty than more traditional families. The core Study consists of interviews with both mothers
and fathers at birth and again when children are ages one, three, five, and nine. The parent interviews collect information on attitudes, relationships, parenting behavior, demographic characteristics, health (mental and physical), economic and employment status, neighborhood characteristics, and program participation. Additionally, in-home assessments of children and their home environments were conducted at ages three, five, and nine. The in-home interview collects information on children’s cognitive and emotional development, health, and home environment.

**National Longitudinal Study of Adolescent to Adult Health (Add Health)**

[http://www.cpc.unc.edu/projects/addhealth](http://www.cpc.unc.edu/projects/addhealth)

The National Longitudinal Study of Adolescent to Adult Health (Add Health) is a school-based longitudinal study of a nationally representative sample of adolescents in grades 7-12 in the United States during the 1994-95 school year. The Add Health respondents have been followed into young adulthood with four in-home interviews, the most recent in 2008, when the sample was aged 24-32. Add Health is re-interviewing respondents in a Wave V follow-up from 2016-2018 to collect social, environmental, behavioral, and biological data with which to track the emergence of chronic disease as the cohort moves through their fourth decade of life.

**National Survey of Student Engagement**

[http://nsse.indiana.edu/](http://nsse.indiana.edu/)

Through its student survey, *The College Student Report*, NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

**National Longitudinal Survey of Youth 1997**

[https://www.bls.gov/nls/nlsy97.htm](https://www.bls.gov/nls/nlsy97.htm)

The NLSY97 consists of a nationally representative sample of approximately 9,000 youths who were 12 to 16 years old as of December 31, 1996 (born 1980-1984). Round 1 of the survey took place in 1997. In that round, both the eligible youth and one of that youth's parents received hour-long personal interviews. In addition, during the screening process, an extensive two-part questionnaire was administered that listed and gathered demographic information on members of the youth's household and on his or her immediate family members living elsewhere. Youths are interviewed on an annual basis.
Probability Sampling Activity

*For each of the scenarios below, please indicate which probability sampling design (simple random sampling, systematic sampling, stratified sample, cluster sampling) would be most appropriate to use and why (justify your choice).*

1). Professor Park wants to conduct a survey about health behaviors among college students in the Capital Region using students from UAlbany, St. Rose, RPI, and Siena. Which sampling design should he use?

2). Dr. Shelley is interested in studying the impacts of neighborhoods and poverty on children’s delinquent behaviors. He will administer a survey about delinquent behaviors to youth in neighborhoods of varying poverty levels. What sampling design would be most effective for his project?

3). Dr. Meck is interested in hunting and fishing activity in New York State. She finds there are 100,000 people living in New York State with hunting and fishing licenses. From this group, she decides to survey 1,000 people. What sampling design should she use?

4). Professor Zhao is interested in racial/ethnic differences among students in exposure to crime during adolescence. He decides to sample UAlbany undergraduate students about their exposure to a variety of illegal behaviors between the ages of 10 and 18. Which sampling design would be most effective?
Survey Question Activity

Please correct the following survey questions or response choices below to reflect the survey design practices we discussed in class. Some questions have more than one issue, or may have issues in both the question and the response choices. These are meant to be individual questions, not a complete survey so you don’t need to correct any question ordering or other layout choices.

1). Which of the following best describes your race?
   a. white
   b. black
   c. Asian

2). Which of the following best describes your educational attainment?
   a. high school
   b. college
   c. other

3). Have you exercised recently?
   a. yes
   b. no

4). Most doctors believe that smoking cigarettes can lead to lung-cancer or other health problems, especially for children. Do you or anyone else in your home smoke?
   a. yes, at least one smoker
   b. no, no smokers

5). In the last 12 months, unemployment has gone down, gas prices have gone down and homeownership has increased by 5%. The president is doing a good job leading our country.
   a. strongly agree
   b. agree
   c. disagree

6). How many hours did you work for pay last week?
   a. 1-20
   b. 20-40
   c. 40 or more hours

7). Students should not be required to take the SAT to get into college
   a. agree
   b. disagree
   c. strongly disagree

8). College is too expensive. Do you support increasing income taxes as long as some money goes to support grants for college students?
   a. agree
   b. disagree
9). How much money did you spend on groceries last year?
   a. less than $1,000
   b. $1,000-$5,000
   c. $5,000-$10,000

10). Have you ever been arrested and/or incarcerated?
   a. yes
   b. no
   c. prefer not to answer
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<th>Variable</th>
<th>Nominal</th>
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<td>Crime</td>
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<td>Employment</td>
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<td>Relationship/marital status</td>
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**Song Lyric Content Analysis Activity**

*Students are instructed to bring the lyrics from a popular song, or one they like, to class for an activity.*

- Pick two group members’ song lyrics
- Develop a concept to measure
- Operationalize how you will measure it through content analysis
  - Will you use manifest or latent coding?
  - What items will you look for to code?
  - How will you display your results?
- Based upon your coding scheme, have all members code the document
- What did you find?
After reading the methods section of Laud Humphrey’s *Tearoom Trade* (on Blackboard), please write a short analysis and critique addressing what Humphreys did well, what he did poorly, and how he could have conducted his research differently to address the issues raised in your evaluation. Please reference the readings, lecture, and class discussions, especially those focusing on research ethics, when critiquing and analyzing this paper.

This paper is meant to give you an opportunity to analyze research and think about some of the research issues we have already discussed this semester. You should focus on the research methods and ethical issues to assess the quality of the research; any research findings discussed in the reading are not relevant to this assignment.

Your paper should be 2-3 pages typed, double-spaced, in Times New Roman 12-point font with 1-inch margins. Please use the assignment link on Blackboard to submit this paper. This paper will be worth 5 points.

### Rubric

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<tr>
<td>4</td>
<td>Discuss what the researcher did well, what they did poorly, any ethical issues (where appropriate), how the research could be improved to deal with these issues. Students should use class content and specific examples from the research being evaluated to discuss these aspects.</td>
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<tr>
<td>0.5</td>
<td>Grammar (paper should contain few grammatical errors)</td>
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<td>0.5</td>
<td>Paper meets formatting guidelines specified above</td>
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Appendix C: Community and Urban Sociology

Syllabus II

Metropolitan Area Project XI
Instructor Contact Information:
Name: Colleen Wynn
Email: cwynn@albany.edu

I will check the course site and my email daily, please don’t hesitate to contact me if you have any questions or issues.

Course Description:
This course will introduce students to the field of community and urban sociology. Major historical and theoretical perspectives on the city as developed by sociologists, as well as other social scientists, will be examined and applied to an analysis of the contemporary American city. This course will examine both macro and micro-level aspects of urbanization in American metropolitan areas. Particular attention will be paid to urban sprawl, suburbanization, residential segregation, housing issues, neighborhood effects, gentrification, and urban poverty.

Prerequisites: ASOC 115 Introduction to Sociology

Course Objectives:
After this course, students will have:
- a basic understanding of the topics of study in the field of urban sociology.
- an understanding of the dominant theoretical perspectives in urban sociology.
- an understanding of how urban researchers think about cities, neighborhoods, and the people who live there.
- the skills to utilize American FactFinder from the U.S. Census Bureau to access information about metropolitan areas.
- the ability to write about data collected from American FactFinder.

Required Text and Materials:
All readings will be posted on Blackboard. For each module, I included required readings as well as optional additional readings if you are particularly interested in a topic and want to read more.

Course Design:
This course will take place completely online and as a result will require students to be self-directed learners and engage with the course materials provided. This course will take place over four weeks, and thus will require that students are prepared to spend at least three to four hours each day working on this course.

This course is divided into four modules, (1) Overview and Theoretical Perspectives, (2) Urban Growth and Development, (3) Housing and Segregation, and (4) Neighborhoods and Poverty. Each module will contain three to four discussion boards with questions on the readings; you
will be required to participate in at least two of these discussion boards for each module. Modules will generally open on Thursdays with assignments due the following Monday and Wednesday (this schedule is adjusted slightly as classes are suspended on 12/25 and 1/1).

Course Requirements and Grading:
This course has two categories of assignments, weekly discussion boards and a residential segregation project that you will work on throughout the course. As this course is only four weeks long, you will need to stay on top of these assignments, late work will NOT be accepted. I explain these assignments below, but will also post assignment descriptions and guidelines on Blackboard in the Assignments folder inside the Course Materials folder under the Course Content tab.

Discussion Boards:
Individual Posts (40 points)
Each module will contain three to four discussion boards with questions I pose about the readings covered in that module. You will be required to participate in at least two of these discussion boards. Participation in a discussion board means that you respond to the questions or points of discussion I pose. These initial responses to the discussion boards will be due by 11:59pm on the fifth day of a module (generally that Monday, dates specified below). These posts should discuss and reflect on the readings, not merely summarize them. Analyze what the authors were saying, ask questions, if you don’t agree with their findings/conclusions state this and explain why. Your responses should be at least two paragraphs of 4-5 sentences each. Each discussion board post will be worth 5 points each for a total of 40 points across the four modules.

Responses to Classmates (10 points)
In addition to your individual posts, you must engage with at least two of your classmates’ posts by 11:59pm on the seventh day of each module (generally that Wednesday, dates specified below). These responses to other students should do more than say “I agree,” but they should engage with the post. If a student has asked a question, try and answer that question, or if they disagree with a finding and you do not, make the case for the authors’ finding. If you also disagree, build on this. You can respond to posts on any of the discussion boards or this module, not just the two you post on. If someone responds to you, please try and engage with them. Responses to your classmates should be 2-3 sentences each, at least. Responses for each module will be worth 2.5 points, for a total of 10 points across the four modules.

*It is important to note that you will not be able to see the posts on a discussion board until you participate in that discussion board. Therefore, you must make an original post to respond to classmates.

In your individual posts, as well as in your responses, you need to use full sentences and be mindful of grammar. Please proof read your responses before posting. If you’re citing from a particular article, please include an in-text citation in ASA style (author(s) year). Information on citing using ASA can be found here: [http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf](http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf). I’ve also included this quick guide on our course site for your reference. If I cannot understand your post because of excessive grammatical errors you may lose points.
**Metropolitan Area Comparison Project:** (50 points)
You will work on this project throughout this course. I have created a folder on Blackboard containing all the information for this project that will be available throughout the class. This project will teach you to use American FactFinder, a data tool from the U.S. Census Bureau. You will extract recent American Community Survey data for two similarly sized metropolitan areas, prepare a table of this data and write up a brief report comparing and contrasting these two cities on a range of sociodemographic characteristics. A data table (using template on Blackboard) will be due by the end of Module 2. You will then complete a short write up (3-5 pages) describing the demographic characteristics in each city and how these cities are similar and different.
Selecting your cities will be worth 5 points (due at the end of Module 1), the table due at the end of Module 2 is worth 20 points, and the write-up is worth 25 points (due at the end of the course, Module 4). In total, this project will be worth 50 points. I have provided a more detailed description on Blackboard in the Metro Area Comparison Project folder.

**Determination of Letter Grades:**
All grades will be posted on Blackboard where you will be able to track your grade. Please regularly monitor your grade and if you have any questions or concerns, contact me. Please do not wait until the end of the course to raise your concerns, as it can be more difficult to deal with issues then.

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**Emails:**
All email correspondence from the instructor will be sent to students’ UAlbany email accounts. Please be sure to check your inbox regularly, as there may periodically be course announcements or reminders distributed by email. When emailing the instructor, please put the course name in the subject line to ensure that your email is given appropriate attention.

**Academic Integrity:**
While some class work will be collaborative and the sharing of ideas is encouraged, cheating of any sort will not be tolerated. Any work submitted by a student must be his/her own. Violations of academic integrity will result, at a minimum, in the student(s) receiving a grade of zero on the assignment or assessment in which it occurred.
Please familiarize yourself with the Undergraduate Academic Regulations: [www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html)

**Attendance:**
As this is an asynchronous online course, you will not be required to be in attendance at any specific time. However, you should expect to log in every day and devote at least 3 to 4 hours to the course as this is a wintersession course and very short.
American Disabilities Act Statement:
Reasonable accommodations will be provided for students with documented disabilities. If you have a disability requiring accommodation in this class, please notify the Disability Resource Center (located in CC 130) as soon as possible. For more information, please see the DRC website: [http://www.albany.edu/disability/](http://www.albany.edu/disability/).

**Important Due Dates** – all assignments due by 11:59pm on the date specified

- 12/21 Module #1: Overview and Theoretical Perspectives opens 12am
- 12/26 Module #1 discussion board posts
- 12/27 Module #1 discussion board responses to classmates
  - Submit your selected cities for the metropolitan area project using the assignment link on Blackboard in the Metro Area Project folder

- 12/28 Module #2 Urban Growth and Development opens 12am
- 1/2 Module #2 discussion board posts
- 1/3 Module #2 discussion board responses to classmates
  - City data table due

- 1/4 Module #3 Housing opens 12am
- 1/8 Module #3 discussion board posts
- 1/10 Module #3 discussion board responses to classmates

- 1/11 Module #4 Neighborhoods opens 12am
- 1/15 Module #4 discussion board posts
- 1/18 Module #4 discussion board responses to classmates
  - Metro project paper due

**Tentative Course Schedule:**

Module #1: Overview and Theoretical Perspectives – opens 12am Thursday December 21st

**Required Readings:**


Additional Optional Readings:


Module Assignments:
1). Discussion Board Posts (choose two)
   DB #1: Contemporary Urban Sociology
   DB #2: The Chicago School
   DB #3: Urbanism as a Way of Life
Due: Posts due Tuesday December 26th 11:59pm, responses due Wednesday December 27th 11:59pm

2). Submit your cities for the metropolitan residential segregation project by Wednesday December 27th 11:59pm using the assignment link “Metro Area Selection” in the Metro Area Project folder on Blackboard.

Module #2: Urban Growth and Development – opens 12am Thursday December 28th

Required Readings:


Additional Optional Readings:


Module Assignments:
1). Discussion Board Posts (choose two)
   DB #1: Federal Housing Policies and Discrimination
   DB #2: Defining Suburbs
   DB #3: Urban Sprawl
   DB #4: Suburbanization

Due: Posts due Tuesday January 2nd 11:59pm, responses due Wednesday January 3rd 11:59pm

2). Data table for metro residential segregation project due Wednesday January 3rd 11:59pm

Module #3: Housing and Segregation – opens 12am Thursday January 4th

Required Readings:


**Additional Optional Readings:**


(http://www.theatlantic.com/business/archive/2016/02/segregation-tomorrow/459942/).

**Module Assignments:**
1). Discussion Board Posts (choose **two**)
   - DB #1: Persistence of Segregation
   - DB #2: Residential Segregation Measures
   - DB #3: Residential Preferences
   - DB #4: Housing Issues and Segregation
**Due:** Posts due **Monday January 8th 11:59pm**, responses due **Wednesday January 10th 11:59pm**

**Module #4: Neighborhoods and Poverty** – opens 12am Thursday January 11th

**Required Readings:**


**Additional Optional Readings:**


**Module Assignments:**
1). Discussion Board Posts (choose **two**)
   - DB #1: Historical and Contemporary Theories on Neighborhood Effects
   - DB #2: Neighborhood Effects
DB #3: Gentrification

**Due:** Posts due **Monday January 15\(^{th}\) 11:59pm**, responses due **Thursday January 18\(^{th}\) 11:59pm**

2). Metro residential segregation paper due **Thursday January 18\(^{th}\) 11:59pm**
Metropolitan Area Project (50 points)

For this project you will select two similarly sized metropolitan areas for comparison on a series of sociodemographic characteristics. You will be using the data tool American FactFinder to obtain data from the American Community Survey (ACS). You will then write a short paper comparing these metropolitan characteristics and discussing their residential segregation (I will provide these statistics).

Select two metropolitan areas with similarly sized populations from the Excel file “Metro Area Population and Segregation” (this will ensure you have selected cities that will have data for comparison). Please submit your selected cities on Blackboard using the assignment link “Metro Area Selection” in the Metro Area Project folder by **Wednesday December 28th at 11:59pm**. Submitting your selected metropolitan areas will count for 5 points toward your final grade.

Please refer to the PowerPoint “Accessing and Using FactFinder” on Blackboard for a walkthrough of how to access data using FactFinder. You will extract data from FactFinder on a series of characteristics for your two cities and enter the data into the table template I have provided on Blackboard. Additionally, please report the black-white residential segregation for your metropolitan areas in 2010, which can be obtained from the Excel file on Blackboard. Remember to replace Metro Area #1 and #2 with the names of your metro areas so I know which ones you are using. This table is due by **Wednesday January 4th at 11:59pm**. This table will be worth 20 points toward your final grade. Please also include this table at the end of your paper (just copy and paste it into your Word document).

You will write a brief paper describing the characteristics for each city and comparing across the two metropolitan areas. You will need to discuss each of the characteristics, are they relatively similar or very different between cities. If there are a lot of differences between your metropolitan areas, please try to offer an explanation for these differences. For instance, are the cities in different regions? Do they have different histories of immigration (does one have a larger foreign born population than the other), or industry? If you know something about specific policies at the local, state, or national level that might have impacted the cities differently you can also discuss these.

Please also discuss the similarities or differences in their residential segregation level, why do you think these two cities have similar or different segregation? What about their populations might contribute to this? Is one city more diverse than the other? Does one have a larger foreign-born population?

Obviously, you only have data about these cities at one point in time, and you may not be familiar with these cities enough to know their industrial or immigration histories or their policies, but please use what you have learned in this course to theorize about how and why the sociodemographic characteristics vary between cities and what impact this might have on black-white residential segregation in these cities. I will not be penalizing you based on your theorizing, I merely want you to practice thinking about how segregation can vary across metropolitan contexts.
I have also included some articles for optional reading, which examine differences in segregation across metropolitan areas so that you can see some of the arguments made in the literature. This is by no means an exhaustive list, and social scientists do not yet know all the ways in which segregation varies so please feel free to extrapolate beyond the arguments made in these articles in your paper.

Please use complete sentences in your paper. Be mindful of spelling and grammar issues, if these are excessive and make it difficult to understand your paper you will lose points. If you are citing any articles (which is not required) please remember to use ASA format, refer to the guide on Blackboard. This paper should be 3-5 pages, typed, in Times New Roman 12-point font with 1-inch margins.

This paper is due by **Wednesday January 18th at 11:59pm** and will be worth 25 points.

Paper Grading Rubric

5 points – The paper discusses the sociodemographic characteristics of each city
5 points – The paper compares and contrasts the characteristics between the two cities
5 points – The paper discusses the sociodemographic characteristics with regard to the segregation scores
5 points – The paper makes an effort to account for any similarities or differences in sociodemographic characteristics and segregation between the cities
2 points – The table of sociodemographic characteristics is included at the end of the paper
3 points – The paper is correctly formatted and contains few grammatical errors
Appendix D: Sociology of Families

Syllabus II
Sociology of Families  
ASOC 250-8528, Online  
Instructor: Colleen Wynn  
Fall 2017

Instructor Contact Information:  
Name: Colleen Wynn  
Email: cwynn@albany.edu  
Office Hours: TTH 10:30-12:00, AS 354

I will check the course site and my email frequently, please don’t hesitate to contact me if you  
have any questions or issues. If we need to arrange a time to meet online, I am open to this,  
please contact me to do so. I also teach in-person, so if you are around campus and want to come  
to my office hours and speak in person, please feel free.

Course Description:  
This course examines American families from a sociological perspective. We will investigate  
ways in which ‘family’ has been defined in academic literature, review the history of families in  
America, and discuss sociological research on families including literature on intimate  
relationships, cohabitation, marriage, divorce, children, parents, stepfamilies, and so on.  
Specifically, we will examine forms, characteristics, and challenges of American families;  
variation by social location (race, class, gender, and sexuality); and relationships between  
families and other social institutions.

Prerequisites: ASOC 115 Introduction to Sociology

Course Objectives:  
After this course, students will be able to:  
  • define ‘family’ and discuss implications of this definition  
  • explain the historical context from which family has evolved  
  • describe major demographic processes of the American family and justify why they are  
    important  
  • analyze families and family processes from a sociological perspective

Required Text and Materials:  
York: W.W. Norton.

Course Design:  
This course will take place completely online and as a result will require students to be self-  
directed learners and engage with the course materials provided. This course is divided into nine  
sections outlined below in the course schedule, some sections are only one week, but some are  
two weeks long. Sections will open at 12am (ET) on Sundays and close at 11:59pm (ET) on  
Saturdays. This gives you additional flexibility in your work time, but all work can be  
completed Monday-Friday if you prefer not to work on the weekend.
Course Requirements and Grading:
It is important to stay on top of your assignments as late work is NOT accepted. If you fall behind in class due to extreme circumstances (severe injury or illness, death in the family, etc.) please contact me immediately to make alternate arrangements. In addition, you should have a back-up plan in case your internet connection or computer fails and must allow time to handle these situations so you are not rushed to submit your work – internet/computer failure is not an adequate excuse to miss a quiz.

I will drop your lowest quiz and discussion board scores at the end of the semester. In effect, this means you can miss one quiz and one discussion board, though I recommend you plan to take all quizzes and participate in all discussion boards as something may come up later or you may score poorly on one and wish to drop that score.

(1) Discussion Boards: (40 points)

*Individual Posts* (24 points)
Each section will have a discussion board where I will pose questions about the readings covered in that section, or have you complete a relevant activity and respond to questions connecting the reading material and the activity. You MUST participate in each discussion board (though I will drop your lowest score). Participation in a discussion board means that you respond to the questions or points of discussion I pose. These initial responses to the discussion boards will be due by 11:59pm on the Wednesday before a section closes. These posts should discuss and reflect on the readings, not merely summarize them. Analyze what the authors were saying, ask questions, if you don’t agree with their findings/conclusions state this and explain why. Your responses should be one to two paragraphs each. Each discussion board post will be worth 3 points each for a total of 24 points across the 9 sections (remember, I will drop the lowest discussion board grade).

*Responses to Classmates* (16 points)
In addition to your individual posts, you must engage with at least one of your classmates’ posts by 11:59pm on the last day of each section (Saturday). These responses to other students should do more than say “I agree,” but they should engage with the post. If a student has asked a question, try and answer that question, or if they disagree with a finding and you do not, make the case for the authors’ finding. If you also disagree, build on this. In order to be able to respond to others’ posts, you MUST have posted on the discussion board yourself, therefore, if you miss posting on the board, you will be unable to respond to anyone else’s post either. If someone responds to you, please also try and engage with them by responding to their response where possible. Responses to your classmates should be 2-3 sentences each, at least. Responses for each section will be worth 2 points, for a total of 16 points across the 9 sections (again, I will drop your lowest discussion board score).

*General discussion board post writing guidelines*
In your individual posts, as well as in your responses, you need to use full sentences and be mindful of grammar. Please proofread your responses before posting. If you’re citing
from a particular article, please include an in-text citation in ASA style (author(s) year). Information on citing using ASA can be found here (I’ve also included this quick guide on our course site for your reference). If I cannot understand your post because of excessive grammatical errors you may lose points.

(2) **Journals:** (20 points)
Throughout the semester, you will write 10 journal entries connecting course content to real life issues. These journals entries can connect reading to personal experiences, media (television shows, newspaper articles, movies, documentaries, etc.), issues in popular culture, etc. **You will submit your journal entries twice throughout the semester, submitting 5 entries at a time.** You can write them in any week before the five entries are due, though, ideally, you’ll work on these throughout the semester rather than write them all the day before you submit them. Journal entries should be 1-2 pages (it’s okay if they’re a little longer, just not shorter), double-spaced, 12-point font, Times New Roman. If I cannot understand your journals because of excessive grammatical errors you may lose points. Journals will be due at **11:59pm on 10/14 and 12/11.**

(3) **Quizzes:** (40 points)
At the end of each of the nine sections you will complete a short quiz of 5-10 multiple-choice questions. These quizzes are designed to gauge your understanding of the course material and will only contain questions on material from that section. You will have 60 minutes to take each quiz and quizzes will be open for a 72-hour period at the end of each section (12am on Thursday-11:59pm on Saturday, unless otherwise specified). I will drop your lowest quiz score; each quiz is worth 5 points for a total of 40 points.

**Determination of Letter Grades:**
All grades will be posted on Blackboard where you will be able to track your grade. Please regularly monitor your grade and if you have any questions or concerns, contact me. Please do not wait until the end of the course to raise your concerns, as it can be more difficult to deal with issues then.

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**Online Classroom Conduct:**
You are expected to behave respectfully towards your instructors and fellow students. Disrespectful behaviors, such as insulting other students on discussion boards, will not be tolerated. I will report excessive disrespectful or disruptive behavior to the Department Chair and/or Dean.

*Be mindful that students enter this course with various backgrounds and experiences. Everyone should be provided the opportunity to learn and discuss relevant course topics in a safe and comfortable environment. Every student and all course material should be treated with respect.*
Emails:
All email correspondence from the instructor will be sent to students’ UAlbany email accounts. Please be sure to check your inbox regularly, as there may periodically be course announcements or reminders distributed by email. When emailing the instructor, please put the course name in the subject line to ensure that your email is given appropriate attention.

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Attendance:
As this is an asynchronous online course, you will not be required to be in attendance at any specific time. However, you should expect to log in at least 2-3 times per week, and spend up to 5 hours a week on readings and assignments for this course.

American Disabilities Act Statement:
Reasonable accommodations will be provided for students with documented disabilities. If you have a disability requiring accommodation in this class, please notify the Disability Resource Center (located in BA 120) as soon as possible. For more information, please see the DRC website: http://www.albany.edu/disability/.

Important Due Dates – all assignments due by 11:59pm on the date specified
9/6 – individual discussion board post (section #1)
9/9 – response to classmate discussion board post quiz #1 (opens 12am 9/7)
9/13 – individual discussion board post (section #2)
9/16 – response to classmate discussion board post quiz #2 (opens 12am 9/14)
9/27 – individual discussion board post (section #3)
9/30 – response to classmate discussion board post quiz #3 (opens 12am 9/28)
10/4 – individual discussion board post (section #4)
10/7 – response to classmate discussion board post quiz #4 (opens 12am 10/5)
10/11 – individual discussion board post (section #5)
10/14 – response to classmate discussion board post
quiz #5 (opens 12am 10/12)
journals #1-5

10/25 – individual discussion board post (section #6)
10/28 – response to classmate discussion board post
quiz #6 (opens 12am 10/26)

11/8 – individual discussion board post (section #7)
11/11 – response to classmate discussion board post
quiz #7 (opens 12am 11/9)

11/15 – individual discussion board post (section #8)
11/18 – response to classmate discussion board post
quiz #8 (opens 12am 11/16)

12/6 – individual discussion board post (section #9)
12/11 – response to classmate discussion board post
quiz #9 (opens 12am 12/7)
journals #6-10

**Tentative Course Schedule:**
The instructor reserves the right to make changes to this schedule, I will alert you to any changes via Blackboard announcements (this is not anticipated).

All readings all come from the textbook. While it may look like some weeks have a lot of reading, many of the readings are only a few pages, so please do not feel overwhelmed by the number of readings listed for each section below. In sections spanning two weeks, I have divided the readings so that you read about half each week, you do not have to spread the readings out, I just did this to make them more manageable for you.

**Section #1: Introduction to Studying Families – opens 12am August 28th, closes 11:59pm September 9th (Weeks 1 & 2)**

**Readings**
Week 1:
Barbara J. Risman and Virginia E. Rutter: *Springing Forward from the Past: An Introduction*  
Chapter 1, pp. 2-11

Brian Powell, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman: *Changing Counts, Counting Change: Americans’ Movement toward a More Inclusive Definition of Family*  
Chapter 8, pp. 84-95

Karen Struening: *Families “In Law” and Families “In Practice”: Does the Law Recognize Families as They Really Are?*  
Chapter 10, pp. 116-136

Amy Blackstone and Amy Greenleaf: *Childfree Families*  
Chapter 11, pp. 137-144
CCF Facts: Eric Klinenberg, Stacy Torres, and Elena Portacolone: *Aging Alone in America* pp. 145-147

Week 2:
Andrew J. Cherlin: *One Thousand and Forty-Nine Reasons Why It’s Hard to Know When a Fact Is a Fact* Chapter 2, pp. 12-16

Philip A. Cowan: *When Is a Relationship between Facts a Causal One?* Chapter 3, pp. 17-21

Linda Burton: *Uncovering Hidden Facts that Matter in Interpreting Individuals’ Behaviors: An Ethnographic Lens* Chapter 4, pp. 22-25


In the News: “When Numbers Mislead,” by Stephanie Coontz (*New York Times*) pp. 31-33

**Due Dates** (all assignments due by 11:59pm on the date specified)
9/6 11:59pm individual discussion board post
9/9 11:59pm response to classmate post
9/9 11:59pm quiz #1 (opens 12am-9/7)

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**Section #2: Historical Perspectives on Family** – opens 12am September 10th, closes 11:59pm September 16th (Week 3)

**Readings**
Stephanie Coontz: *The Evolution of American Families* Chapter 5, pp. 36-55

Steven Mintz: *American Childhood as a Social and Cultural Construct* Chapter 6, 56-67

In the News: “A ‘Golden Age’ of Childhood?” by Steven Mintz (*Christian Science Monitor*) pp. 68-69

**Due Dates** (all assignments due by 11:59pm on the date specified)
9/13 11:59pm individual discussion board post
9/16 11:59pm response to classmate post
9/16 11:59pm quiz #2 (opens 12am-9/14)

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**Section #3: Intimate Relationships, Cohabitation, and Marriage** – opens 12am September 17th, closes 11:59pm September 30th (Weeks 4 & 5)

**Readings**
Week 4:
Pepper Schwartz: *Why Is Everyone Afraid of Sex?* Chapter 17, pp.252-263
In Other Words: “The Coolest Thing About Online Dating Sites,” by Jenny Davis (Cyborgology) pp.196-197


Week 5:

In the News: “Women Say ‘I do’ to Education, then Marriage,” by Leslie Mann (Chicago Tribune) pp. 615-616

Orit Avishai, Melanie Health, Jennifer Randles: The Marriage Movement Chapter 20, pp. 304-320

In the News: “How to Stay Married,” by Stephanie Coontz (Times of London) pp. 321-323


In the News: “No, Marriage Is Not a Good Way to Fight Poverty,” by Bryce Covert (ThinkProgress) pp. 327-328

Due Dates (all assignments due by 11:59pm on the date specified)
9/27 11:59pm individual discussion board post
9/30 11:59pm response to classmate post
9/30 11:59pm quiz #3 (opens 12am-9/28)

Section #4: Divorce and Stepfamilies – opens 12am October 1st, closes 11:59pm October 7th (Week 6)

Readings
Virginia E. Rutter: The Case for Divorce Chapter 21, pp. 329-340

Marilyn Coleman and Lawrence Ganong: Stepfamilies as They Really Are: Neither Cinderella nor the Brady Bunch Chapter 22, pp. 343-357

In Other Words: “Silver Linings Divorce Trend,” by Philip Cohen (FamilyInequality) pp. 341-342
Due Dates (all assignments due by 11:59pm on the date specified)
10/4 11:59pm individual discussion board post
10/7 11:59pm response to classmate post
10/7 11:59pm quiz #4 (opens 12am-10/5)

Section #5: Parents and Children – opens 12am October 8th, closes 11:59pm October 14th (Week 7)

Readings

CCF Brief: Elizabeth Gregory: Myths of Later Motherhood pp. 405-406

In the News: “Number of Older Women Having Babies Continues to Grow,” by Lois M. Collins (Deseret News) pp. 407-410


Due Dates (all assignments due by 11:59pm on the date specified)
10/11 11:59pm individual discussion board post
10/14 11:59pm response to classmate post
10/14 11:59pm quiz #5 (opens 12am-10/12)
10/14 11:59pm journals #1-5

Section #6: Work and Families – opens 12am October 15th, closes 11:59pm October 28th (Weeks 8 & 9)

Readings
Week 8:
Shannon Davis and Brittany Owen: Life in a Dual-Earner Couple Before, During, and After the Great Recession Chapter 14, pp. 198-213

Oriel Sullivan: Men’s Changing Contribution to Family Work Chapter 36, pp. 617-628

In the News: “It’s Not Just Us: Women Around the World Do More Housework and Have Less Free Time,” by Bryce Covert (ThinkProgress) pp.629-631

In the News: “Yes, I’ve Folded Up My Masculine Mystique, Honey,” by Stephanie Coontz (The Sunday Times of London) pp. 662-665

Week 9:
Kristen Myers and Ilana Demantas: \textit{Being “The Man” Without Having a Job and/or Providing Care Instead of “Bread”} Chapter 37, pp. 632-647

CCF Symposium: \textit{Equal Pay Symposium: Fifty Years Since the Equal Pay Act of 1963} pp. 648-661

In Other Words: \textit{“Still a Man’s World,”} by Philip Cohen (\textit{Boston Review}) pp. 666-673

**Due Dates** (all assignments due by 11:59pm on the date specified)
10/25 11:59pm individual discussion board post
10/28 11:59pm response to classmate post
10/28 11:59pm quiz #6 (opens 12am-10/26)

**Section #7: Race/Ethnicity and Immigration and Families** – opens 12am October 29th, closes 11:59pm November 11th (Weeks 10 & 11)

**Readings**

Week 10:
Donna L. Franklin: \textit{African Americans and the Birth of the Modern Marriage} Chapter 7, pp. 72-83

Kerry Ann Rockquemore and Loren Henderson: \textit{Interracial Families in Post-Civil Rights America} Chapter 9, pp. 98-112

CCF Brief: Kimberlyn Fong: \textit{Changes in Interracial Marriage} pp. 113-114


In Other Words: \textit{“Interracial Marriages and the Meaning of Multiraciality,”} by Jennifer Lee (\textit{Sociological Images}) pp. 192-195


Week 11:
Etiony Aldarondo and Edward Ameen: \textit{The Immigration Kaleidoscope: Knowing the Immigrant Family Next Door} Chapter 29, 480-496


In the News: \textit{“An Immigrant Wife’s Place? In the Home, According to Visa Policy,”} by Pallavi Banerjee (\textit{Ms. magazine blog}) pp. 516-517

**Due Dates** (all assignments due by 11:59pm on the date specified)
11/8 11:59pm individual discussion board post
Section #8: Inequality and Families – opens 12am November 12th, closes 11:59pm November 18th (Week 12)

Readings
In Other Words: “Class and Race Demographics of LGBT Families,” by Lisa Wade (Sociological Images) pp. 476-477


Kevin Roy and Natasha Cabrera: Not Just Provide and Reside: Engaged Fathers in Low-Income Families Chapter 32, pp. 542-549

In Other Words: “More Similarities than Differences in Study of Race and Fatherhood,” by Lisa Wade (Sociological Images) pp. 550

Bryan L. Sykes and Becky Pettit: Mass Incarceration and Family Life Chapter 33, pp. 551-565

In Other Words: “Doing Time = Doing Gender,” by Virginia E. Rutter (Girl w/ Pen) pp. 567-568

Due Dates (all assignments due by 11:59pm on the date specified)
11/15 11:59pm individual discussion board post
11/18 11:59pm response to classmate post
11/18 11:59pm quiz #8 (opens 12am-11/16)

Section #9: Young Adulthood and Modern American Families – opens 12am November 19th, closes 11:59pm December 11th (Weeks 13 & 14)

*due to Thanksgiving, this section will be open longer, please take Thanksgiving break off and enjoy!

Readings
Week 13:
Joshua Coleman: Parenting Adult Children in the Twenty-First Century Chapter 24, pp. 390-401

In the News: “ Lean Times Force Many Bay Area 'Boomerang Kids' to Return Home as Adults,” by Hannah Dreier and Paul Burgarino (San Jose Mercury News) pp. 402-404
Kathleen Gerson: *Falling Back on Plan B: The Children of the Gender Revolution Face Uncharged Territory* Chapter 35, pp. 593-608

Week 14:
Brian Powell, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman: *Changing Counts, Counting Change: Americans’ Movement toward a More Inclusive Definition of Family* Chapter 8, pp. 84-95


Barbara J. Risman: *Families: A Great American Institution* Chapter 38, pp. 676-683

**Due Dates** (all assignments due by 11:59pm on the date specified)
12/6 11:59pm individual discussion board post
12/11 11:59pm response to classmate post
12/11 11:59pm quiz #8 (opens 12am-12/7)
12/11 11:59pm journals #6-10