

**Southern Illinois University**  
**SOC 340 Sociology of Family**  
**Fall 2012**

**Class Times:** TR 2:00pm-3:15pm (Wham 203)

**Instructor:** Chris Wienke, Ph.D.

Office: Faner 3432 Tel: 453-7629

Office Hours: TR 12:00pm-1:45pm; 5:00pm-5:45pm

Email: [cwienke@siu.edu](mailto:cwienke@siu.edu)

**Overview**

The aim of this course is to develop critical and analytical thinking about the family and its role in society. In order to accomplish this it is essential to focus on the varying definitions of family, its changing and diverse forms and functions, and the interactions between families and other social institutions. Through reading assignments, lectures, discussions, classroom debates, position papers on controversial family issues, writing exercises, and examinations, students will become acquainted with the conceptual, empirical, and methodological foundations of sociological scholarship on the family.

Substantive areas include family theory and methods, family change and history, class, race, and ethnic diversity, gender and the sexual division of labor, work and family issues, sexuality, dating and mate selection, cohabitation, marriage, and same-sex intimacies, children and parents, domestic violence, divorce, remarriage, and step-families, and family policy.

**Required Materials**

1. Cherlin, Andrew, 2010, *Public and Private Families: An Introduction (Sixth edition)*. Boston: McGraw-Hill. [Text]

2. Cherlin, Andrew, 2010, *Public and Private Families: A Reader (Sixth edition)*. Boston: McGraw-Hill. [Reader]

3. Selected readings available on Desire2Learn. [D2L]

**Course Requirements and Grading**

1. *Exam I, Exam II, Exam III, and Final Exam.*

Each of the exams will be based on a synthesis of the materials covered in readings, lectures, and classroom discussions, and will consist of multiple choice questions. The exams are designed for you to demonstrate what you have learned, apply concepts from the readings, lectures, and classroom discussions to specific questions, and extend the learning process to the tests themselves. Exams are scheduled for September 18, October 23, November 20, and December 13. The average of the four exams is worth 65% of the final grade. **(Note: Make-up exams will be permitted only for situations that are extremely serious; you must notify the instructor in advance if you need to reschedule an exam at other than the scheduled time)**

2. *Oral & Written Project:* Parts of eight class periods (depending on enrollment) will be devoted to classroom debates on controversial issues related to the themes that organize the course. Two groups will be responsible for presenting the opposing views. As an individual you are responsible for:

1. Meeting with the other members of the group to discuss the arguments from both sides of the controversy. Together, you must prepare two lists: a column of arguments on one side, and a column of arguments on the opposing side (just draw a line down the middle of the page to

create the two columns). The assignment is due the week before your scheduled debate. Use course readings, lectures, and outside materials to prepare your lists. You will receive comments from the instructor regarding your lists before your scheduled debate. You may use the instructor's feedback to shape the arguments in debate.

2. Preparing a position paper stating your argument. This should be about 4 pages long (not including the cover sheet or reference page) and is due the day of your debate. This paper must be in your own words, and must include the argument, any hypotheses, and evidence based on the materials you marshaled to produce your two-column list (and anything else you wish to add). This position paper must *take a position on the issue, presumably the same position you are arguing in the debate*. Your paper must include a clear thesis statement, supporting evidence, and a conclusion. Your supporting evidence should include material from the course as well as outside references; do not just write a paper that is purely your opinion or your personal experience. Rather, use the paper as an opportunity to show that you have engaged the course material and other relevant information.

General formatting of in-text citations and the bibliography should follow ASA style guidelines. For more information on ASA style, you should google "ASA Style Guide" (I also encourage you to see me or someone from the SIU Writing Center if you have any questions about the mechanics of writing a "position" paper). The paper must contain a minimum of 5 academic references from either professional journals or books (not counting class materials), and must follow all university rules related to academic honesty. For journal articles, consider using these search engines: *SocINDEX*; *PsycINFO*; *Family Studies Abstracts*; and *Social Science Citation Index* (Just go to the SIU library website and click on "Databases/Find Articles"). Also consider *WorldCat*, which is useful in searching books. Common family-related journals include: *Journal of Marriage and Family*; *Journal of Family Issues*; *Family Relations*; *Journal of Divorce and Remarriage*; *Journal of Family Psychology*; *Journal of Comparative Family Studies*; *Journal of GLBT Family Studies*; *Journal of Family Violence*; *Journal of Family History*.

Papers must be typewritten or word processed, double spaced, and in standard 12-point fonts. Be sure to hand in a *final draft* -- that means a draft that you have revised based on the comments of either one or more of your teammates or of a consultant at the Writing Center (or both). It should contain no grammatical or typographical errors. (Note: Written work must be submitted on time; late work will be penalized a letter grade per day from the due date)

**Plagiarism:** When you copy something word for word, you must place it in quotation marks and reference it (Note: if you must quote another author, only use quotations that are essential to your argument. The use of "nonessential quotations" will result in a lower grade). If you are paraphrasing ideas in your own words, it is not necessary to use quotation marks, but you must cite the source. This should be done according to ASA guidelines (see above). If you use another author's words without citing them, you are committing plagiarism and will receive a F. (Note: At the end of the syllabus, there is a *position paper evaluation form*).

3. Presenting your position with other members of your team in class. You may bring notes on a *single 3\_ by 5\_ note card*. You may not read a prepared statement. Each team member will have 1-2 minutes to make an initial statement and each team will have 2 minutes to make a rebuttal statement in which you engage with the opposing team's arguments and make counter-arguments. You will then have to answer questions from your classmates and participate in the subsequent discussion.

Each student will prepare *one* controversy presentation and paper over the course of the semester. The most successful debates make it clear *who is on which side*, rather than simply having each participant present materials and arguments at random. Don't just make inflammatory statements in order to provoke discussion; build and support the arguments on each side of the controversy by sharpening the contrast between your two teams. Present your rival hypotheses and evidence clearly and persuasively. (Note: Failing to present will result in a zero for this assignment)

Your oral and written project grade will be based on the presentation, the group list, and individual position paper and is worth 25% of the final grade.

#### DEBATE DATES AND TOPICS:

1. Sept 13: Are American families in decline?
2. Sept 27: Has the rise of women=s employment created new dangers for children?
3. Oct 11: Does social inequality among families reflect the diverse Afamily values@ of differing racial-ethnic and class subcultures or, instead, families unequal access to economic and social opportunities?
4. Oct 18: Has sexual freedom gone too far or not far enough?
5. Oct 31: Are arranged marriages a good tradition?
6. Nov 8: Are more fluid and diverse adult intimate bonds a case of expanded options or a decline of commitment?
7. Nov 13: Are children with same-sex parents at a disadvantage?
8. Dec 4: Should divorces be more difficult to obtain?

3. *Class Exercises*. From time to time, you will be asked to complete class exercises. The exercises, which may take place in class or out of class, will be linked to concepts, issues, or questions drawn from the readings, class lectures, and/or film material. These exercises will serve several purposes: (1) to Ajumpstart@ the process of thinking sociologically during the class period; (2) to help you make sense of the reading, lecture, and/or film materials; (3) to develop students= critical thinking and writing skills; and/or (4) to help the instructor assess who is having difficulty understanding the material and/or expressing ideas in writing so that appropriate measures may be pursued. The exercises will be graded only as Acomplete@ or Aincomplete,@ and are worth 10% of the final grade. In addition, they will help me assess student attendance; therefore, *no-make-up or late exercises* will be accepted because of absence or tardiness.

4. *Attendance*. Naturally, attendance is expected and necessary in order to successfully complete this course as readings will be a supplement to and not a reiteration of lectures and class discussion. Attendance grades will consist of sporadic attendance checks. You are allowed to miss up to 4 class sessions. You will be docked 3 percentage points per class session for any additional class sessions you miss, REGARDLESS OF THE EXCUSE. (Note: If you fail to come to class on time or leave before class is dismissed, you will be marked Aabsent@)

#### **Other Important Information**

1. *Classroom Decorum*: No disruptive, distracting, or demeaning behavior will be tolerated in this class. If your *cell phone* must be on for medical, childcare, or other reasons, please set it to vibrate, not ring. *Computer laptops* and *tablets* are not allowed unless you have written permission from *Disability Support Services*.

2. *Cheating*: All SIUC policies regarding plagiarism and academic dishonesty will be upheld in this course. A grade of A0@ will be recorded for all works in which you were found to have been involved in any acts of academic dishonesty. If you are not familiar with the definitions and consequences of

cheating or with your rights, refer to your *Student Conduct Code*, see an academic advisor, or ask me.

3. *Grade Appeals*: Any student who believes that she or he has been graded unfairly may appeal that grade following standard university procedures. Certain procedural rights are guaranteed to all students charged with academic dishonesty who are subject to disciplinary action. These rights are outlined in the *Student Conduct Code*.

4. *Emergency Procedures*. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Grading Scale:** *Out of 100 Percentage Points:* A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below.

- ! Exam 1 = 17 %
- ! Exam 2 = 17 %
- ! Exam 3 = 17 %
- ! Final Exam = 14%
- ! Oral & Written Project = 25 %
- ! Class Exercises = 10%
- !

### **TENTATIVE SCHEDULE OF CLASS MEETINGS**

#### **UNDERSTANDING THE CHANGING FAMILY**

- |                    |  |
|--------------------|--|
| Week 1: Aug 21-23  | No reading   |
| Week 2: Aug 28-30  | Text: Chapter 1  |
| Week 3: Sept 4-6   | Text: Chapters 1 & 2. Reader: Cancian AFrom Role to Self: The Emergence of Androgynous Love in the 20 <sup>th</sup> Century@.<br>Sept 6: <i>Debate Group One: Two-column arguments due</i>                   |
| Week 4: Sept 11-13 | Text: Chapters 2 & 14 (pp. 440-442). Reader: Fischer & Hout AThe Family in Trouble: Since When, For Whom?@. D2L: Giele ADecline of the Family@<br>Sept 13: <b>DEBATE 1</b> Are American families in decline? |

#### **GENDER, CLASS, & RACE-ETHNICITY**

- |                    |   |
|--------------------|---|
| Week 5: Sept 18-20 | Text: Chapters 3.<br>Sept 18: <b>EXAM ONE</b><br>Sept 20: <i>Debate Group Two: Two-column arguments due</i> |
| Week 6: Sep 25-27  | Text: Chapters 3 & 8. Reader: Hochschild AJoey=s Problem: Nancy and Evan                                    |

Holt@.

Sept 27: **DEBATE 2** Has the rise of women=s employment created new dangers for children?

Week 7: Oct 2-4

Text: Chapters 4 & 9 (293-300). D2L: Maxine Baca Zinn AFamily, Race, and Poverty@.

Oct 4: *Debate Group Three: Two-column arguments due*

Week 8: Oct 9-11

Text: Chapters 5. Reader: Qian ABreaking the Last Taboo: Interracial Marriage in America@.

Oct 9: No Class (Fall Break)

Oct 11: **DEBATE 3** Does social inequality among families reflect the diverse Afamily values@ of differing racial-ethnic and class subcultures or, instead, families unequal access to economic and social opportunities?

Oct 11 *Debate Group Four: Two-column arguments due*

### **SEXUALITY, PARTNERSHIP, & MARRIAGE**

Week 9: Oct 16-18

Text: Chapter 6. D2L: Bailey ASexual Revolution(s).

Oct 18: **DEBATE 4** Has sexual freedom gone too far or not far enough?

Week 10: Oct 23-25

Text: Chapter 7. Reader: Coontz AWhat=s love got to do with it? A brief history of marriage@. D2L: Bogle AFrom Dating to Hooking Up@.

Oct 23: **EXAM TWO**

Oct 23 *Debate Group Five: Two-column arguments due*

Week 11: Oct 31-Nov 1

Text: Chapter 7. D2L: Waite ADoes Marriage Matter?@. D2L: Bernard AThe Two Marriages@.

Oct 31: **DEBATE 5** Are arranged marriages a good tradition?

Nov 1: *Debate Group Six: Two-column arguments due*

Week 12: Nov 6-8

Text: Chapters 6 (pp. 190-191) & 7. Reader: Edin & Kefalas AUnmarried with Children@. D2L: Edwards et al. AFlying Solo@.

Nov 6: *Debate Group Seven: Two-column arguments due*

Nov 8: **DEBATE 6** Are more fluid and diverse adult intimate bonds a case of expanded options of a decline of commitment?

### **LINKS ACROSS THE GENERATIONS**

Week 13: Nov 13-15

Text: Chapter 7 (234; 288-290) & 9 (272-277). Reader: Meezan & Rauch AGay Marriage, Same-sex Parenting, and American=s Children@. D2L: Seidman AGay Marriage.@ DL2: Cowan & Cowan ANew Families: Modern Couples as New Pioneers@. D2L: Simon AThe Joys of Parenthood Reconsidered.@

Nov 13: **DEBATE 7** Are children with same-sex parents at a disadvantage?

Week 14: Nov 20-22

No reading

Nov 20: **EXAM THREE**

Nov 22: No Class (Thanksgiving)

### **CONFLICT, DISRUPTION, & RECONSTITUTION**

- Week 15: Nov 27-29      Text: Chapters 11 & 12. Reader: Leisenring "Controversies Surrounding Mandatory Arrest Policies and Police Responses to Intimate Partner Violence". D2L: Kurz "How Marriages End".  
Nov 27: *Debate Group Eight: Two-column arguments due*
- Week 16: Dec 4-6      Text: Chapters 12 & 13. D2L: Amato "The Consequences of Divorce for Adults and Children".  
Dec 4: **DEBATE 8** Should divorces be more difficult to obtain?
- Week 17 (Dec 13)      **FINAL EXAM** (8:00pm-10:00pm)

POSITION PAPER EVALUATION FORM

**FORMAT REQUIREMENTS**

**Maximum Points**

- 1. Paper done on time. Grade drops (5 points) for every class day late. /5 \_\_\_\_\_
  
- 2. Paper is 4 full pages (not including cover sheet or bibliography) typed, double-spaced, in standard 12 point fonts. Grade drops (5 points) for every page under the page limit. \_\_\_\_\_/5
  
- 5. Minimum of 5 academic references from professional journals or books (not counting class materials).Grade drops (5 points) for every reference under the reference limit. \_\_\_\_\_/5
  
- 6. References cited in paper and bibliography according to ASA guidelines. \_\_\_\_\_/5

**CONTENT OF THE PAPER:**

- 1. Your position is accurate according to research. \_\_\_\_\_/10
  
- 2. The paper is well organized: You followed these guidelines and used research to support your ideas. Your writing is logical and sequential. You included a clear thesis statement, supporting evidence, and a conclusion /10 \_\_\_\_\_
  
- 3. Grammar, spelling, typing, and sentence construction are correct (having someone proofread your paper or reading it out loud helps). \_\_\_\_\_/10

**PERSUASIVENESS**

- 1. Paper is persuasive. \_\_\_\_\_/10
  
  - 2. You focus clearly on important points and are selective in choosing facts, ideas, and examples that are most significant to the debate topic. /10 \_\_\_\_\_
- \*Total Points** \_\_\_\_\_/70

\*Paper is worth 70pts. The debate is worth 25pts. The list is worth 5pts.