

Southern Illinois University
SOC 340 Sociology of Family
Spring 2010

Class Times: TR 2:00pm-3:15pm (Applied Sciences & Arts 118c)

Instructor: Chris Wienke, Ph.D.

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Office Hours: TR 1:00pm-1:45pm; 3:30pm-5:45pm

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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, research papers, 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, the elderly and their families, domestic violence, divorce, remarriage, and step-families, and family policy.

Required Materials

1. Cherlin, Andrew, 2008, *Public and Private Families: An Introduction (Fifth edition)*. Boston: McGraw-Hill. [Text]

2. Cherlin, Andrew, 2008, *Public and Private Families: A Reader (Fifth edition)*. Boston: McGraw-Hill. [Reader]

3. Selected readings available on Blackboard. [Blackboard]

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 February 11, March 23, April 20, and May 12. The average of the four exams is worth 60% 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. Research Paper. 25% of your final grade will come from a research paper you complete and hand in by the end of the semester. The paper is an opportunity to demonstrate what you have learned in this course, and should be framed around issues, concepts, or problems from the readings and class discussion (however, your paper may venture beyond the topics selected for class discussion). While your paper should focus on a course-related topic (or at least one applicable to the study of family life), you should develop a line of analysis that is not directly covered in the course. In other words, your paper should not

be a reiteration or summary of course readings or lectures.

! Before starting the project, you should ***meet with me during my office hours*** (or a mutually convenient time) **prior to March 4** to *discuss your research topic*. When we meet, be prepared to make a brief statement of your research topic. Your statement should include a description of your research problem – that is, the question that will drive your research – and a description of how you plan to address your research problem. Failure to meet with me will result in a 5% point reduction on the final grade of the paper.

! An ***outline and working bibliography*** of your research paper is due by April 20. Include a thesis statement. Topics and subtopics should be stated in full sentences. Failure to hand in a completed outline and working bibliography on time will result in a 10% point reduction on the final grade of the paper.

! ***Final drafts*** should be typewritten or word-processed, double-spaced, in standard 12-point fonts, and should be approximately 10 pages, excluding a cover sheet and the bibliography. General formatting of in-text citations and the bibliography should follow APA style guidelines. For more information on APA style, you should check out the *Publication Manual of the APA, Fifth Edition* or search the APA style website at <http://www.apastyle.org/> (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 research paper). The research paper must contain a *minimum* of 10 **academic** references from either professional journals or books, 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*. **No late projects will be accepted**; papers are due by May 6 (**Note: In order to maximize your own learning, you should work continuously on your paper over the course of the semester. This is not a paper that can be written the night before it’s due**).

! The ***format*** for the research paper should be organized as follows: (1) ***Introduction*** - An introductory paragraph (or two) which describes the research topic, the research problem, and the purpose of the paper. Also, include a brief outline describing the organization of the rest of the paper. (2) ***Research Section*** - A literature review of your topic (e.g., How have others addressed your research problem? What are the major arguments and theories?). References should be as recent as possible. Sources should come from scholarly journals or books. Summarize what you have found about your topic. (3) ***Your Opinions*** - Indicate what you think about the topic and why. Support your argument by referring to the above research. What questions remain to be answered? What issues remain unresolved? (4) ***Conclusion*** - Conclude with a summary of your paper. The conclusion should include a brief reiteration of the problem and purpose of the paper as well as a summary of the major points of the paper. (I suggest that you reread your introduction, then ask yourself: “Did I accomplish in the paper what I set out to do?” If not, rework the paper until you feel satisfied with it). (**Note: At the end of the syllabus, there is a research paper evaluation form**).

! ***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 APA guidelines (see above). If you use another author’s words without

citing them, you are committing plagiarism and will receive an F.

3. Writing Exercises. From time to time, you will be asked to write and hand in a response to a writing exercise. The writing exercises will be linked to concepts, issues, or questions drawn from the readings, class lectures, or film material. These exercises will serve several purposes: (1) to “jumpstart” 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 (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 writing exercises will be graded only as “complete” or “incomplete,” and are worth 15% 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 “absent”**)

5. Other Classroom Expectations and Policies.

- ! You are expected to treat your peers’ contributions with *respect* (which means taking them seriously and challenging them as well as extending basic courtesy).
- ! You are expected to come to class having *read the required readings* extremely carefully, and to actively *participate in the course* (Participation does not mean mere attendance. Nor does it mean discussion related to matters that are not clearly pertinent to the curriculum. Participation does mean active, engaged discussion based on ideas that link the readings, lecture material, and your own thoughts and experiences. It also means asking questions).
- ! **Computer laptops** are not allowed in class unless you have written permission from “Disability Support Services.”
- ! Please turn off your *cell phone* before class begins. If your cell phone must be on for medical, childcare, or other reasons, please set it to vibrate, not ring.
- ! Please do not waste my time or that of your classmates by *text messaging, reading the newspaper, or engaging in other non-class related activities*.

6. 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, Department of Public Safety’s website 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 = 16 %
- ! Exam 2 = 16 %
- ! Exam 3 = 16 %
- ! Final Exam = 12%
- ! Research Project = 25%
- ! Written Exercises = 15%

TENTATIVE SCHEDULE OF CLASS MEETINGS

UNDERSTANDING THE CHANGING FAMILY

- Week 1 (Jan 19-21) Text: Chapter 1
- Week 2 (Jan 22-22) Text: Chapter 1. Chapter 14 (476-477, 487). Reader: Casper & Bianchi “‘Quieting’ of Family Change” (5-13). Blackboard: Giele “Decline of the Family”
- Week 3 (Feb 2-4) Text: Chapters 1 & 2.
- Week 4 (Feb 9-11) Text: Chapter 2
Feb 11: **EXAM ONE**

GENDER, CLASS, & RACE-ETHNICITY

- Week 5 (Feb 16-18) Text: Chapters 3 & 8. Reader: Hochschild “Joey’s Problem: Nancy and Evan Holt” (183-196)
- Week 6 (Feb 23-25) Text: Chapters 8 & 4.
- Week 7 (Mar 2-4) Text: Chapters 4. Chapter 9 (314-325). Chapter 5. Blackboard: Maxine Baca Zinn “Family, Race, and Poverty”
Mar 4: ***THE LAST DAY TO MEET WITH DR WIENKE REGARDING YOUR RESEARCH TOPIC***

SEXUALITY, PARTNERSHIP, & MARRIAGE

- Week 8 (Mar 9-11) No class: SPRING BREAK
- Week 9 (Mar 16-18) Text: Chapter 6. Blackboard: Bailey “Sexual Revolution(s). Reader: Schwartz & Rutter “Sexual Desire and Gender” (132-140)
- Week 10 (Mar 23-25) Text: Chapter 7. Reader: Coontz “What’s love got to do with it? A brief history of marriage” (30-35); Blackboard: Bogle “From Dating to Hooking Up”
Mar 23: **EXAM TWO**
- Week 11 (Mar 30-Apr 1) Text: Chapters 7. Blackboard: Waite “Does Marriage Matter?”; Reader: Edin

& Kefalas “Unmarried with Children” (167-173); Blackboard: Edwards et al. “Flying Solo”.

Week 12 (Apr 6-8) Text: Chapter 7 (244-245; 308-311). Reader: Meezan & Rauch “Gay Marriage, Same-sex Parenting, and American’s Children” (345-356); Blackboard: Seidman “Gay Marriage.”

LINKS ACROSS THE GENERATIONS

Week 13 (Apr 13-15) Text: Chapter 9 (294-299; 304-308). Chapter 10. Blackboard: Cowan & Cowan “New Families: Modern Couples as New Pioneers”; Blackboard: Simon “The Joys of Parenthood Reconsidered.”

Week 14 (Apr 20-22) Text: Chapter 11.
Apr 20: **EXAM THREE**
Apr 20: ***OUTLINE & WORKING BIBLIOGRAPHY OF RESEARCH PAPER DUE***

CONFLICT, DISRUPTION, & RECONSTITUTION

Week 15 (Apr 27-29) Text: Chapters 11 & 12. Blackboard: Kurz “How Marriages End”.

Week 16 (May 4-6) Text: Chapters 12 & 13. Blackboard: Amato “The Consequences of Divorce for Adults and Children.”
May 6: ***FINAL DRAFT OF RESEARCH PAPER DUE***

Week 17 (May 12) **FINAL EXAM** (3:10pm-5:10pm)

RESEARCH PAPER EVALUATION FORM

FORMAT REQUIREMENTS

Maximum Points

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| 1. Description of topic approved by date set. | _____ /5 |
| 2. Outline and working bibliography done on time. Include a thesis statement. Topics and subtopics should be stated in full sentences. | _____ /10 |
| 3. Paper done on time. Grade drops (10 points) for every class day late. | _____ /10 |
| 4. Paper is 10 full pages (not including cover sheet or bibliography) typed, double-spaced, in standard 12 point fonts. Grade drops (10 points) for every page under the page limit. | _____ /10 |
| 5. Minimum of 10 academic references from professional journals or books. Grade drops (5 points) for every reference under the reference limit. | _____ /10 |
| 6. References cited in paper and bibliography according to APA guidelines. | _____ /10 |

CONTENT OF THE PAPER:

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| 1. Your report 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 an introduction section, a research section, an opinion section, and conclusion section. | _____ /10 |
| 3. Grammar, spelling, typing, and sentence construction are correct (having someone proofread your paper or reading it out loud helps). | _____ /10 |

INTEREST CREATIVITY

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|---|-----------|
| 1. Paper is interesting and creative | _____ /5 |
| 2. You focus clearly on important points and are selective in choosing facts, ideas, and examples that are most significant to the topic. | _____ /10 |

Total Points _____ /100