

.....Southern Illinois University
SOC 340 Sociology of Family
Spring 2009

Class Times: TR 9:35am-10:50am (Parkinson 108)

Instructor: Chris Wienke, Ph.D.

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Office Hours: TR 11:00am-1:30pm; 5:00pm-5:30pm

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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 5, March 17, April 14, and May 7. The average of the four exams is worth 70% 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*. 30% 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 5** 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** of your research paper is due by April 16. Include a thesis statement. Topics and subtopics should be stated in full sentences. Failure to hand in a completed outline 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 8-10 pages, excluding the cover sheet and 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 April 30 (**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).
- **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 reading and

lecture 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 reading and lecture 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 should be considered as practice, rather than as an evaluation by the instructor. However, 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.
- Anyone caught *text messaging, reading the newspaper, or engaging in other non-class related activities* will lose 2% points on the next exam.

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 = 17.5 %
- Exam 2 = 17.5 %
- Exam 3 = 17.5 %
- Final Exam = 17.5
- Research Project = 30%

TENTATIVE SCHEDULE OF CLASS MEETINGS

UNDERSTANDING THE CHANGING FAMILY

- Jan 13-15 Text: Chapter 1
- Jan 20-22 Text: Chapter 1. Chapter 14 (476-477, 487). Reader: Casper & Bianchi “‘Quieting’ of Family Change” (5-13). Blackboard: Giele “Decline of the Family”.
- Jan-27-29 Text: Chapters 1 & 2.
- Feb 3-5 Text: Chapter 2
Feb 5: **EXAM ONE**

GENDER, CLASS, & RACE-ETHNICITY

- Feb 10-12 Text: Chapters 3 & 8. Reader: Hochschild “Joey’s Problem: Nancy and Evan Holt” (183-196).
- Feb 17-19 Text: Chapters 8 & 4.
- Feb 24-26 Text: Chapters 4. Chapter 9 (314-325). Chapter 5. Blackboard: Maxine Baca Zinn “Family, Race, and Poverty”

SEXUALITY, PARTNERSHIP, & MARRIAGE

- Mar 3-5 Text: Chapter 6. Blackboard: Bailey “Sexual Revolution(s). Reader: Schwartz & Rutter “Sexual Desire and Gender” (132-140)
Mar 5: ***THE LAST DAY TO MEET WITH DR WIENKE REGARDING YOUR RESEARCH TOPIC***
- Mar 10-12 No class: SPRING BREAK
- Mar 17-19 Text: Chapter 7. Reader: Coontz “What’s love got to do with it? A brief history of marriage”
Mar 17: **EXAM TWO**
- Mar 24-26 Text: Chapters 7. Blackboard: Waite “Does Marriage Matter?”; Reader: Edin & Kefalas “Unmarried with Children” (167-173); Blackboard: Edwards et al. “Flying Solo”.
- Mar 31-Apr 2 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

- Apr 7-9: Text: Chapter 9 (291-314). Chapter 10. Blackboard: Cowan & Cowan “New Families: Modern Couples as New Pioneers.”

Apr 14-16 Text: Chapter 11. Reader: Johnson “Domestic Violence: The Intersection of Gender and Control.”
Apr 14: **EXAM THREE**
Apr 16: ***OUTLINE OF RESEARCH PAPER DUE***

CONFLICT, DISRUPTION, & RECONSTITUTION

Apr 21-23 Text: Chapter 12. Blackboard: Kurz “How Marriages End”. Blackboard: Amato “The Consequences of Divorce for Adults and Children.”

Apr 28-30 Text: Chapter 13.
Apr 30: ***FINAL DRAFT OF RESEARCH PAPER DUE***

May 7: **FINAL EXAM (8:00am-9:50am)**