

Sociology 3501: Sociology of Families

Fall 2008

Tuesday & Thursday, 8:15-9:30 AM

250 Blegen Hall

Course Description: Family relationships shape us, while at the same time families themselves are shaped by social institutions, norms, and other social phenomena. In this class, we will focus on the diversity of families. This will help us see how “family” is a socially constructed institution, and will help us anticipate and interpret the many ways in which family members interact with each other, their communities, and the broader society. A variety of topics will be covered in this course, including but not limited to: varieties in family structure, “non-traditional” unions, intergenerational family relationships, the changing meaning of marriage, the wedding industry, and the role of gender, race, ethnicity, social class, and sexuality in families and family formation.

Contact Information:

Instructor: Tim Ortyl Office: 1152 Social Sciences Bldg.
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Office hours: Mondays: 3:30-5:00 PM, or by appointment

Please do not hesitate to visit during office hours, whether to ask a question, discuss an issue, or simply introduce yourself. We would be happy to talk with you. If you missed class, please contact a classmate to get missed lecture notes.

Classmate #1: _____

Classmate #2: _____

Course Goals & Objectives:

A) *Understanding Family Diversity:* Utilizing critical thinking skills and the sociological imagination, by the end of the semester students should be able to:

- Question implicit assumptions of the family that students take for granted as the norm and to examine the differences between ideal and real family structure.
- Examine and appreciate the diversity of intimate human relationships both contemporarily and historically.
- Understand how sociologists analyze the institution of the family, the questions they typically ask, and the major theoretical frameworks they use in interpreting this subject matter.
- Analyze critically the institution of marriage and the household division of labor in contemporary American society.
- Explore the relationship between the individual’s experience of the family and macro social processes like economic change; to bridge personal troubles to public issues.
- Understand the complexity of family life and how family experience is shaped by race, ethnicity, social class, gender, and sexual orientation in American society.

B) Intellectual & Personal Development: In this class, students will:

- Reflect upon one's own position in society.
- Apply a sociological lens to daily interactions.
- Improve both oral and written communication skills through class discussions and a variety of exercises & assignments.

C) Critical Thinking Skills: One of the main goals of this course is to help students learn and apply critical thinking skills. Using your critical thinking skills, students will utilize the sociological imagination in learning and thinking about families in contemporary society.

Q: *I hear "critical thinking" used all the time, but what does it actually mean?*

A: Critical thinking includes, but is not limited to, the following sets of skills:

- The ability to identify assumptions, evidence, reasoning, and cause & effect claims and critique them.
- The capacity to develop explanations that go beyond the level of the individual by taking into account larger structural forces and factors.
- The ability to apply concepts to multiple situations and contexts.
- The ability to unlearn what you "already know."
- The ability to "read the silences" in an argument and critically examine the significance of what is missing from an argument.
- The ability to exhibit "value awareness" – becoming aware of your own taken-for-granted values that inform your perspective.
- Being able to appreciate uncertainty as a social reality.

Required Course Texts & Materials:

Shifting the Center: Understanding Contemporary Families (3rd edition), edited by Susan J. Ferguson. McGraw-Hill. ISBN: 0-07-282585-5. © 2007

White Weddings: Romancing Heterosexuality in Popular Culture (2nd edition), by Chrys Ingraham. Routledge. ISBN: 041595133X. © 2008

The required books are available in the University bookstore. If you get the books elsewhere, please ensure that you have the correct edition as older editions of each book have significantly different content. Each book is also available for 2-hour loan at Course Reserves in the basement of Wilson Library.

Additional required readings and audio files will be made available through the course website. Please check that your Moodle access is working correctly in the first week of class to ensure all readings are completed on time.

Course Website (Moodle):

You may access the course Moodle site through your myU Portal at <http://www.myu.umn.edu> using your UMN x.500 login identification and password. We will discuss the use of the site more in class. If you are unable to access the course website, please contact the instructional team ASAP.

Announcements about class will be made through the course website. You should check the course website at least once a week. In addition to containing some of the required readings, audio files, and video clips for the course, the website will also contain some recommended (but not required) readings and news stories. Tim will also post lecture slides, reading guides, exam review guides, assignment guidelines, and other informational resources on the course website.

Course Format: Class sessions will typically consist of lectures complemented by class discussion, videos, and small group activities lead by the instructor. Assigned readings will be used to supplement lectures, discussions, and assignments.

Students are expected to...

1. **Attend and participate in all class sessions. Active participation is an important component of the course and an important part of the learning experience for everyone in class. A portion of your grade depends on your participation.**
2. Help create a positive and constructive learning climate in class. Careful listening, honesty, constructive feedback and respect are necessary components of this environment.
3. Complete all assigned readings before coming to class and to complete and submit assignments on time within the guidelines provided.
4. Turn off cell phones and noise making devices during class. If you have a legitimate reason to have one on, please notify the instructor before class.
5. Be respectful of the instructor and other students. Please do not sleep, read the paper, surf the internet, chat on IM programs, or do other work during class. Also, please do not talk while others are talking unless we are having group discussions.
6. Have access to the internet and use resources on the internet as directed in this course. Students will be required to use the internet to access audio clips, course readings, and reading guides.
7. Offer the instructor clear, constructive, feedback regarding their experience of the class.
8. Respect the instructor's time. For example, the instructor will not be able to respond to an e-mail regarding a course assignment one hour before it is due.
9. Communicate with the instructional team if you are struggling in the course. The sooner you talk to the instructional team, the better the result.
10. Please acknowledge that Tim is human and that sometimes he will make mistakes. He will fix or remedy the issue if there is a mistake.

Notes on Tim's Teaching Philosophy: This course will be a stimulating and enjoyable experience for all of us if everyone comes prepared and ready to participate. We should all be ready to discuss and share ideas, opinions, and analyses of the readings, audio clips, videos, and lectures. While I will provide background information for each topic, I believe that students learn from each other and that I can also learn from your experiences. I aim to facilitate an academic environment that is interactive and participatory. We will often discuss readings in class as a large group or in small groups, in addition to engaging in active learning exercises. I expect your complete effort, participation, engagement, and regular attendance. You can expect the same from me.

Course Policies:

Discussion Guidelines: The material that we will cover may engage some very charged issues: racism, sexism, classism, misogyny, homophobia, heterosexism, etc. We also may discuss some things that challenge you to think differently about people and issues. While class discussions may raise some discomfort, Tim believes that learning only happens when we talk about new information and novel ideas in an atmosphere of curiosity, openness, and respect. Thus, the classroom environment should be free of discrimination, harassment, and intimidation. Some of the material covered in the class may be particularly sensitive for some students, and as such we should all work together to create a safe space for all students. We must all respect each other's privacy, and personal information shared during class discussion should be treated as confidential. Diverse opinions can enrich discussions, thus a norm of mutual respect for others' viewpoints is expected during all class discussions.

University Senate Workload Policy: One credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average

grade in the course. This means that, in addition to three hours of in-class time, students should expect to spend about six hours per week on course work outside the classroom.

Absences: While there is no official attendance grade for this course, you may not make up in-class participation exercises. You must have a documented excuse (medical note, etc.) in order to be excused from missed participation exercises. The instructional team will not give out lecture notes under any circumstances. If missing class, it is your responsibility to obtain class notes and learn the material.

Turning in Written Work: The instructor will not accept written work via e-mail. If you do not turn in an assignment in class, you must turn it in to the Sociology Main Office (909 Social Sciences), which is open 7:45 AM - 4:30 PM Monday-Friday. Papers that are shoved under the instructor's (or the TA's) office door will not be accepted.

Late Assignments: On all written assignments, your grade will decrease by 20 % for each day that it is late. Late assignments will not be accepted if they are 5 or more days late (this includes Saturday and Sunday). All written assignments are due by 9:30 AM on the date listed on the syllabus (unless otherwise specified) and will receive a 10 % grade deduction if late on the due date. Late assignments completed on Saturday or Sunday should be submitted to the instructor via e-mail to verify completion, but a hard copy must also be submitted to the Sociology Main Office (909 Social Sciences) the following Monday.

Makeup Exams/Quizzes: Makeup exams/quizzes will only be granted with documented excuses and you must notify the instructor via e-mail within 24 hours of the missed exam/quiz to explain why you missed the exam/quiz. You must make up the exam/quiz within a week of the original exam date (exceptions will be granted only under extreme circumstances).

Academic Dishonesty: Academic integrity is the cornerstone of scholarly work at any level. Academic dishonesty will not be tolerated. Academic dishonesty is any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Examples include cheating on assignments, plagiarizing, and intentionally tampering with grades. Scholastic misconduct will result in a grade penalty, which may include a failing grade for the course. For additional information about definitions and consequences of academic dishonesty, please reference the attached CLA and Sociology Department policies or the University's guide to student conduct: <http://www1.umn.edu/oscai/conduct/student/index.html>.

Support:

Communicating with Instructor: E-mail is the best way to contact Tim outside of class, but it is much better to catch Tim before or after class to talk in person. Office hours provide you with more direct contact with Tim. Don't be shy! Drop by and see Tim when you want to talk informally about class material, when you want to get feedback about your performance in class, or just to say hi. If you cannot make the scheduled office hours, let Tim know so that we can make another appointment.

Disabilities: If you have a condition that affects your ability to participate fully in class or meet course requirements, please contact the instructor ASAP so that we can arrange appropriate accommodations. You are also encouraged to contact Disability Services at the McNamara Alumni Center, 200 Oak Street SE, Suite 180. Phone: (612) 626-1333. Website: <http://ds.umn.edu>.

Writing Support: If you would like further help with your writing, you can contact the University Writing Center (<http://writing.umn.edu/sws/>) for free writing instruction. Phone #: 612-625-1893.

Grading Criteria: There are 500 points total for the class. Grades for the course and assignments will be determined according to the following scale:

93-100 %	462.5 + points	A	73-76 %	362.5-382 point s	C
90-92 %	447.5-462 point s	A-	70-72 %	347.5-362 points	C-
87-89 %	432.5-447 point s	B+	67-69 %	332.5-347 points	D+
83-86 %	412.5-432 point s	B	60-66 %	297.5-332 point s	D
80-82 %	397.5-412 point s	B-	Below 60 %	297 or fewer points	F
77-79 %	382.5-397 point s	C+			

325 points (65 % of the course grade) will be distributed in the following manner for all class members:

Exams (2)	200 points (100 points each)
Reading Quizzes (2)	50 points (25 points each)
In-Class Participation Exercises	50 points
Paper #1	25 points

This is election season, so we're bringing democracy to life in this class. You will have a choice between 2 options regarding how you want to be evaluated for the remaining 175 points (35 %) of your grade:

Option A: Community Service Learning – service hours & journaling/reflection exercises

Option B: 2 papers – develop a partner contract & write a family history based on in-depth interviews.

S/N Grade: Students taking the course on an S/N grading scale must receive a 73 % or higher (362.5 points or higher) in order to receive an “S” mark for the course.

Grade Disputes: If you wish to dispute the grade assigned to an assignment or an exam/quiz, you must do so in writing within 48 hours after the exam/quiz or paper has been returned. You must include a specific rationale for why your answer is correct, or why the paper deserves a higher grade. "I think I deserve a better grade" does not constitute a specific rationale.

Incompletes: Incompletes will be granted under extreme circumstances and you must have a prior written agreement with the instructor in order to receive an Incomplete in this course.

Course Assignments:

Information about course assignments is provided below. You will be given additional guidance on writing assignments via handouts later in the semester. Hard copies of all written course assignments are due by the 9:30 AM on the due date (unless otherwise specified). Grading rubrics will be distributed with detailed assignment handouts later in the semester so students will know how they are being evaluated.

Paper #1: “Who is My Family?” (25 points)

Due Thursday, September 18

In this paper you will turn in a diagram of your family and reflect sociologically upon who you define as your family and why. More detailed instructions on this assignment will be provided in a separate handout during the first or second week of class.

Two Reading Quizzes (25 points each, 50 points total)

Thursday, September 25 & Tuesday, November 11.

There will be two reading quizzes that will be entirely based on a set of readings and audio files for a specified period of the semester (see course schedule). Quiz questions will be straightforward and based on questions in the weekly reading guides posted to the course website.

Two Exams (100 points each, 200 points total)

Tuesday, October 21 & Tuesday, December 16.

There will be two exams that will be based on lecture material, audio files, and videos. The exams will also cover reading materials that the first or second reading quiz did not cover. The format of the exams may include true/false, multiple choice, matching, fill-in-the-blank, short answer, and essay questions. The instructor will also hand out a review guide before each exam to assist in studying for lecture material and videos.

In-Class Participation Exercises (50 points)

Throughout the semester, the instructor will assign different in-class exercises, which may include, but are not limited to the following: in class-journaling, a thought provoking question to prepare students for group discussion, or a group/film discussion handout. Those who clearly put forth effort on the exercises will receive full credit on these assignments. These will count as your participation points for the course and will be collected at the end of each class period for which they are assigned.

Extra Credit Points (30 points maximum possible)

Occasionally, throughout the semester, Tim will announce extra credit opportunities in class and on the course website. You will be permitted to turn in two extra credit assignments (worth 15 points each) for a maximum of 30 extra credit points.

Community-Service Learning (CSL) Student Expectations & Requirements:

Many students crave to have academic experiences that take them beyond the confines of what they are learning in the classroom and to gain applied knowledge that will contribute to the betterment of society and communities. This applies to many students in sociology classes, often with a desire to contribute to social justice for marginalized populations in society. CSL utilizes active participation in the community as a means for students to gain a deeper understanding of course objectives and participation through structured reflection. CSL can be a vehicle for cultivating conceptual, analytical, and cognitive skills and for developing commitments to active citizenship and social justice. CSL is a great way for students to be creative and to couple larger personal and career goals with classroom experience. Representatives from The Career and Community Learning Center (CCLC) and various community organizations will be visiting class on Thursday, September 4 to introduce you to the program and process.

A detailed list of possible organizations will be provided in class, along with help in choosing and contacting an organization. Choose carefully, because this organization will serve as your field site for the remainder of the semester. It is highly recommended that two or more students choose the same organization (this can help with transportation, among other things). Your experiences in your CSL site will be a regular part of class discussion and will be the basis of your reflection papers, which will also be shared in an online discussion forum on the course website.

The key to doing well in your reflection exercises is that you link concepts that you are learning in class and critically applying them to what you are seeing and experiencing in the community organization that you are working with. Your observations should lead you to analyze (rather than write journalistic-style accounts) of how your experiences in your site lead you to think about families in society in a new light. For example, if you work in a shelter for homeless families, you might focus on how single parents negotiate work and family amidst economic hardship. If you work in a community recreation center, you might delve into the different ways in which staff and participants

define and create a sense of family. Working in a children's art program might lead you to examine how children express emotional ties to their families.

You are there to help the organization, but you must also have a good ethnographic eye as a participant observer in the setting. It is **highly** recommended that after each visit to your CSL site that you take about 20-30 minutes afterward to reflect on your experience of the day and write about some of your most interesting observations and interactions. Personal jottings will not be collected at any point in the semester, but they will help you jog your memory and to critically reflect upon your CSL experience each time that you have a reflection assignment due.

Logging Your Hours Completed (50 points)

Those doing the CSL option for the course will be expected to do 2-3 hours of service each week, which you will document into a log online (the CCLC will show you how to do this). Weekly service hour participation will get you full credit. The organizations do cross-check your log to verify you were in attendance and Tim will be checking the participation log on a regular basis. Your commute time to your organization will not be considered part of your 2-3 weekly hours.

Journaling & Reflection Exercises (125 points total)

Due Dates: October 7, October 30, November 18, and December 9

There will be four journaling/reflection exercises for you to write throughout the semester, three of which will be shorter essays (worth 25 points each) and one will be a more substantially-sized essay (worth 50 points) due on December 9. More detailed instructions will be provided later in the semester about what you should be thinking and writing about in your journaling exercises. You will be turning in all 4 journaling exercises together on December 9th in the form of a CSL portfolio that documents the evolution of your reflections and thinking over the course of the semester.

Also, you will be expected to post your journaling exercises also to a community service learning discussion forum on the course website. You will receive 5 points per journaling exercise simply by posting it to the discussion forum. If a journaling exercise contains sensitive or personal material that you are uncomfortable sharing with your classmates, let Tim know and he will give you an exemption from having to post your journaling exercise to the discussion forum.

Non-CSL (Plan B) Student Requirements:

Paper #2: Developing a Partner Contract (50 points)

Due Tuesday, November 18

This exercise is designed to encourage you to think seriously about how the various aspects of family and gender will ideally apply to your lives. You will develop a contract for your future together for a current partner, spouse, boyfriend, girlfriend, or a close friend who will pretend to be one of the aforementioned. You will receive more details on this paper later in the semester.

Paper #3: Family History Project (125 points)

Due Tuesday, December 9

This assignment has two aims. The first is to allow you an opportunity to look at your family and apply sociological concepts discussed in the course. The other aim of this assignment is to give you an introduction into the interview research method. This will provide experience in the research process by allowing you to write a set of interview questions (interview schedule and protocol), conduct the interviews, and review the data to draw out appropriate concepts and themes. The ultimate goal of this assignment is to tell the story of your family and place its development in the

larger socio-historic picture. More detailed instructions on this assignment will be provided later in the semester, but the requirements will include that you interview four members of your family (who must agree to be interviewed) and ideally you should record the interviews to go be able to go back and analyze them later.

You will be turning in an interview schedule to be approved on **Tuesday, October 7**. Failure to get your interview schedule pre-approved will result in a 20 % grade deduction on the final paper (i.e., turning in your interview protocol is worth 25 out of the 125 points).

Course Schedule

Note: Course schedule may change at Tim's discretion. The reading schedule listed on the syllabus is **tentative** and you should **always** check the course website for changes to the required readings for each class period. Announcements about changes to the required readings will be listed on the course website for the date on which you are expected to have the readings completed by.

(F) Indicates that a reading is in the Ferguson – *Shifting the Center* book

(W) Indicates that a reading is posted to the course Moodle website

1A. Tuesday, September 2 - Course Introduction

In class activities: (1) Icebreaker activities; (2) Go over the course syllabus; (3) Watch video “The Way We Live: Family Matters”

1B. Thursday, September 4 – Community Service Learning Introduction & Panel

Readings for today (for discussion on Tuesday, 9/9):

(W) “Families,” by Tey Meadow & Judith Stacey

(F) **R [Reading #] 1:** “The Family in Question: What is Family? Is it Universal?,” by Diana Gittens (pg. 7-16)

(F) **R3:** “Exiles from Kinship,” by Kath Weston (pg. 27-39)

HIGHLY recommended reading for students planning to do or contemplating service learning option:

(W) “Cultivating the Sociological Imagination,” by Sam Marullo

2A. Tuesday, September 9 – Defining “Family”

Readings for today:

(F) **R2:** “Feminist Rethinking from Racial-Ethnic Families,” by Maxine Baca Zinn (pg. 18-25)

(F) **R4:** “Marriage and Family in a Multiracial Society,” by Daniel Lichter & Zhenchao Qian (pg. 42-55)

2B. Thursday, September 11 – Diverse Family Forms in the US Today

Last 15 minutes of class: More detailed information on family history projects for Plan B students

Readings for today:

(F) **R18:** “Single-Parent Families,” by Stephen Sugarman (pg. 287-297)

(F) **R8:** “Split Household, Small Producer, and Dual Wage Earner: An Analysis of Chinese American Family Strategies,” by Evelyn Nakano Glenn (pg. 114-128)

3A. Tuesday, September 16 – Families: Past & Present

Last 15 minutes of class: CSL Students – More detailed information on reflection assignments

Readings / Audio Files for today:

(F) **R5:** “Historical Perspectives on Family Diversity,” by Stephanie Coontz (pg. 63-77)

(F) **R6:** “Black Families: Beyond Revisionist Scholarship,” by Shirley Hill (pg. 80-96)

(W) **Audio File:** Interview with Steven Mintz on Romanticizing the American Family

3B. Thursday, September 18 – Transnational Families / The Impact of Global Capitalism

*** You will be informing instructional team today of your decision of whether you are doing CSL or Plan B ***

DUE TODAY: Paper #1 – “Who is my Family?” (25 points)

In Class Video: “Uprooted: Refugees of The Global Economy”

Readings for today:

(F) **R24:** “Mothering From a Distance: Emotions, Gender, and Intergenerational Relations in Filipino Transnational Families,” by Rhacel Salazar Parreñas (pg. 404-414)

(W) “‘The Normal American Family’ as an Interpretive Structure of Family Life among Grown Children of Korean and Vietnamese Immigrants,” by Karen Pyke

4A. Tuesday, September 23 – Transnational & Interracial Adoption

In Class: Guest Lecturer – Jae Ran Kim, MSW

Readings for today:

(W) “African American Children in the Child Welfare & Kinship System: From Exclusion to Over Inclusion,” by Carrie Jefferson Smith & Wynetta Devore

(W) “Mother, Child, Race, Nation: The Visual Iconography of Rescue and the Politics of Transnational and Transracial Adoption,” by Laura Briggs

4B. Thursday, September 25 – The Life Course Revolution / Grandparenting

In Class: Reading Quiz #1 (25 points) – Will Cover readings from 9/4 through 9/18

Readings for today:

(W) “The Life Course Revolution,” by Arlene Skolnick

(F) **R28:** “Grandparenting,” by Lynne Casper & Suzanne Bianchi (pg. 473-484)

5A. Tuesday, September 30 – Childhood & Parent-Child Relationships

Readings / Audio Files for today:

(F) **R17:** “Historical Perspectives on Parent-Child Interactions,” by Maris Vinovskis (pg. 271-283)

(F) **R20:** “How Families Still Matter: A Longitudinal Study of Youth in Two Generations,” by Vern Bengtson, Tim Biblarz, & Robert Roberts (pg. 323-334)

(W) **Audio File:** Interview with Peter Stearns on Childhood and Parental Anxieties

5B. Thursday, October 2 – Emerging Adulthood (Young Adulthood)

In Class: Mid-Semester Course Feedback

Readings / Audio Files for today:

(W) “Growing Up is Harder to Do,” by Frank Furstenberg et. al.

(W) “Children of the Gender Revolution: Some Theoretical Findings and Questions from the Field,” by K. Gerson

(W) **Audio File** – Interview with Thomas Hine on the History of the American Teenager

6A. Tuesday, October 7 – Nontraditional Union Formation (Part 1)

DUE TODAY:

CSL Students: Reflection Exercise #1 Due (25 points)

Plan B Students: Interview Schedule for Family History Paper Due (25 points)

(W) Part of Chapter 1 (pg. 1-13), & Chapters 3-4 (pg. 42-84) from “The Age of Independence: Interracial Unions, Same-Sex Unions, and the Changing American Family,” by Michael Rosenfeld

NOTE: Rosenfeld’s book has also been put on 2-Hour Loan Course Reserves in Wilson Library

6B. Thursday, October 9 – Nontraditional Union Formation (Part 2)

In Class Video: “The Pill” (start today, finish on Tuesday)

Readings for today:

(W) Chapter 5 (pg. 85-123) from “The Age of Independence,” by Michael Rosenfeld

(W) “Breaking the Last Taboo: Interracial Marriage in America,” by Zhenchao Qian

7A. Tuesday, October 14 – Sexual Socialization & Sexual Revolutions

Readings for today:

(F) **R10:** “‘She’s 16 Years Old and There’s Boys Calling Over to the House’: An Exploratory Study of Sexual Socialization in Latino Families,” by Marcela Raffaelli & Lenna Ontai (pg. 149-160)

(F) **R11:** “Dating & Romantic Relationships among Gay, Lesbian, & Bisexual Youths,” by Ritch Savin-Williams (pg. 163-174)

(W) “The Decline of the Date and the Rise of the College Hook Up,” by Paula England & Reuben Thomas

7B. Thursday, October 16 – Cohabitation / Review for Midterm Exam

Readings for today:

(F) **R15:** “Families Formed Outside of Marriage,” by Judith Seltzer (pg. 232-246)

(W) “How Cohabitation is Reshaping American Values,” by Susan Brown

8A. Tuesday, October 21 – MIDTERM EXAM (100 points)

8B. Thursday, October 23 – Intensive Parenthood

Readings for today:

(W) “The Mommy Wars: Ambivalence, Ideological Work, & Cultural Contradictions of Motherhood,” by S. Hays

(F) **R21:** “Invisible Inequality: Social Class & Childrearing in Black Families & White Families,” by Annette Lareau (pg. 336-362)

(W) “The Joys of Parenthood, Reconsidered,” by Robin Simon

9A. Tuesday, October 28 – Issues Related to Balancing Work & Family

In Class Video: “Waging a Living” (start today, finish on Thursday)

Readings for today:

(F) **R40:** “The Work-Home Crunch,” by Kathleen Gerson & Jerry Jacobs (pg. 673-682)

(F) **R41:** “The Emotional Geography of Work and Family Life,” by Arlie Hochschild (pg. 683-695)

(F) **R43:** “No Place Like Home: Division of Domestic Labor in Lesbian Gay Families,” by C. Carrington (pg. 709-725)

9B. Thursday, October 30 – Working Parents & Their Children

DUE TODAY: CSL Students: Reflection Exercise #2 Due (25 points)

Readings for today:

(W) “What Children Think about their Working Parents,” by Ellen Galinsky (SKOL pg. 304-315)

(W) “Why Middle Class Mothers & Fathers are Going Broke,” by Elizabeth Warren & Amelia Warren Tyagi

10A. Tuesday, November 4 – Fatherhood & Parenthood Debates

Readings for today:

(F) **R19:** “(How) Does The Sexual Orientation of Parents Matter?,” by Judith Stacey & Tim Biblarz (pg. 299-317)

(F) **R25:** “Fathering: Paradoxes, Contradictions, and Dilemmas,” by Scott Coltrane (pg. 416-428)

(W) “On ‘Good’ Black Fathers,” by Michael C. Hanchard

10B. Thursday, November 6 – Motherhood

In Class Video: “Women, a True Story: The Double Shift”

Readings / Audio Files for today:

(F) **R22:** “Shifting the Center: Race, Class, & Feminist Theorizing about Motherhood,” by Patricia Hill Collins (pg. 371-386)

(W) “The Rhetoric and Reality of ‘Opting Out,’” by Pamela Stone

(W) **Audio File** – Marilyn Yalom talks about the history of the wife

11A. Tuesday, November 11 – The Changing Meaning of Marriage

In Class: Reading Quiz #2 (25 points) – Will Cover readings from 10/23 through 11/6

Readings / Audio Files for today:

(F) **R12:** “The Deinstitutionalization of American Marriage,” by Andy Cherlin (pg. 183-198)

(F) **R14:** “Peer Marriage,” by Pepper Schwartz (pg. 222-231)

(W) **Audio File** – Stephanie Coontz talks about the history of marriage

11B. Thursday, November 13 – Debates over the State of Marriage in the US Today

Readings for today:

(W) “Marriage: The Good, The Bad, and The Greedy,” by Naomi Gerstel & Natalia Sarkisian

(W) “Social Networks: The Value of Variety,” by Bonnie Erickson

(W) “Unmarried with Children,” by Kathy Edin & Maria Kefalas

12A. Tuesday, November 18 – Single Motherhood: Race, Class, Gender, & Welfare Reform

DUE TODAY:

CSL Students: Reflection Exercise #3 Due (25 points)

Plan B Students: Paper #2 – “Partner Contract” due today (50 points)

Readings for today:

(W) “Should the Government Promote Marriage?,” by Andy Cherlin

(F) **R46:** “Flat Broke with Children: The Ground Level Results of Welfare Reform,” by Sharon Hays (pg. 746-753)

(F) **R47:** “Poor Mothers and the Care of Teenage Children,” by Demie Kurz (pg. 754-768)

12B. Thursday, November 20 – Divorce, Remarriage, Stepfamilies (Part 1)

Readings for today:

(F) R31: “No Easy Answers: Why the Popular View of Divorce is Wrong,” by Constance Ahrons (pg. 523-534)

(F) R34: “Life-Span Adjustment of Children to Their Parent’s Divorce,” by Paul Amato (pg. 567-583)

13A. Tuesday, November 25 – Divorce, Remarriage, Stepfamilies (Part 2) / Begin White Weddings

Readings for today:

(F) R35: “The Modern American Stepfamily: Problems and Possibilities,” by Mary Ann Mason (pg. 588-603)

(F) R27: “Overlooked Aspects of Stepfathering,” by William Marsiglio (pg. 447-462)

(Ingraham book) Chapter 1 - “Lifting the Veil” (pg. 1-35)

13B. Thursday, November 27 – University Holiday, No Class Today

14A. Tuesday, December 2 – White Weddings (Part 2): The Wedding-Industrial Complex

In Class: Final Course Evaluations

Readings for today:

(Ingraham) Chapter 2 - “The Wedding-Industrial Complex” (pg. 38-113)

14B. Thursday, December 4 – White Weddings (Part 3): Pop Cultural Influences

In Class Video: “Tying the Knot” (start today, finish on Tuesday)

Readings for today:

(Ingraham) Chapters 3 & 4 - “Romancing the Clone,” & “McBride Meets McDreamy” (pg. 116-167, 170-218)

15. Tuesday, December 9 – Same-Sex Marriage / Review for Final Exam

DUE TODAY:

CSL Students: Final Reflection Exercise Due (50 points)

Plan B Students: Paper #3 – Family History Project (100 points)

Readings for today:

(Ingraham) Chapter 5 - “And They Lived Happily Ever After,” & Epilogue (pg. 220-229, 231-235)

(W) “Why do Gays Want to Marry?” by George Chauncey (SKOL pg. 95-103)

16. Tuesday, December 16 - Final Exam – 1:30-3:30 PM (100 points)

COLLEGE OF LIBERAL ARTS POLICY

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<http://advisingtools.class.umn.edu/cgep/>).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures Handbook on-line at <http://advisingtools.class.umn.edu/cgep/>).

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Scholastic dishonesty includes, but is not limited to, the description above. It could also be said that scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Also included would be cheating on assignments or examinations, inventing or falsifying research or other findings with the intent to deceive, submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work. Should misconduct arise, the college's Scholastic Conduct Committee in cooperation with the Office of Student Academic Integrity/Student Judicial Affairs (OSAI/SJA) assists instructors in resolving cases, reviews cases in which students believe themselves unfairly treated, and checks for multiple offenses in different courses. Faculty members who suspect students of scholastic misconduct must report the matter to OSAI/SJA. **Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").**

A REMINDER OF RELEVANT POLICIES AND PROCEDURES
*** SOCIOLOGY DEPARTMENT POLICIES ***

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at <http://onestop.umn.edu/>.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: Each semester the Sociology Department arranges a special time for make-up examinations, with proctors arranged by the department. This exam is mainly for students who need to make up work from the previous semester, (i.e. quiz, midterm, or final) and who have made arrangements with the instructor to do so. A make-up session is held near mid term each semester, including summer session. Information about the make-up session is available from the front office (909 Soc Sci). Students who wish to take the exam must contact the front office early in the semester and get approval to attend the make-up session from their instructor. Any other arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department associate chair and/or the department academic advisor (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should attend an information meeting about the major. Meetings are held about once a week. Sign up for a meeting in 909 Social Sciences. Further information can be obtained from the following persons and offices:

General information, Sociology Department, 909 Social Sciences - 624-4300

Undergraduate Advisor, Ann Rausch, 923 Social Sciences – 624-6013

Director of Undergraduate Studies, Professor Rob Warren, 1172 Social Sciences - 624-2310

Sociology Honors Advisor, Professor Joachim Savelsberg, 1181 Social Sciences - 624-0273

Director of Graduate Studies, Professor Penny Edgell, 1074 Social Sciences – 624-9828 and/or

Graduate Program Associate, Robert Fox, 931 Social Sciences - 624-2093