

SOCIOLOGY OF THE FAMILY
(SOVI/CHFD 4610)
University of Georgia
Spring Semester, 2008

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Office Hours: Mondays, Wednesdays and Fridays, 10-11am and by appointment
(214A Baldwin Hall)

REQUIRED TEXT:

1. Cherlin, Andrew J. (2005). Public & Private Families: An Introduction (5th ed.). McGraw Hill Higher Education: New York
2. Bel-Jean's Packet (plus two in-class Handouts)

COURSE OBJECTIVES:

- To gain an understanding of the nature of the American family in its present form(s)
- To be knowledgeable about historical changes in the form and function of the American family over time
- To understand the profound effects that race/ethnicity, social class, and gender have on our experiences within families
- To be familiar enough with the statistical data regarding families to use it in support of your position on issues regarding the Family.
- To be able to apply the knowledge gained in this class to your own experiences—past, present, and future—of family.

COURSE FORMAT:

The course will use a variety of formats, including lectures, discussions, video clips, two community member panels on specific issues, and interviews

EVALUATION:

WRITE-UP of Interview w/ Older Person (25 points)

See handout from class for assignment guidelines. The write-up is due on Wednesday, January 23. No late papers accepted.

EXAMS (300 points)

There will be three exams (two exams during the semester and one final exam). The format of the exams will include multiple choice, true false, and short answer questions.

MAKEUPS for exams will be given ONLY to those students providing valid documentation regarding serious incident(s) that precluded them from taking the scheduled exams. THE INSTRUCTOR MUST BE CONTACTED ON OR BEFORE

THE EXAM DAY TO MAKE ARRANGEMENTS FOR A MAKEUP, or a makeup will not even be considered. Official excuses are due upon the day you return to class. The instructor reserves the right to determine the seriousness or validity of an excuse.

Students must be on time to class on exam day.

IN-CLASS SMALL GROUP DISCUSSIONS (90 points)

Class discussions will be based on the reading material contained in the Bel Jean's packet. Students will be assigned to small discussion groups of approximately five students for the semester. Groups will meet during class time to discuss each of the eleven readings.

Groups should rotate the assignment of a 'group leader' who will be responsible for writing down the group's responses to discussion questions. The group's responses will be graded on the basis of their insightfulness, thoughtfulness, and the thoroughness with which they answered the question. All students in a given group will receive the same number of points (10 possible points for each discussion). Students not present for the discussion will receive zero points. The best nine of ten discussion scores for each individual will be added together at the end of the semester to comprise the discussion score.

DISCUSSION GROUP POINTS MAY NOT BE MADE UP FOR ANY REASON.

RESEARCH PAPER (100 pts)

The content of the paper will be based on one of the Assigned Readings, a face-to-face interview associated with a person knowledgeable about the topic upon which the article is based, and three additional research articles that you find through a literature review process.

A printed information sheet for each Assigned Reading that specifically defines the research topic, provides suggestions for people to interview, and provides interview questions is included in your Bel-Jean's packet. You will choose one article/topic and a sign-up sheet will circulate in class the first two weeks of the semester. If you happen to miss the sign-up process during these first two weeks, it is your responsibility to contact the instructor for a paper topic. If, by the time you sign up, there are no remaining topics with available slots left, you will receive a '0' on the assignment. Additional spaces on full topics will not be created to accommodate those signing up late.

Students will also conduct a literature review on their specific topic and incorporate information from these articles into the compare and contrast sections of the paper. Make certain that your articles are from academic, peer-reviewed research journals and not the popular press (magazines, newspapers, nonacademic journals, and much of the information derived from the internet). If you are unsure of what this means, any of the reference librarians on campus will help with your search, and also feel free to show your

potential articles to the instructor. Articles should be relatively current (from 1990 to the present).

>> **GUIDELINES FOR THE INTERVIEW**

Each student will conduct a 15-20 minute face-to-face interview with an individual who is knowledgeable about or experienced in the family issue on which you are focusing. The information sheet provided by the instructor for your specific article includes suggestions on whom to interview and the interview questions you should use. Feel free to include any other questions that emerge or that you have going into the interview.

>> **WRITING GUIDELINES AND GRADING RUBRIC FOR THE PAPER**

The paper will include five sections, which are described below.

First Section—Interview Write-Up (20 points)

1. Introduce the person you interviewed, tell why they were appropriate as an interviewee for this project, and discuss your relationship to this person.
2. Discuss the interview. Feel free to choose the format in which you would like to report this information. You may go through questions and answers one by one, or you may discuss the most important points of the conversation in more of an essay form. Do what works best for you, but be sure to convey the richness of the discussion.

Second Section—Article Summaries/Reviews (25 points)

Summarize the main points in the Bel-Jean's reading you chose and the central research methods, samples, main points, and findings in the three additional research articles you found through your literature search.

Third Section—Compare & Contrast (25 points)

1. Compare the different findings and research methods (e.g., samples, data gathering techniques, etc.) in the three academic journal and Bel-Jean's articles and discuss the implications of these differences.
2. Discuss how your interviewee's responses compared and/or contrasted with the information presented in your articles. Be sure to support your points with examples from the interview and/or articles.

Fourth Section—Conclusion and Your Reflections (10 points)

1. Provide a conclusion summarizing the main points of interest in your paper from the first and second sections.
2. Discuss anything that surprised you either in the article or in the interview, or in the differences between them. Provide any original ideas on the topic that you may have.

3. Discuss what, if anything, you learned through the process.

Fifth Section of the Paper: Reference Page (10 points)

1. Cite all sources used in paper.
2. You may use MLA, American Sociological Association, or American Psychological Association format. Just be consistent.

Quality of Writing. (10 points)

This grade provides the instructor with an avenue for rewarding students with excellent writing skills; it also provides a way to communicate to a student that work may be needed on grammar, writing style, organization, proper citation of discussed journal articles, etc.

>>>> Papers will be due on the day following completion of the topic you have chosen on the syllabus (For example if you choose Reading 2 on Men's Family Work, it will be due on the day we begin discussing Social Class and Families). Papers based on the last topic before exam dates will be due on the last day of class before the exam. Exact due dates are written on top of the information/sign-up sheets for each topic. It is your responsibility to know when your paper is due, and also your responsibility to sign up for a topic.

No late papers will be accepted. Hard (paper) copies only (i.e., NO e-mailed papers).

GRADE CALCULATION SUMMARY

Interview w/ Older Person Write-up	25 points
Exam #1:	100 points
Exam #2:	100 points
Final Exam:	100 points
In-Class Discussions	90 points
<u>Research Paper</u>	<u>100 points</u>
Total Possible Points	515 points

Bonus Points: Attendance at Family Panels = 6 points (3 points each)

Grades correspond to the number of points earned at semester's end as follows:

A = 475-521	B+ = 453-463	C+ = 402-411	D = 309-360
A- = 464-474	B = 423-452	C = 372-401	F = <309
	B- = 412-422	C- = 361-371	

SYLLABUS:

January 7-9

REVIEW AND DISCUSS SYLLABUS & CLASS REQUIREMENTS

January 11-14

INTRODUCTION TO SOCIOLOGY OF THE FAMILY

Cherlin: Chapter 1, “Public and Private Families” pp. 3-34

January 16-21 (No Class January 21 for MLK Day)

HISTORY OF THE FAMILY

Cherlin: Chapter 2, “The History of the Family” pp. 35-75

Reading 1: Coontz, S. (2005). Marriage, a History: From Obedience to Intimacy or How Love Conquered Marriage (pp. 1-12). London: Viking Penguin.

>>> *January 23: Write-Up of Interview w/ Older Person Due*

January 23-30

GENDER AND THE FAMILY

Cherlin: Chapter 3, “Gender and Families” pp. 77-108

Reading 2: Coltrane, S. & Adams, M. (2003). Men’s Family Work: Child-Centered Fathering and the Sharing of Domestic Labor. In A. and J. Skolnick (Eds.). Family in Transition (pp. 115-128). Boston, MA: Allyn & Bacon.

February 1-8

SOCIAL CLASS AND THE FAMILY

Cherlin: Chapter 4, “Social Class and Families” pp. 110-141

Reading 3: Each of you will find and submit a newspaper or local magazine article on poverty in Athens, or on initiatives that address it. Your group’s collection of articles will be the basis of discussion.

>>>Families, Poverty, and Healthcare Panel

Date & Time:

Place:

February 11

Video of Families, Poverty and Healthcare Panel (You do not need to attend class if you attended the family panel)

February 13

>>> Exam #1

February 15-20

RACE, ETHNICITY, AND FAMILIES

Cherlin: Chapter 5, "Race, Ethnicity and Families" pp. 142-182

Reading 4: Lamb, Lynnette (2005). "Adoption Nation," Carleton College Voice, Summer, 2005, 16-21.

February 22-29

SEXUALITY & SOCIETY

Cherlin: Chapter 6, "Sexualities," pp. 183-213

Reading 5: [HANDOUT] Denizet-Lewis, B. "Whatever Happened to Teen Romance?," New York Times Magazine, May 30, 2004, pp. 30-55.

March 3-7

COHABITATION & MARRIAGE

Cherlin: Chapter 7, "Cohabitation and Marriage," pp. 215-255

Reading 6: Conlin, M. "Unmarried in America," Business Week, October 20, 2003, pp. 106-124.

March 10-14

No Class--Spring Break!

March 17-24

CHILDREARING

Cherlin: Chapter 9: "Children and Parents," pp. 291-328

Reading 7: Lareau, A. (2005) *Invisible Inequality: Social Class and Childrearing in Black Families and White Families*. In A. Cherlin (Ed.) Public and Private Families: A Reader, 4th Edition (pp. 71-93). New York: McGraw Hill.

March 26

Exam #2

March 28-April 4

WORK, FAMILIES, AND CHILDCARE

Cherlin: Chapter 8: "Work and Families," pp. 257-289

Reading 8: Hirschman, L. (2006). *Homeward Bound: The Truth About Elite Women*.
<http://www.prospect.org/web/page.wv?section=root&name=ViewWeb&articleId=10659>

>>>Work/Family Panel

Date & Time:

Place:

April 7-11

GROWING OLD IN FAMILIES

Cherlin: Chapter 10: “The Elderly and Their Families,” pp. 329-364

April 14

Videotape of live Work/Family panel will be shown. If you attended the actual panel, you do not have to come to class.

April 16

Film: “Daddy and Papa”

April 18

Reading 9: [HANDOUT]

Dominus, S. “Growing Up with Mom and Mom,”
New York Times Magazine, October 24, 2004, pp.
70-143.

April 21-28

DIVORCE & REMARRIAGE

Cherlin: Chapter 12: “Divorce,” pp. 401-436

Chapter 13: “Remarriage and Stepfamilies,” pp. 437-466

Reading 10: Amato, P. (2001) Lifespan Adjustment of Children to Their Parents’ Divorce,” In S. Ferguson (Ed.). Shifting the Center: Understanding Contemporary Families. Mountain View, CA: Mayfield.

FINAL EXAM—See Exam Schedule

Additional Information Regarding SOCI 4610:

- * Any student NOT reporting to class by Friday, January 12 will experience an instructor-initiated withdrawal from the course.
- * All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.
- * The course syllabus is a general plan for the course. Deviations announced to the class by the instructor may be necessary.