

## CHFD 4850: Family Development

Spring 2003

310 Dawson Hall

M & W 9:05-9:55

Instructor:	Dr. Leslie Simons	Office:	Graduate Assistant:	Danielle Larkins
Office:	115 Dawson Hall	Office:	Office:	103 Dawson Hall
Phone:	542-4855	Phone:	Phone:	542-4939
e-mail:	<a href="mailto:lgsimons@arches.uga.edu">lgsimons@arches.uga.edu</a>	e-mail:	e-mail:	canise98@hotmail.com
Office hours:	M & W 10:00:11:00	Office hours:	T	2:00 - 3:00
	and by appointment		R	11:00 - 12:00

### Course Description

This course is designed to give you a basic overview of the social scientific research on the family. The course is designed as an analysis of the family as a basic social institution and focuses on the history, structure, and functions of the family. Topics we will address include: the family as a primary agent of socialization, the social construction of gender, family violence, and the effects of social change on the family. We will emphasize the study of intimate human relationships as a social issue and will examine such topics as the stages of union formation and dissolution (e.g. dating, cohabitation, marriage, divorce, remarriage), gender, sexuality, sibling relationships, parenting, families and work, and alternative lifestyles. It is the objective of this course to provide you with a basic understanding of the concepts, methods, and principles used to study intimate dyadic relationships and families from a sociological perspective so that you can apply this knowledge outside the classroom. At the end of the semester you should have a greater understanding of various types of family relationships and their corresponding challenges, successes, and failures.

This course will follow a lecture format. These lectures are meant to compliment the information contained in the chapters. There will be topics covered in your reading that are not addressed in lecture. Similarly, I will cover material in lecture that is not addressed in the text. You are expected to know all of the material. I will encourage class discussion and occasionally I will show a video. There will be no study guides provided nor will there be extra credit assignments. Occasionally, I will send email communications to your UGA address. If you do not regularly check that account, you should have your UGA email forwarded to an account you do check.

### Required Texts

Ambert, Anne-Marie. 2001. Families in the New Millennium. Allyn & Bacon

Skolnick, A. and Skolnick, J. 2002. Family in Transition (12th ed). Allyn & Bacon

### Attendance

Regular attendance is expected and students are encouraged to attend each class session. I do not provide lecture notes to students so you are responsible for getting class notes whenever you cannot attend. You are also responsible for the content of any videos shown in class or presentations by guest speakers. If you get behind on course material because you have not attended class, your grade will suffer. If you must miss class, it is your responsibility to find out from a classmate what you missed. Excessive absences (more than 6) may result in a letter grade reduction.

In the event I am late for class, please wait 15 minutes before dismissing yourselves.

### Course Requirements

**GRADING SCALE.** The course evaluation will be based on the average grades you receive on three exams (each worth 20% of your final grade), one paper (20% of final grade), one class presentation (10% of final grade) and class participation (10% of your final grade). 100-90% = A, 89-80% = B, 79- 70% = C, 69-60% = D, < 60% = F.

**EXAMS.** Exams will be worth 100 points and will be comprised of approximately 70% multiple choice and 30% short answer/essay. They will cover lecture material, assigned readings, any information provided by guest speakers, videos, and class presentations. There are no exemptions from the final exam. **The final exam will be entirely multiple choice and is not comprehensive.**

**MAKE-UP EXAMS.** Only those students who miss an exam for a documented university-excused reason (another team/group event that takes you out of town on exam day, illness documented by a doctor's note or the patient copy of the paperwork at the student health clinic, jury duty, etc.) will be permitted to take a make-up exam. If you do have a *legitimate, documented* reason to miss an exam, you must let me know in advance. Only under those circumstances will a make-up exam be given. You will need to schedule that make-up to be taken with either Danielle, the Graduate Assistant for this course, or me to take place within one week of the original exam date. Approximate dates for the exams are listed in the schedule of class sessions. No early exams will be given and make-up exams will be given only under the extenuating circumstances identified above and only if prior arrangements have been made with the instructor or the graduate assistant.

**PRESENTATION.** You will be responsible for presenting the findings of a *research journal* article to the class. You should focus on an empirical article that attempts to test hypotheses. Your presentation should be approximately 10 minutes long and you will be expected to use either overheads or a power point presentation. You must include a 1-page handout to the class. I will be evaluating your presentation based on your description of the research questions or hypotheses to be addressed, the sample, the findings, and the implications of those findings (both theoretical and policy-related). At the end of your presentation, you will turn in a copy 'Of the full text article, a typed 2-page summary (more detailed than the class handout and written in the form of a formal paper), and two multiple choice questions (with answers) based on information from your presentation. These multiple choice questions should NOT be included in your class handout.' I will select one for inclusion on the following exam. If these questions are included in the class handout, they will be excluded from the exam and you will not receive credit for that portion of the assignment (5 points). Journals that are appropriate for this assignment include, but are not limited to, *Journal of Marriage and the Family, Child Development, Family Relations, and Journal of Research on Adolescence*. Publications that are NOT appropriate are any popular magazines such as *Time, Newsweek, or Parenting*. You may be able to find a copy of the full text article online and this is fine. However, you are NOT to use anything that appears only on a website (that is, it has not been published in a research journal). This assignment is worth 50 points.

**CLASS PARTICIPATION.** ~~Class and leadership grades will be based on reading from the Scott et al. & Skold class reader. These discussions will take place during the class meeting prior to a scheduled exam.~~

**PAPER ASSIGNMENT.** This assignment is worth 100 points. A complete description of the assignment, along with detailed guidelines, follows. **The paper is due on Monday, April 14.** Papers turned in on time will be graded and returned to you on Wednesday, April 30.

For this assignment, you will interview **one dual-earner couple with children under the age of 18 living in the home.** The members of your couple can be employed full-time or part-time. You can interview a family member if you wish (this does not include your own parents).

### Tentative Schedule of Class Sessions and Reading Assignments

The following represents a general outline for our progress through the material. Actual dates and topics may change as we move through the semester. Any changes in the schedule will be announced during class. You are expected to keep up with the readings as assigned. Additional readings will periodically be posted on Web CT. You will be notified in class as well as by email. You are responsible for these readings at exam time.

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
Jan 10	Introduction to the Course	
Jan 13	Theories of Family Sociology	Ch. 1, R. 1
Jan 15	More Theories	
Jan 17	Using Empirical Research to Study Families	
Jan 20	MLK holiday Bclass does not meet today	
Jan 22	Class Exercise	Ch.2, R. 3 & 5
Jan 24	History of the American Family	
Jan 27	More History	Ch. 3, R. 12
Jan 29	Dating and Mate Selection	
Jan 31	Video: A Marriage-Just a Piece of Paper?@	
Feb 3	Sexuality	Ch. 4, R. 11
Feb 5	Cohabitation	
Feb 7	Single Parenthood	
Feb 10	Discussion and Review	Ch. 5, R. 14
Feb 12	<b>EXAM I</b>	
Feb 14	Video: AJuggling Work and Family@ part 1	
Feb 17	Kinship	Ch. 6, R. 20
Feb 19	Class Presentations (The Process of Mate Selection)	
Feb 21	Heterogamy	
Feb 24	Social Class, Social Context, and Family Life	Ch. 7, R. 24, R. 7
Feb 26	Class Presentations (Neighborhood/Community)	
Feb 28	Gender	
Mar 3	Marital Quality	
Mar 5	Class Presentations (Marriage)	
Mar 7	Marital Communication and Conflict	
Mar 10	Household Division of Labor	
Mar 12	Class Presentations (Division of Labor)	
Mar 14	Video: AJuggling Work and Family@ part 2	
Mar 17-21	<b>SPRING BREAK!!!</b>	



Mar 24	Transition to Parenthood	Ch. 9, R. 18
Mar 26	Class Presentations (Parenting)	
Mar 28	Parenting Styles	
Mar 31	Discussion and Review	Ch. 11, R. 9
April 2	EXAM 2	
April 4	Video: AThe Children are Watching@	
April 7	Sibling Relationships	Ch. 12, R. 19
April 9	Class Presentations (Sibling Influence)	
April 11	Child Care	
April 14	Divorce PAPERS ARE DUE!!!	Ch. 13, R. 17 & 23
April 16	Class Presentations (Divorce)	
April 18	Single Parent Families and Remarriage	
April 21	Family Violence	Ch 14, R. 34 & 32
April 23	Class Presentations (Family Violence)	
April 25	Intergenerational Transmission of Problem Behaviors	
April 28	Class Presentations (Delinquency)	Ch 15 & 16
April 30	Discussion and Review	
May 1	This is a Thursday, but the university has a MWF schedule today	
Friday, May 9	Final Exam 12:00 - 3:00 pm	

### Academic Honesly

"The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty has been developed to ensure these goals. All members of the academic communitY are responsible for knowing the policy and

procedures on academic honesty." (<http://www.uea.edul-voaa/oolurac/ahool/main.html>). This site includes information about the University of Georgia's policies and procedures on academic honesty.)

According to the University of Georgia, *academic honesty* means "performing all academic work without cheating lying, tampering, stealing, receiving assistance from any other person or using any source of information which is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to that source of assistance or any information)." *Academic dishonesty* means knowingly performing, attempting to perform, or assisting any other person in performing any academic work, which does not meet this standard of academic honesty."

### Student Needs

1. Any student with a disability who needs an accommodation or other assistance in this course should make an appointment to speak with the instructor or graduate assistant as soon as possible so that those needs can be met.
2. The computer lab, located in Dawson Hall, is available to students enrolled in CFD courses (8:00 a.m. -5:00 p.m., Monday -Friday).
3. The English Department offers a writing clinic, which features tutors who provide assistance to students who request help with their writing skills. Call the Writing Center for more information (542-2119).

This is a guide to help you conduct your interview and prepare your paper based on the readings "The Emotional Geography of Work and Family Life" and "The Second Shift: Working Parents and the Revolution at Home" both by Arlie Hochschild. This guide is not completely inclusive. That is, it is not a recipe for an automatic A on your paper. Rather, it is intended to provide a starting point for your work, to give you a sense of what will constitute a good paper, and how to best go about producing one.

First, some general guidelines:

1. Papers MUST be typed, double-spaced.
2. Margins must be 1" and 12-point font.
3. Papers must be 8-10 pages, no less than 8 and no more than 10. Additionally, you should include a cover page with the title of the paper, your name, and the name of the course. This page does not count as one of the 8-10 required for the body of the paper.
4. Papers are due during class on Monday, April 14. Papers submitted late (any time AFTER the class period will be considered late) will lose 5 points for the first day late and 10 points for each additional day that it is late.

Doing the interview:

1. Be sure to get the couple's permission to be interviewed.
2. ~~Some questions about their work and family life and their household division of labor. Do not tell them about the findings from Hochschild's research. Avoid leading questions. For example, do not ask, "How often do you fight because you do much more of the housework and childcare than your husband does?" A better alternative would be, "Do you and your husband agree about the way you share housework?"~~
3. Interview each partner separately. Whether you conduct your interview in person or over the phone, be sure to ask each person the same questions. You might want to tape the interview so you can accurately reconstruct their answers when writing the paper. Ask your couple if recording is okay. If you do not record their responses, take very careful notes.

4. Try to get a general sense of the family beyond asking about paid work and "family work." For example, what kind of jobs do they have? How long have they been married? How many children do they have? How old are the kids? Do they live in a small town or big city? Are they religious? How do they feel about the roles that men and women should play in a society and in families? What is their education level? Do they have traditional or liberal values and political ideas?
5. Use the issues from your reading assignment to help you come up with questions for an *interview guide*. How many hours do each work outside of the home? Does their company provide "family friendly" policies? If so, what are they? Does either of your interviewees take advantage of those programs? Why or why not? Do they feel they have enough time for their family? Do they have "quality time" with their partner/spouse and kids? What is the division of labor in the household? Who is responsible for cooking, cleaning, laundry, lawn care, household repairs, car maintenance, errands, childcare (bathing, packing lunches, car pool, doctor's appointments, etc.) How did they arrive at this division of labor? Did they discuss it or just drift into it? Is it the division they prefer or would they like for things to be different? Is this different than before they had children? How is their family arrangement (i.e., employment situation, division of household labor, gender ideology) different from that of their parents? What coping strategies does your couple use?

What should you include in your paper?

3. Use 1-2 pages of your paper to address the reading assignments. What is Hochschild trying to understand in The Time Bind and The Second Shift? What were her hypotheses or expectations? What are her conclusions? Show you read and understand the assigned readings.
2. Use about 1 page to describe demographic information about your couple as described above. Be sure to use pseudonyms when writing about your couple in order to protect their anonymity and the confidentiality of the data. This is very important in social science research.
3. Describe the paid work/family work situation of this couple, who does what, their feelings about the situation, ways they cope, etc. This should take 4-5 pages.
4. In the last couple of pages of the paper, link your couple to the families discussed in The Time Bind and The Second Shift. How are they similar or different? The reading from The Second Shift will give you an idea of how your paper can be organized.
5. Concluding comments. What did you learn from Hochschild about the division of household labor in most families? What did you learn from the couple you interviewed?

Do not wait until the week before this paper is due to try and locate a couple to interview. You should think about that well in advance and have the couple's permission to be interviewed so that you are not left trying to find someone at the last minute. If you are having trouble with this assignment please see me about it sooner rather than later. I am willing to offer assistance as needed but my ability to help will be increasingly limited as the due date draws near,

**IMPORTANT:** The reserved readings are posted on reserve for this class on Galileo using the password "chfd4850".