**The Family**  
**Sociology 2200-- Section 1001**  
TTH 2-3:15 pm 216 LL  
Fall 2014

A copy of this syllabus is on the D2L site.

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**Office Hours:** By appt b/w 11 a.m. & 2 p.m. TTh  
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**COURSE DESCRIPTION**

This course puts a sociological lens on historical and current family trends and patterns, such as changes in family structure, fertility, age at marriage, divorce and remarriage, nonmarital and alternative family lifestyles, and violence. Although this class is not a "how to have a happy marriage and family" class, the information you gain in this class will help you understand what factors facilitate and hinder marriage. By the end of the semester, you will have an overview of the history of American family life and an understanding of the effects of major economic/occupational changes on family life and structure. You will also become aware of the diverse ways of “doing family” around the world. You will better understand and be able to explain trends related to family life, and you will be better able to understand and explain how and why family experience varies across class, gender, race, and age. You will be able to think more critically about the statistics and reports you encounter about the family in the daily news.

This course is also approved for the University’s Common Core as an Individual and Social Behavior course, which has the following learning objectives: 1) Understand central concepts, theories, and methods used to explain individual and social behavior in one of the social and cultural disciplines, 2) Use knowledge of social scientific methods to analyze examples of individual and social behavior, and 3) Evaluate the applicability of social scientific knowledge for understanding individual & social behavior in particular contexts. I look forward to learning together with you.

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**CLASS RULES**

*Attendance.* Course policy follows Marquette policy  
(http://bulletin.marquette.edu/undergrad/academicregulations/#attendance), which allows the instructor to withdraw a student (WA) after the equivalent of 2 weeks' of absences. Since we meet twice weekly in this class, four absences are the equivalent. Your grade may suffer before that.

*Academic Dishonesty.* AD includes cheating and all forms of plagiarism (not citing properly or using someone else's published or unpublished work, for instance). My response to dishonesty follows the guidelines of the College:  
http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/academicregulations/#academicichonesty and University:  

*Late Assignments.* If for any reason (the computer crashed, you were vomiting all night, you had a job interview, etc.) you cannot turn in an assignment on or before the deadline, you can hand it in one class session late but with a deduction of one grade level (from an A to an AB, for example). If it is a printer problem, you can always email the assignment to me to make sure it gets to me on time. To make up exams or missed assignments due to extended illness, death in family, acts of God, etc., contact me ASAP and expect to provide some proof of excuse. It is best to view the due dates as deadlines; you can always turn in assignments early to avoid unanticipated last-minute problems.
Class Decorum. There are a couple things that irritate me to no end: side discussions and people gathering up their belongings in anticipation of the close of class while others are trying to speak. Those are both rude and contagious. You may be asked to leave the class if either of these becomes a pattern.

REQUIRED TEXTS
You can purchase the following books at BookMarq, Sweeney’s, online, etc.
- Any other readings/videos will be on D2L.

ASSIGNMENTS AND GRADING

1. A. The written segment of your grade. (10% of your grade) is based on a 3-5-pp reaction paper. For the paper, you must pick two of the articles assigned in class during the designated time period. Respond to them using course concepts, theories, and/or data found in lecture, other readings, and/or videos. Half the class must turn in their paper by 10/14, and the second half must turn it in before 11/25. Papers are graded based on the following criteria:
   - whether they indicate comprehension of the articles (2 points)
   - the extent of incorporation of the theories and other related class material (lectures, readings, videos) (4 points);
   - the extent to which they show reflection on and logical consideration of the articles’ main arguments; opposing arguments, pros & cons (3 points);
   - writing style, grammar, etc. (1 point)

A. B. Argument paper. (10%) of your grade. Each of you will be assigned to one of four topics and then we’ll discuss them in class. Write a 3-5 page essay arguing one way or another (or in multiple directions if you have ambivalent views) in regard to one of the following questions. There are some resources online for each of the questions. You are not required (though you can) do extra research. This paper can be turned in any time (in Dropbox AND hard copy), but be ready to discuss it in class on the deadline date (see schedule below).

   - Should mothers be charged with a crime for using drugs while pregnant? See the articles on D2L.
   - Should the US have paid maternity leave?
   - How would you counsel a friend who was thinking about divorce? What factors would you consider?
   - Should the US pass anti-spanking laws?

2. The participation segment of the grade (20%) is based on your participation during large group discussions of videos and readings, or in contributions made in the form of questions or comments during lectures, through any D2L assignments, and through e-mail or in-person discussions with me. Participation requires that you be in class and have read the material and hopefully thought about the issues to some extent. You should have read and be prepared to discuss assigned readings. Real learning requires communication between student and teacher and among students. It also makes the class more interesting for all of us (students can bore their teachers just as teachers can bore their students!). If you come to class regularly but make no contribution to the group’s learning endeavor, you will end up with a D for this segment of the grade. If you combine this with being absent, it is possible
to end up with an F for this segment.

3. Two exams will be given (worth 60% total--30% and 30%). Exam 1 is usually a combination of multiple choice and short answer. Exam 2 is usually a combination of multiple choice and essay. The multiple choice sections are not cumulative, but the short answer or essay sections may be. When essay questions are included (usually for the final exam), the questions will be distributed about a week before the exam.

Although I present statistics in the course, I do not test you on specific numbers or dates, but you should understand what those numbers are saying, what trend or pattern they are illustrating. You should understand how those statistics can be interpreted and what their limitations are. Likewise, I rarely ask you to memorize the definition of concepts, but rather I will ask you to apply them, identify examples of them, or to explain what conditions are conducive to producing the particular phenomenon. In studying for exams, look for patterns (by class, gender, age, race, etc.) among groups of people, trends over time, and explanations for these patterns and trends. I do not give formal exam reviews, but you are more than welcome to ask questions before an exam seeking clarification, additional material, etc.

**SUMMARY OF GRADING**

2 Exams: 60% (30% for midterm; 30% for final)
2 reading analysis papers: 10%
Argument paper: 10%
Participation: 20%
Total: 100%

No extra credit is allowed in the course, so do your best the first time around.

**SCHEDULE OF LECTURES, READINGS, AND ASSIGNMENTS**
(Subject to change if necessary)

T: 8/26: Review syllabus. Complete survey. Class discussion on family issues, values, and policies.

Th, 8/28: Be prepared to discuss: “How Family Wars Affect Us” (Benokraitis on D2L under Readings)
Theoretical approaches

M, 9/1: Labor Day – NO CLASSES
T, 9/2: Theoretical approaches and functions. Last day to withdraw without W

Th, 9/4: Terms and Families Across Space (cross-cultural)
Be prepared to discuss: STC Ch1: The Family in Question

T, 9/9: Family Over Time--Colonial and Early Industrial Family
Be prepared to discuss: STC Ch 5: Historical Perspectives on Family Diversity

Th, 9/11: Industrial and Service Economy families
Be prepared to discuss the video: [http://www.pbs.org/wgbh/pages/frontline/two-american-families/?elq=6bc371b0d60e4ecbada9c6644bc4830e&elqCampaignId=770](http://www.pbs.org/wgbh/pages/frontline/two-american-families/?elq=6bc371b0d60e4ecbada9c6644bc4830e&elqCampaignId=770): and the 8 charts on that website. (This link is also on D2L under PBS Two American Families in Videos.) Think about what trends have occurred over the past 20 or so years to create the experience of these families.

T, 9/16: Socioeconomic effects--Poverty/Homelessness

Be prepared to discuss these videos (which are also on D2L under Videos—2 links):

[http://www.youtube.com/watch?v=aajfyaODVAU](http://www.youtube.com/watch?v=aajfyaODVAU)

[http://www.youtube.com/watch?v=MdbHEZp0WPA](http://www.youtube.com/watch?v=MdbHEZp0WPA)

Th, 9/18: Household Data/Family Structure

T, 9/23: Teen pregnancy & birth

Be prepared to discuss video: "Baby Love" What are the reasons these women said they had babies while teens, and is there any good outcome for the women?

Th, 9/25: Marital Status—Being Single & Cohabitation

Be prepared to discuss: STC Rdg18: Families Formed Outside of Marriage

T, 9/30: Love, Dating, Selecting

Be prepared to discuss: STC, Ch. 11: Gendered Sexuality in Young Adulthood

Th, 10/2: Argument Paper due (L-Z): What would you do? Tennessee Law on pregnancy and drugs OR paid maternity leave. (See D2L for links to read)

T, 10/7: The Marriage Experience: Legal parameters, Satisfaction

Be prepared to discuss video: The Love Lab. What were good/bad signs of arguing

Th, 10/9: MIDTERM EXAM

T, 10/14: Interrelationship between work and family

Division of labor in household

***************Students with last names A thru K must have handed in 1st reaction paper by now***************

Th, 10/16: MIDTERM BREAK: No Class

T, 10/21: Dual-income couples and their children

Parenting styles and socioeconomic class

Be prepared to discuss: STC Ch 31: Invisible Inequality

Th, 10/23: Catch-up
T, 10/28: Gay & Lesbian Parents: Be prepared to discuss STC, Rdg 30: “(How) Does the Sexual Orientation of Parents Matter?” And the video Daddy & Papa (60 minutes) What problems do the fathers and children encounter before or after adoption?

Th, 10/30: Adoption & Foster
Be prepared to discuss STC, Rdg 23: Mothering for the State

T, 11/4: Divorce--Changes in law and rates
Societal and Individual Factors

Th, 11/6: Gender & Divorce
Be prepared to discuss video: Happily Ever After (on D2L). And STC, Rdg. 38: Accounting for Divorce In what ways do women and men differ after a divorce?

T, 11/11: Remarriage and Stepfamilies
Discuss STC, Rdg. 39: The Modern American Stepfamily

Th, 11/13: Catch up
F, 11/14: Last day to withdraw w/W.

T, 11/18: Domestic Abuse: Causes, effects of domestic violence
Discuss STC, Rdg. 41: Gender, Diversity, and Violence

Th, 11/20: Men and abuse.
Be prepared to discuss video: Battered Husbands (on D2L). What are the reasons men stay with their batterers? How does it differ from women?

T, 11/25: Child, Sibling and Elder Abuse
Be prepared to discuss STC, Rdg. 44, Abuse of elders

 *****Students with last names L thru Z must have handed in 2nd reaction paper before Thanksgiving break******

Th, 11/27: Thanksgiving—No classes

T, 12/2: Families in Later Life
Be prepared to discuss video: Grandparents Rights (on D2L). If you were the court, what would you decide and why?

Th, 12/4: Argument paper due (A-K): What would you do? Divorce counseling or Spanking (see D2L for links)

FINAL EXAM: 8 a.m., Wed., December 10th
Family Survey

1. Male   Female   Racial Identification:___________
2. Freshman   Sophomore   Junior   Senior
3. In which socioeconomic class would you consider your family to be?
   Lower income   Working class (blue collar)   Middle Class   Wealthy
4. What religion is your family?   Catholic   Protestant   Muslim   Jewish   Other   None
5. How many children are in your original home?   _____
6. Are you the oldest, youngest, middle?
7. Are your parents married, divorced, widowed, never married
8. If married, is this their first second third marriage?   For mom, dad, or both?
9. How long have they been (or were they) married?   __________
10. Are you currently living in a stepfamily?   Yes   No
11. Which of your parents are employed?   Mother   Father   Both
12. Before kindergarten, did you attend preschool, nursery school, or daycare?   Yes   No
13. Other than your parents and siblings, has anyone else lived in your household?   Yes   No
14. If yes, who?   __________________________________________________________
15. How many grandparents are still living?   _____   Greatgrandparents?   ______
    Greatgreat?   ______
16. Have any of the following occurred in your close extended family?

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<thead>
<tr>
<th>Event</th>
<th>Yes</th>
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<tbody>
<tr>
<td>A. extended unemployment of parent</td>
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<td>B. adoption of children</td>
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<td>C. death of parent or child</td>
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<td>D. unwed pregnancy or birth</td>
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<td>E. gay or lesbian</td>
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<td>F. interracial marriage</td>
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<td>G. marriage outside of religion</td>
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<td>H. domestic violence</td>
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<td>I. homelessness</td>
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<td>J. need to rely on welfare</td>
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<td>K. need to use nursing home</td>
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17. I am very close close not so close distant to/from my mother.

18. I am very close close not so close distant to/from my father.

19. How often does your family have company over for dinner?
   weekly  2X/monthly monthly less than 6 times/yr rarely

20. Is the company usually family, usually friends, or about evenly divided b/w the two?

21. Before coming to college, how many nights a week did your whole family have dinner together?
   ______ Breakfast? ______

22. Which side of the family do you see most often? mother's father's equally both equally neither.

23. Does either of your parents (mom dad neither both) do volunteer work in the community?

24. If so, what do they do?

25. I would say the state of my family relations is poor fair good excellent.

26. I would say that the state of American families is poor fair good excellent.

27. I live in a neighborhood where people know and talk to each other. Yes No