

Sociology of Family SOC 3110 (32624)
Spring 2014 MWF 12:30-1:20 p.m. Room SS 44

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Office hours: Mon. 10:00-11:00 a.m., Tues. 3:00 4:00 p.m., Th. 10:00 11:00 a.m. or by appointment if needed.

Required Texts:

Cherlin. 2012.

There are two take-home essay exams for this course, a midterm and a final. Both include essay questions you can choose from, to some degree. The exams will cover all course materials (reading, lecture materials, etc.). You will have one week to complete each.

I expect university-level writing on all written assignments. This includes proper spelling, punctuation, grammar, etc. The Writing Center is a good resource for help with writing.

This course uses a good deal of **discussion**. Part of your grade will come from your participation throughout the semester. Do remember that all students need the chance to participate.

If you have a legitimate problem with an exam date or due date, you need to talk to me as early as possible so we can make arrangements before it affects your grade.

On distractions: Even small, unintended disruptions like chatting with others, rustling a newspaper, or gathering your books and papers before the end of class can disturb your
Coming to class late and leaving early are particularly distracting, and should be avoided if at all possible. **Please do not leave class early unless you have made prior arrangements with me.**

Electronic devices may ONLY be used for course work, NOT for texting, social media, or other non-class activities; devices must also be silenced.

Please be considerate of your fellow students and your instructor.

Student and Instructor Responsibilities:

Students	Instructor
Be prepared for class	Be prepared for class
Arrive on time	End on time
Turn in assignments on time	Return graded assignments in timely fashion
Know and understand grading policy	Follow grading policy with fairness
understand	Research and
Bring up problems when they occur	know or understand
	Bring up problems when they occur

A Tone of Respect and Sensitivity:

Because this course touches on emotionally charged topics such as roles in the household, sex and sexuality, corporal punishment, and divorce, you may learn things about others that conflict with your own thoughts and values. My hope is that students will engage with the material in both an intellectual and emotional way, and that lively discussions can take place during class time (and

can explore ideas and express opinions without fear of being ridiculed, judged negatively, or put down. It is possible and healthy to disagree with others without degrading, silencing, or intimidating them. Our goal should be open minds, with sensitivity to and appreciation for differences.

Differing viewpoints are encouraged, but personal attacks or disrespectful behavior will not be tolerated. Respect for all is expected, including:

1. **Treating everyone with civility, including listening without interrupting**
2. **Avoiding insulting terms and stereotypes when describing people**
- 3.
4. **Critiquing ideas rather than the person holding them**

Other people holding philosophies, values and beliefs that are different than our own is not a threat to the philosophies, values and beliefs we each hold

Academic Integrity: As members of Weber State University academic community, students maintain academic ethics and honesty. Plagiarism, the unacknowledged (uncited) use of any other person or group's ideas or work (including purchased or borrowed papers), and cheating are specifically prohibited (Weber State University Student Code). Any sort of academic dishonesty will not be tolerated in this course. A single case of cheating or plagiarism can be the basis for a failing grade and/or sanctions from the University. Ignorance of what constitutes plagiarism is not an acceptable excuse. For further information, please see the student code referred to above (<http://documents.weber.edu/ppm/6-22.htm>), or talk with the instructor.

Students with Disabilities: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. For more information about the SSD, contact them at 801-626-6413, ssd@weber.edu, or <http://departments.weber.edu/ssd>

Emergency Closure: If for any reason the university is forced to close for an extended period of time, we will conduct our class through email and Canvas. Look for announcements on your Weber email and on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

Course Assignments

NOTE: Late papers will be docked unless you have made arrangements ahead of time.

Unless noted otherwise, **PRINTED ASSIGNMENTS MUST BE TURNED IN** I do not grade assignments submitted electronically.

Deliberative Democracy Project Events on Feb. 25th, paper due March 4th worth 30 points

Purpose: Deliberative Democracy is centered on the notion that persons should be given opportunity to deliberate about public problems and solutions under conditions that are conducive to reasoned reflection and mutual willingness 3(u)dBT1 0 eJETBTA(M46 133.9a 449 Tc[(th)] TJETBTN(du/l

Diversity Project brief on who interviewing due Feb. 13th; paper due Fri. March 20th, 80 points

Purpose: This project provides you an opportunity to work towards appreciating the diverse array of families in our society. Interview someone from a different family background than your own, and may be interpreted broadly.

The Interview: By Friday, Feb. 13th, you need to write a brief statement describing the person you have selected to interview and explaining why you have chosen that particular individual make sure that person has agreed to the interview as well.

Most of you will likely interview friends or family members who are already comfortable discussing their lives with you if you have a different idea than this, check with me on potential problems. You are expected to be respectful and ethical during the interview. Here are the interview rules:

Inform the interviewee that involvement is voluntary and confidential. He or she may refuse to answer any question, and he or she may end the conversation at any time.

Being ethical means that once confidentiality has been promised, it must be protected.

shared with you in any way that would identify the interviewee (including in your paper).

It also means being respectful of your interviewee views, feelings, and experiences.

In both your paper and class discussions, talk about the differences between you and your interviewee in a way that honors him or her. Think about how you would want your own views, feelings and experiences talked about.

Other than those things, how you structure the interview is up to you. Use an approach that makes you both comfortable. For example, you could approach the interview with questions you have already formulated, or you could ask the individual for an oral history of his or her family situation.

The Paper: Due Fri. March 20th

Write a 3-5 page paper (typed, double spaced, 1 inch margins, 12 point font, pages numbered) that conveys what you learned during the interview process. In your narrative-style essay (paragraph form, not bullet points), relate your discussion to relevant information covered in the course to that point. Do not include information that could identify your interviewee, and **do not use real names.**

This paper is not to be a journalistic reporting of what your interviewee said, but rather, a look at the themes and patterns that came up. Include not only what you learned about your interviewee, but what you learned about yourself and your family as well:

Talk about why you chose to interview this particular person. What makes your situation and his or her situation different? Be explicit.

What did you learn about the person during your interview? What did he or she say that sounded foreign to you? Emphasize anything that esp(d he2tou l)-11 1 inch marginsd6yi(or)13(she 8sk

Assessment of Legislative Session Family Issues Full project due in class April 8th
Total project worth 100 points (bibliography 25 points, analysis paper 75 points)

Purpose: Using a sociological perspective, students will increase their awareness of the interaction between the institution of the state and families, noting how events outside the family can affect the family unit. The assignment will also provide practice in sociological analysis and critique.

Overview: The Utah State Legislature will meet from January 26th through March 12th. They will debate and make legislative decisions on a variety of topics that will directly and indirectly affect Utah families. Each student will pick a family-related issue the legislature is addressing and follow it throughout the legislative session. The project consists of *two parts*: an annotated bibliography of all the sources you use for your research (whether you cite them in your paper or not), and a report based on your findings. After the legislative session ends, using a sociological perspective you will write a paper that analyzes and critiques the action taken (or not taken) by the legislature, as well as the way the issue was c

(Assessment of Legislative Session: Annotated Bibliography cont.)

You may draw from opinion pieces (e.g. columns, op-ed pieces, letters to the editor, etc.), but you must also make sure you have adequate coverage of the issue from news articles

The minimum number depends on the length and usefulness of the items

Additionally, the annotated bibliography needs to include a number of other types of sources, as noted above

Analysis Paper (75 points):

You need to use the required reading from *Writing Sociology Papers* to craft a well-written paper. Use the information from the reading to practice your writing skills.

Utilizing information from course materials as well as from the resources referred to above, write a 4-7 page report on the family-related issue you chose (typed, double spaced, 1 inch margins, 12 point font, pages numbered). In the narrative-style report (paragraph form, not bullet points), include each of the following areas. The use of headings is expected, to assist both you and the reader.

A brief **intro** that includes an introduction to your issue and your basic thesis for your paper.

: A detailed explanation of the issue, including its causes and conditions, as well as a brief discussion of the sociological theory ***you*** think explains the issue the best (including ***how*** the theory explains the problem). **This must come from course materials.**

Study area context/background: Here include the background on why the UT state legislature is addressing this issue, the history of the issue where the legislature is concerned (e.g., whether the issue has come

Course assignments

Course Schedule²

Jan. 12th: Introduction to the course.

Reading for Jan. 14th:

and Utah students 'grossly' unprepared for
Also: *A Guide to Writing*, pp. x-

January 19th: Holiday Martin Luther King, Jr. Day

Reading for Jan. 21st: Textbook Ch. 1 Public and Private Families; also *A Guide to Writing*, pp. 4-

Reading for Jan. 28th: Ch. 14 The Family, the State, and Social Policy

Reading for Feb. 4th: Ch. 2 The History of the Family; also *A Guide to Writing*, pp. 13-27 Ch. 2,

Reading for Feb. 11th: and a Pedagogy of the Oppressor,
pp. 1-10 from *Privilege*

Reading for Feb. 13th: Ch. 3 Gender and Families [Brief due: who interviewing? Fri. Feb. 13th]

February 16th: Holiday Presidents Day

Reading for Feb. 20th: Ch. 4 Social Class and Families; also *A Guide to Writing*, pp. 29-41

Wednesday, Feb. 25th Deliberative Democracy Day: NO CLASS attend event

[Midterm distributed Fri. Feb. 27th]

Reading for March 2nd: Ch. 5 Race, Ethnicity, and Families; also *A Guide to Writing*, pp. 163-166

[Deliberative Democracy paper due Wed. March 4th]

Reading for March 6th: Ch. 6 Sexualities [Midterm due]

March 9th through 13th: Spring Break

Reading for March 20th: Ch. 7 Cohabitation and Marriage [Diversity project due]

Reading for March 25th: Ch. 8 Work and Families

Reading for April 1st: Ch. 9 Children and Parents

Reading for April 8th: Ch. 10 Older People and Their Families [Legislative paper due]

Reading for April 13th: Ch. 12 Divorce