Course Description: This course will look at family structures and relationships over time and across cultures, with continued focus on the wider social contexts, especially industrialization, feminism, race, class, sexual orientation, technology and social policy. What is family? How have our definitions changed? What social factors influence those changes? What are the current issues related to family and what lies ahead? Is the family in decline or undergoing social change? Which of these - decline or change – translates to chaos and which to order?

The first block will explore sociological thinking in general, including basic theory, methods, and an introduction to the terminology and themes in the field. The goal will be to provide the tools and set the context for deeper sociological analysis. The second block will focus specifically on sociology of family. Assignments will include classic and contemporary readings, debates over controversial issues, as well as data collection in local courts. 2 units

Required Texts:
All texts should be available in the bookstore. Be sure, if buying used books, that you have the correct edition. Changes are made often, and can be significant. The following books are required reading for everyone:

Block 1:

Block 2:

In addition, all students will read one of the following monographs:

- Pleck, Elizabeth. 2012. *Not Just Roommates: Cohabitation after the Sexual Revolution*

The following individual chapters are also required reading during Block 2. They can be accessed through Prowl.

- Karraker, Meg Wilkes. 2008. “Global Change and Demographic Shifts” and Transnational Employment,” chapters in *Global Families*.
- Ranson, Gillian. 2010. “The Crossovers” and “Shift-Workers and Dual-Dividers,” chapters in *Against the Grain*.

Course Requirements:
1. Read! Participation in class is essential, so both attendance and preparation will be crucial.

2. You will be required to comment via e-essay on a number of the assigned readings. I will provide questions for each entry, to which you will respond. Comments should be well thought out and carefully written. Quotes should be kept to a minimum, and citations to specific statements in the texts can be made with simple parenthetical references. Try to write about 300 words, and post them the morning before they are due by 7am. Note that the point values for the various essays over the two blocks vary.

3. In addition to e-essays, you will hand in six formal written assignments (details are attached or will be distributed later):
   - Block 1: Subculture Paper
   - "Doing Sociology" Paper
Block 2:  
60+er Interview  
Marriage/Coupling Contract  
Court Reflection Paper  
Family Research Poster

4. After a brief orientation/training (re: domestic violence in the legal system, courtroom procedures and protocol, and data collection), you will be assigned to observe three El Paso County courts: fast track (once), restraining orders (once), and misdemeanors/felonies (at least twice). We will collect data for Justice Watch (a local organization that monitors the courts) regarding courtroom culture and judicial demeanor. We will then discuss our observations in class. Hours will be logged and data sheets will be collected and entered into the Justice Watch database.

5. Each student, in groups of relatively equal numbers, will read one of the monograph options. On the last Tuesday of the second block, the groups will meet with me for about an hour each to discuss the books. Some portion of that session will be pre-prepared by the students individually and/or together, and another portion will be dedicated to responding to questions from me.

6. There will be two exams in the first block, and one in the second block. Some portions of the first exam (a midterm) may be taken in class, while other parts may be done at home and handed in on exam day. The two final exams will be oral, taken in groups of four. Note when the exams are scheduled on the syllabus; no exceptions will be made for travel, so plan accordingly. In case of illness, or any excused absence from the final oral exam, you will be required to write answers to ALL questions asked on the day of the exam.

Grading:
There will be two separate grades for this course, one for each block. Final grades will be based upon the above requirements, weighted approximately as follows:

**Block 1:**

E-Essays 1-5  
20% (4 for 3 points; 1 for 8 points)
Subculture Paper  
15%
"Doing Sociology" Report  
25%
Mid-term exam  
15%
Final exam  
25%

**Block 2:**

E-Essays 6-9  
16% (4 for 4 points)
60+er Interview  
12%
Marriage/Coupling Contract  
12%
Court Data and Reflection Paper  
12%
Family Research Poster  
12%
Monograph Discussions  
12%
Final exam  
24%
Once graded, no late assignment can earn more points than the lowest grade earned for that assignment. This is to keep me on top of the grading, as well as you on top of the assignments. In addition, all assignments must be completed in order to pass the course. Because the clock keeps ticking, and assignments keep coming, I recommend that you try to hand everything in on time. If late, do let me know, as some issues are less problematic than others, but in virtually every case, the above stated consequence will be applied.

Attendance:
Because much of the learning that occurs in this course happens in the midst of class discussion, attendance is crucial. I do not give credit for attendance and participation, but I detract it for absences, both physical and mental. That is, you must be here and you must participate.

That said, life happens (health problems, family emergencies, etc.), and when it does, some students choose to miss class. You don’t have to ask for permission – I won’t give it; that is your choice. Do let me know though. An excused absence is much less problematic than simply “blowing off” class when I am figuring grades. Even so, keep all absences to a minimum; zero is best! If you do miss class, it is your responsibility to find out from another student what was missed. You WILL be tested on material covered in both readings and class sessions, so if you’ve missed any information, it may come back to haunt you – in fact, this is quite likely.

Please come to class on time, and try to remain until official break times. Points will be subtracted from your grade for late arrivals, and other disruptions to the class, including talking to your neighbor outside of the class discussion, cell phone ringing, using your computer for e-mail or other distracting internet surfing, and falling asleep (I will wake you up and ask you to leave – it’s embarrassing. Be sure to study hard, play hard, but also to sleep hard.)

Honor Code:
Cheating on tests and plagiarism on papers will not be tolerated - period. For each assignment, we will agree upon time limits, resources allowed (books, notes, internet, etc.), individual work v. team work, and so on. If afterward, my final instructions are not clear, please ask for clarification. I take violations of the Honor Code very seriously, and will not hesitate to report any suspected infringements to the Honor Council. You must also include a statement of Honor Code compliance at the end of ALL written work, as follows: “On my honor, I have neither given nor received unauthorized aid on this assignment,” and your “signature.”

Accessibility Resources:
If you have a disability and require accommodations for this course, please speak with me privately, either in person or via email, as soon as possible. If you have not already done so, you will need to register with Accessibility Resources (Learning Commons at Tutt Library, Room 152, 227-8285), the office responsible for coordinating accommodations and services for students with disabilities.

Course Outline:
Monday, Sept. 2: Introduction to the Course

Tuesday, Sept. 3: The Sociological Perspective
   McIntyre, ch. 1-4
Ferguson, readings 1-5

Wednesday, Sept. 4: Methods
McIntyre, ch. 5-6
Ferguson, readings 7-9
*Canvas Orientation: 9:00 in Palmer Lab

Thursday, Sept. 5: Culture
McIntyre, ch. 7
Ferguson, readings 10-12
DUE: Subculture Topic
*Library Orientation: 1:30 pm – 3 in Tutt Library

Friday, Sept. 6: Structure (peer editing of papers in the afternoon and/or over the weekend)
McIntyre, ch. 8
Ferguson, readings 17-19
DUE: E-Essay #1 (due by 7am) and Doing Sociology Topic (in class)

Monday, Sept. 9: Institutions
DUE: Subculture paper
McIntyre, ch. 9
Ferguson, readings 47-49

Tuesday, Sept. 10: Socialization
McIntyre, ch. 10
Ferguson, readings 13-16

Wednesday, Sept. 11: Deviance and Social Control
McIntyre, ch. 11
Ferguson, readings 6, 20-22
DUE: E-Essay #2

Thursday, Sept. 12: Stratification and Work
McIntyre, ch. 12
Ferguson, readings 35-37, 41-43

Friday, Sept. 13: Mid-term Exam

Monday, Sept. 16: Class and Media
McIntyre, ch. 13
Ferguson, readings 23-26, 38-40
DUE: Draft of Lit Review

Tuesday, Sept. 17: Race, Ethnicity, Gender and Age
McIntyre, ch. 14
Ferguson, readings 27-34
DUE: E-Essay #3
Wednesday, Sept. 18: Religion and Education  
Ferguson, readings 44-46, 50-52

Thursday, Sept. 19: Social Change  
Ferguson, readings 56-58  
**DUE: E-Essay #4**

Thursday afternoon: Individual meetings to discuss Lit Reviews

Monday, Sept. 23:  
MacLeod  
**DUE: E-Essay #5 (7 points)**

Tuesday, Sept. 24: Research Presentations  
**DUE: "Doing Sociology" Paper**

Wednesday, Sept. 25: Final Oral Exam

**BLOCK BREAK**

Monday, Sept. 30: Sociological Perspectives on Family

Tuesday, Oct. 1: Theory  
Parsons and Engels  
Aulette, ch. 1  
Cherlin, ch. 1  
**DUE: E-Essay #6**

Wednesday, Oct. 2: History and Cultures  
Gough  
Aulette, chs. 2 & 3  
Cherlin, ch. 2

Thursday, Oct. 3: Love and Marriage  
Aulette, ch. 9  
Cherlin, chs. 6 & 7  
**DUE: 60+er Interview**

Friday, Oct. 4: Divorce and Remarriage  
Aulette, ch. 10  
Cherlin, chs. 12  
**DUE: Research Topic**

Monday, Oct. 7: Race, Gender and Class  
Aulette, ch. 5  
Cherlin, chs. 3, 4 (Lareau only), & 5 (Qian only)  
**DUE: E-essay #7**
Tuesday, Oct. 8: Work and Housework
   Aulette, chs. 6 & 7
   Cherlin, ch. 8

Wednesday, Oct. 9: Economics and Globalization
   Aulette, ch. 4
   Cherlin, ch. 5 (Hondagneu-Sotelo and Avila only)
   Briggs
   Karraker
   DUE: Marriage/Coupling Contracts

Thursday, Oct. 10: Public Policy: Poverty and Parenting
   Cherlin, chs. 9 (Wilcox only) & 14 (DeParle only)
   Struening, ch. 5
   Ranson, chs. 3 & 4

Friday, Oct. 11: Public Policy: Gay Families and Reproduction
   Aulette, ch. 14
   Cherlin, chs. 9 (Stacey only) & 14 (Meexan and Rauch only)
   Struening, ch. 6
   Giele
   DUE: E-essay #8

Monday, Oct. 14: Domestic Violence and Prep for Court
   Aulette, ch. 11
   Yllö
   Loseke
   Strauss
   Loseke and Kurz
   DUE: E-essay #9

Tuesday, Oct. 15 – Thursday, Oct. 17: Data Collection in Court

Thursday, Oct. 17 (1:00 – 3:00): Child Abuse and Discussion of Courts
   Cherlin, ch. 11
   DUE: Court Reflection Papers

Friday, October 18: No Class – Extra time to prepare for the last three days of the block

Monday, Oct. 21: Poster presentations
   DUE: Poster

Tuesday, Oct. 22: Monograph Discussions (followed by lunch at noon)

Wednesday, Oct. 23: Final Oral Exam
Assignments: (marriage/coupling contract and court observation guide on separate handouts provided in Block 2)

Subculture Paper: Select a subculture to which you belong or with which you are familiar. It can be a religious, racial, or ethnic group, an athletic or social club, or an occupational or work-related subculture. In an essay of 3-4 pages, demonstrate your understanding of ALL of the following concepts by describing the values and beliefs; folkways and mores and their respective sanctions; rituals and customs of the subculture you have chosen. Assume your audience does not know the meanings of these terms, so define them briefly before illustrating them with your subculture. How does one become a member of this subculture (initiation rite)? What are the outward symbols and behaviors that might indicate to others that one is a member? Begin with a general definition of a subculture, and end by noting how any of these concepts differ from the dominant culture. If there is no difference, is this really a subculture, or something else?

Note that I use the term "subculture" quite loosely to include most small groups. The main criterion for evaluation will be your ability to illustrate the key concepts listed above for whatever group you choose.

I will assign peer editing groups, in which you will gather on Friday afternoon (or some other agreed upon time) to discuss each other’s papers so as to make improvements to your own paper, as well as hear the descriptions of other subcultures.

"Doing Sociology" Paper: In teams of two, develop a brief survey, field study or content analysis on a conceptually sound topic of interest to you. Survey/observe/interview at least 20/6/4 persons respectively, or do a content analysis of a given medium. After conducting a literature review of previous work done on your topic, briefly identify and discuss the main theory that is relevant to your topic as well as the independent variable, the dependent variable, and your hypothesis. Describe your methods as clearly as possible. Collate your data into a table and analyze it in terms of your hypothesis. Was there a pattern to your results? What results surprised you? Interpret the results: What is the significance of your results? Can you make any general statements about the population from which you drew your sample? Were other issues raised that would be important for further study?

Report your results in a 7-10 page paper. Methods and results will be shared on the due date, so be prepared to discuss your work. The papers will follow this standard sociological format:

- Introduction
- Literature Review
- Methods
- Data
- Findings and Conclusions
- Future Research

There will be time set aside for peer editing of these papers. I NEVER want to read a first draft!

Interview of 60+er: Find someone 60 years old or older who is willing to talk with you about his/her family through the life course. Students usually use a grandparent or other relative. You might begin by explaining the course and our interest in family structures of the past.
Ask what they felt family and societal expectations were for them when they were young regarding:

- when and whom to marry
- the ideal number of children
- gender roles
- Were they very aware of societal expectations at the time?
- How were these expectations communicated to them?
- Did they conform to these expectations? Which ones? Why or why not?
- Be sure to include the following demographic data:
  - gender
  - level of education
  - type of community they lived in when young (rural, suburban, urban, outside the U.S., etc.)
  - marital status
  - number of children

You may write up the data in any way that you think best lends itself to an analysis of the responses. A few students have reported very brief conversations verbatim, but most have described the most important points in a narrative. After reporting the data, include 1-2 pages of analysis related to any pertinent sociological perspectives studied thus far in class or in readings. The paper is not the data alone, but the sociological analysis of the data.

**Family Research Poster Presentation:** You will research a subtopic within the larger subject of sociology of family, ideally something we have only touched on in class or something we didn’t have time to cover. In groups of 2, choose a topic and prepare a poster as a visual representation of a literature review. Answer question such as: What do we know about this question? What are the leading theories that explain it? What new findings have arisen in the research over time? What do the most current studies say? Information will be displayed on large, bi-fold poster boards. On the due date, we will spend part of class walking around to see each poster and ask questions of the presenters.

Develop a concise and focused research question which:
- lends itself to sociological analysis
- has information from more than one perspective
- you can get the information to answer

You must use at least 10 different sources of information, including at least:
- 2 websites
- 5 scholarly essays/journal articles
- 2 books, or portions of 3 books
- 1 popular source (magazines are the most common)

Attach your reference list, properly formatted, to the back of the poster. You will be graded on the quality of your work, and you will also be given the opportunity to “rate” each other’s work.