Fall 2015

SOC 4104

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Course Description
An analysis of the family in social context, with emphasis on the ways in which communities and societies promote stability and change in families. Patterns of interaction among family members are also explored, together with the impact of family life on the individual's social development.

.Required Texts
Other required readings will be included as course documents.

Course Requirements
• Attendance and Participation
Students are expected to attend class as indicated by completion of weekly assignments. Each week there is a journal assignment. Throughout the semester there are seven discussions and four exams. It is important that you respect the contributions of your classmates and use netiquette in your posts. Grades will be based on the following guidelines.

• Assignments
• Journal Entries:
This semester there will be eight (8) biweekly journaling assignments, due Sunday midnight, allowing you a personal space to communicate with me the instructor about meeting the objectives of weekly topics and assignments. This allows personal reflection and analysis of the assigned readings and cognitive assignments. Grading criteria are that you will post a weekly 500 plus word, about 1 page, written assignment) answering the weekly posted questions by Sunday midnight. All references to the text or other publications are to be cited (I prefer ASA style, as this is a Sociology class but will accept APA or MLA). Assignments are written for this
class and integrate material from assigned readings (and videos if assigned). Spell and grammar check your posts prior to posting.

Discussions: This semester there will be eight (8) discussion assignments due biweekly. Discussions topics include responses to posted questions covering assigned chapters and materials, **personal opinions are only included as secondary to explain/expand on class material**, as this is an academic course. Grading criteria: Student posts must be minimally 250 words, be topical, evidence netiquette, and respond to at least one other post. Discussions will be open from Sunday, till 4 PM on Thursday, so that students with busy schedules will have ample time to participate. In order to do well in discussion groups, students will need to be familiar with the readings/notes prior to participating. Spell and grammar check your posts prior to posting.

Exams: There will be four exams. Exams are multiple choice, open book exams worth 100 points each. The study guides are assigned but ungraded.

Email me prior to the due date if there are extenuating circumstances that may excuse late work. No late papers will be accepted without prior approval.

**Grading**

- 8 Discussions: 25 points each = 200 points
- 8 Journal 25 points each = 200
- 4 Exams: 100 points each = 400
- Total = 800 points

Final grades: A= 800 to 720; B = 719 to 640; C = 639 to 560; D= 559 to 480 F= below 479

**Academic Dishonesty**

As stated in the UNO Student Handbook available at:

[http://www.studentaffairs.uno.edu/studentpolicies/policymanual/academic_dishonesty.cfm](http://www.studentaffairs.uno.edu/studentpolicies/policymanual/academic_dishonesty.cfm)

“Academic honesty and intellectual integrity are fundamental to the process of learning and to evaluating academic performance. Maintaining such integrity is the responsibility of all members of the University. All faculty members and teaching assistants should encourage and maintain an atmosphere of academic honesty. They should explain to the students the regulations defining academic honesty and the sanctions for violating these regulations.

“However, students must share the responsibility for creating and maintaining an atmosphere of honesty and integrity. Students should be aware that personally completing assigned work is essential to learning. Students who are aware that others in a course are cheating or otherwise committing academic dishonesty have a responsibility to bring the matter to the attention of the course instructor and/or academic unit head, or the Associate Dean. To promote academic integrity, students will assign the following pledge when required by the instructor.”

By submitting work in your name, I assume you are certifying the work as yours and yours alone.
I have a zero tolerance for Academic Dishonesty.

Students with Disabilities

Students with documented disabilities can seek a variety of accommodations. If you have a disability, you must register with the Office for Disability Services and they will work with you to determine appropriate accommodations. Further information is available at: http://www.studentaffairs.uno.edu/studentpolicies/policymanual/disabilities_policy.cfm

Course Outline

Week 1: Chapter 1. Families Past and Present
Objectives:
1. Be able to summarize the changes to family life over the past decades.
2. Be able to critique and deconstruct the family myths of a stable past, universality, and family harmony.
3. Be able to discuss how the life course revolution has impacted families since the beginning of the 20th Century.
Assignment:
1. Read Chapter 1; Watch Chapter 1 Power Point Presentation
2. Discussion 1.
   The first discussion is a self-introduction. This assumes that you have read Chapter 1. As with all open posts use netiquette, only post information that is public, relevant, and appropriate. Post minimally 250 words and respond to at least one peer.
   Following Chapter 1 Your introduction will involve:
   1. State what you want to get from the course.
   2. Introduce yourself and your current family.
   3. List and describe at least three ways that your current family is different from the myths of marriage and family life.
3. Complete Study Guide Review Chapter 1

Week 2: Demographic view of the Family
Objectives:
1. Be able present how the census describes who is in a household.
2. Be able to discuss trends in family and nonfamily households from 1940 to today.
3. Be able to discuss the changes in marriage and parenthood
Assignment:
1. Read Chapter 1; Watch Demography of the Family Power Point Presentation
2. Journal Entry 1
   Watch video- Demographic trends, changes in family economic well-being, and family structures Apr 22, 2015 Eileen Crimmins
   https://www.youtube.com/watch?v=fAObaU92VSE and discuss: How will our aging population change our families and social trends?
Objectives:
1. Be able to contrast Darnton’s (1990) mommy wars between working and nonworking mothers with Hays interview findings.
2. Be able to discuss what Hochschild (1989) describes as the “supermom”
3. Be able to compare and contrast the decline of the family: conservative, liberal, and feminist views.
Assignments:
1. Read Chapter 2
2. Discussion 2
   1. Contrast Darnton’s (1990) mommy wars between working and nonworking mothers with Hays interview findings.
   2. Discuss what Hochschild (1989) describes as the “supermom”
   3. Compare and contrast the decline of the family: conservative, liberal, and feminist views.
3. Complete Study Guide Review Chapter 2

Week 4: Gay Right to Marriage
Objectives:
1. Be able to discuss effect of three landmark issues; The Defense of Marriage Act, United States v. Windsor (570 U.S. ___ 2013); and Obergefell v. Hodges
2. Be able to discuss the international legality of gay rights
Assignments:
2. Journal Entry 2
   1. Discuss effect of three landmark issues; The Defense of Marriage Act, United States v. Windsor (570 U.S. ___ 2013); and Obergefell v. Hodges
   2. Discuss the international legality of gay rights
3. Complete Exam 1 Chapters 1 and 2

Week 5: Chapter 3. Changing Gender Roles
Objectives:
1. Be able to discuss changes in male and female gender roles.
2. Be able to trace the four eras of gender equality
3. Be able to discuss Gerson’s “best and second best” options for women
Assignments:
1. Read Chapter 3; Watch Chapter 3 Power Point Presentation
2. Discussion 3
   1. Discuss changes in male and female gender roles.
   2. Trace the four eras of gender equality
   3. Discuss Gerson’s “best and second best” options for women
3. Complete Study Guide Review Chapter 3
Week 6: Chapter 4. Sexuality and Society
Objectives:
1. Be able to discuss England’s research on “hooking up”.
2. Be able to discuss the effect of the sexual revolution of the 1960s
3. Be able to discuss the benefits of marriage
Assignments:
1. Read Chapter 4
2. Journal Entry 3.
   Using England’s research on “hooking up” discuss the advantages and disadvantages of hooking up. Discuss the effect of the sexual revolution of the 1960s. Discuss the benefits of marriage described in the text.
3. Complete Study Guide Review Chapter 4

Week 7: Chapter 5. Courtship and Marriage
Objectives:
1. Be able to discuss how old are people today when they marry for the first time?
2. Be able to discuss how many people get married?
3. Be able to discuss how many people cohabit prior to marriage?
4. Be able to discuss How many babies are born to unmarried women?
Assignments:
1. Read Chapter 5; Watch Chapter 5 Power Point Presentation
   Answer and explain/discuss the four questions: 1. How old are people today when they marry for the first time?
   2. How many people get married?
   3. How many people cohabit prior to marriage?
   4. How many babies are born to unmarried women?
3. Complete Study Guide Review Chapter 1

Week 8: Cohabitation Continued
Objectives:
1. Be able to discuss the reasons for an increase in debt
2. Be able to Be able to discuss how a young adult’s credit card and education loan debt influences marriage/cohabitation
3. Be able to discuss how different sexes approach debt
Assignments:
1. Read Assigned article; Watch Cohabitation Continued Power Point Presentation
2. Discussion 4.
   1. Discuss the reasons for an increase in debt
   2. Discuss how a young adult’s credit card and education loan debt influences marriage/cohabitation
   3. Discuss how different sexes approach debt
3. Exam 2 Chapters 3-5

**Week 9 Chapter 6. Divorce and Remarriage**

**Objectives:**
1. Be able to trace the history of no fault divorce in the U.S.
2. Be able to compare the legality of divorce internationally
3. Be able to discuss differences between divorce in research and divorce in the media

**Assignments:**
1. Read Chapter 6;
   Watch Chapter 6 Power Point Presentation
2. Discussion 5.
   1. Trace the history of no fault divorce in the U.S.
   2. Compare the legality of divorce internationally
   3. Discuss differences between divorce in research and divorce in the media
3. Complete Study Guide Review Chapter 6

**Week 10: Chapter 7. Parenthood**

**Objectives:**
1. Be able to trace the historical change in parent child relationships presented in the text.
2. Be able to discuss the Cowans’ perception of parenthood as a new frontier
3. Be able to discuss low-income urban fathers and the “package deal” of family life

**Assignments:**
1. Read Chapter 7; Watch Chapter 7 Power Point Presentation
2. Journal Entry 5.
   1. Trace the historical change in parent child relationships presented in the text.
   2. Discuss the Cowans’ perception of parenthood as a new frontier
   3. Discuss low-income urban fathers and the “package deal” of family life
3. Complete Study Guide Review Chapter 7

**Week 11: Adoptions**

**Objectives:**
1. Be able to list the six social constructions of adoptions
2. Be able to discuss the five waves of intercountry adoptions
3. Be able to discuss Quiroz’s (2007a, 2007b) gradation of adoptees and adoptive families

**Assignments:**
1. Read Assigned book Chapter; Watch Adoption Power Point Presentation
2. Discussion
   1. List the six social constructions of adoptions
   2. Discuss the five waves of intercountry adoptions
   3. Discuss Quiroz’s (2007a, 2007b) gradation of adoptees and adoptive families

**Week 12 Chapter 8. Childhood and Youth**

**Objectives:**
1. Be able to list Mintz’s five myths of childhood and explain the current realities.
2. Be able to discuss how parenting has evolved through a series of successive and overlapping phases.
3. Be able to describe three reasons for what Settersten, and Ray label the “long path to adulthood”

Assignments:
1. Read Chapter 8; Watch Chapter 8 Power Point Presentation
   1. List Mintz’s five myths of childhood and explain the current realities.
   2. Discuss how parenting has evolved through a series of successive and overlapping phases.
   3. Describe three reasons for what Settersten, and Ray label the “long path to adulthood”
3. Complete Study Guide Review Chapter 8
Exam 3 Chapters 6-8

Week 13 Chapter 9. Work and Family Life
Objectives:
1. Be able to discuss Horsthuis and Machung’ second-shift and working parents gendered roles
2. Be able to discuss the rhetoric and reality of working women “opting out”.
3. Be able to discuss, using Williams, the complex issues of child care and caregiving and maintaining low wage employment with changing shift work and overtime.

Assignments:
1. Read Chapter 9; Watch Chapter 9 Power Point Presentation
2. Discussion 7.
   1. Discuss Horsthuis and Machung’ second-shift and working parents gendered roles
   2. Discuss the rhetoric and reality of working women “opting out”.
   3. Discuss, using Williams, the complex issues of child care and caregiving and maintaining low wage employment with changing shift work and overtime.
3. Complete Study Guide Review Chapter 9

Week 14 Chapter 10. Family and the Economy
Objectives:
1. Be able to discuss the effect of downsizing, restructuring, and or reengineering have on families.
2. Be able to contrast the reserve labor force effect on whites versus blacks.
3. Be able to discuss the effects of unemployment on fathers.

Assignments:
1. Read Chapter 10; Watch Chapter 10 Power Point Presentation
   1. Discuss the effect of downsizing, restructuring, and or reengineering have on families.
   2. Contrast the reserve labor force effect on whites versus blacks.
   3. Discuss the effects of unemployment on fathers.
3. Complete Study Guide Review Chapter 10
Week 15 Chapter 11. Dimensions of Diversity
Objectives:
1. Be able to critique earlier research on “the Black Family”, including the infamous Moynihan Report.
2. Be able to discuss how the availability of mates has affected the formation of Black Families.
3. Be able to discuss how the timing and conditions of immigration have affected Mexicans, Puerto Ricans, Cubans and persons from Central and South America so there is no one Hispanic population in the U.S.
4. Be able to discuss the challenges confronting the Chinese immigrant family in the U.S.

1. Read Chapter 11; Watch Chapter 11 Power Point Presentation
2. Discussion 8.
   Select one of the below diverse population for your discussion:
   1. Critique earlier research on “the Black Family”, including the infamous Moynihan Report.
   2. Discuss how the availability of mates has affected the formation of Black Families.
   3. Discuss how the timing and conditions of immigration have affected Mexicans, Puerto Ricans, Cubans and persons from Central and South America so there is no one Hispanic population in the U.S.
   4. Discuss the challenges confronting the Chinese immigrant family in the U.S.
3. Complete Study Guide Review Chapter 11

Week 16 Chapter 12. Trouble in the Family
Objectives:
1. Be able to discuss the effect of imprisonment on family life and parental relationships.
2. Be able to discuss to reasons unmarried parenthood was viewed as a positive, that children were wanted, that children “saved” them.
3. Be able to contrast the researchers (and their rationale) who study “Domestic violence” or “family violence” versus “violence against women”.

Assignments:
1. Read Chapter 12; Watch Chapter 12 Power Point Presentation
2. Journal entry 8.
   This is the final journal entry of the semester. Select one topic:
   1. Discuss the effect of imprisonment on family life and parental relationships.
   2. Discuss to reasons unmarried parenthood was viewed as a positive, that children were wanted, that children “saved” them.
   3. Contrast the researchers (and their rationale) who study “Domestic violence” or “family violence” versus “violence against women”.
   Next, write what topic in this course has been most interesting/meaningful to you. Did the course meet your expectations? What topic would you delete or add?
3. Complete Study Guide Review Chapter 12
Exam 4 Chapters 9-12
Syllabus is subject to revisions.