General Course Information
Time and Location: Wednesday 6:00 PM – 8:45 PM, Murray Campus Rm 105
Instructor: Jonathan Wrathall, M.S.
Office: BEHS 309   Email: jonathan.wrathall@soc.utah.edu
Office Hours: By email or by Appointment

No Prerequisites required

Course Description: This course addresses the institution of family in terms of the nature and functioning of family and the social context of family. It examines the diversity of families in the U.S. and other societies, conceptualizing the institution of family through a variety of sociological perspectives and theories. Research is presented that illuminates the nature of family and the ways in which families are influenced by social context and social change, and, in turn, the ways in which changes in family composition, roles, and relations influence society and social change. The changing nature of family and the relationship between family, ethnicity, and class are important subjects of study. Related topics include dating, marriage, cohabitation, divorce, childbearing, parenting, child development, family violence, love, intimacy, sexuality and aging.

Course Objective: To encourage students to consider the extent to which our own family experiences are related to larger social forces such as gender, race and ethnicity, social class, and changes in the economy, social institutions and cultural attitudes. Teaching and learning methods will include: lecture, film, on-line assignments, discussion, small group activities, written analysis, critique and synthesis, and examinations.

About your instructor: I am a 5th year PhD graduate student in Sociology with an emphasis in Comparative International Sociology and Population and Health. I graduated with Master of Science degree in Social Psychology in 2006 with an emphasis in theoretical and philosophical psychology. I began teaching university courses as an undergraduate and have been responsible for my own curriculum for over 14 semesters over which time I have developed my own teaching philosophy. Education is best suited in a “Good faith” environment where students and teachers are patient with each other's limitations. “Good faith” encourages students to realize they are ultimately responsible for their own learning. “Good faith” encourages open discussion where there might be disagreement in order to come to reasonable and transparent compromises. “Good faith” acknowledges the limits of epistemological methodology but relies on that methodology as “best practices.” “Good faith” learning accepts that the world may be complex and that it is not black or white but various shades of gray depending on how you look at it. Finally “Good faith” education recognizes the limits of one’s own knowledge and accepts the experiences of others for what they are. I believe multiple viewpoints are important but that they must stand up to empirical reality if they are considered to be valid. I want to help students verify that their learning style matches my teaching style as a good student-teacher match will ideally make for an enjoyable and productive semester for everyone.

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**Additional Readings:** Additional readings are periodically required to add to the course materials. Readings are made available online on the course WebCT. A tentative reading schedule is available below.

**Code of Conduct & Accommodations**

**Faculty and Student Responsibilities:** All University policies and procedures will be followed. Please refer to the University of Utah Faculty Handbook (http://www.admin.utah.edu/fhb/ ) and Student Code (http://www.admin.utah.edu/ppmanual/8/8-10.html ).

**Plagiarism:** Cases of suspected cheating or plagiarism will be reported to the Dean. The penalty for cheating is an automatic failing grade for the course, in addition to other potential penalties decided by the Dean's Office.

**ADA Statement:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

**Disabilities:** Please inform me of disabilities with written documentation from the CDS within the first 2 weeks of class so appropriate accommodations can be made.

**Accommodations:** Some of the writings, lectures, films or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if this course is one you are committed to taking. If you have concerns, please discuss it with me within the first 2 weeks of class.

**Athletics:** If you are a member of a university athletic team, you must provide me with a schedule of games and team commitments during the first two weeks of the semester.

**Student Assignments:** I will NOT retain a copy of online submissions beyond that which is retained automatically by WebCT.

**Syllabus and Course Event Schedule:** This syllabus is a tentative schedule only. All dates and assignments are subject to change. I will notify class via WebCT email or in class prior to any changes. It is your responsibility to check WebCT on a regular and frequent basis to keep track of the course schedule, and for information regarding changes to the schedule.

**Course Requirements & Grading:**

**Exams (25% of grade):** There will be two exams in this course. The first exam will be 12% of the final grade; the second exam will account for 13% of the final course grade. **Exams are open note, open book and COMPLETED ON WEBCT. However, exams are to be completed individually; there is to be NO collaboration on exams between class members and other class members or other people. Exams will be available to complete on WebCT 1:01 AM until 12:59 PM in the assigned time period. Exams are timed, and you will have 90 minutes to complete each exam. Answers submitted after time expires will not be accepted. You may take the exam on a personal computer or at any opened computer lab on campus. **Exams are found under “assessments” on WebCT**. Exams are primarily based on lecture material and assigned article readings or audio visual material.

**Exam Format:** **DO NOT OPEN THE EXAM UNTIL YOU ARE READY TO TAKE IT!! EXAMS ARE TIMED AND YOU CANNOT RE-ENTER or RE-TAKE THE EXAM ONCE IT HAS BEEN ACCESSED!!** **Exams are multiple choice, true/false, matching questions. Additionally, each exam has one essay question. Response to the essay question should be 2-3 paragraphs in length and cite specific examples from the lectures.**
There is no cumulative final exam in this course.

**Thought Paper assessments (15% of grade)** throughout the semester, you are required to complete THREE thought papers. Thought papers will involve students writing essays, approximately 2-3 pages in length, that incorporate thoughtful reflection, analysis, critique and synthesis of course readings or films. Thought papers are to be submitted under “Assignments” on WebCt before the individual thought paper due dates AND at turnitin.com links for individual assignments (found in the same folder as the thought paper readings). Papers not submitted both places will not be graded. NO LATE PAPERS WILL BE ACCEPTED. Each thought paper is worth 5% of your final course grade. **ALL THOUGHT PAPERS MUST BE SUBMITTED AT TURNITIN.COM and ON WEBCT** These are due on webct at 11:59 PM on Saturday night of the week they are assigned **

**Chapter Assessments (40% of grade):***DO NOT OPEN THE ASSESSMENT UNTIL YOU ARE READY TO TAKE IT!! ASSESSMENTS ARE TIMED AND YOU CAN NOT RE-ENTER or RE-TAKE THE ASSESSMENT ONCE IT HAS BEEN ACCESSED!!! ***To ensure that students are reading book chapters, there will be 12 “Chapter Assessments” throughout the semester. These are short, timed assessments of the assigned chapter reading. Only 10 of the 12 are required. The other two may be completed to make up for missed points in earlier assessments or for extra credit. **These are due on webct at 11:59 PM on Saturday night of the week they are assigned. **

**Participation and other online assignments (20%):** Participation points are earned through in-class assignments. The assignments vary week by week. These include group discussion, pre-tests, surveys, and other assignments as listed.

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<th>Point Allocation:</th>
<th>Number Required</th>
<th>Percent Each</th>
<th>Total allocation to Final Grade</th>
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<tr>
<td>Thought Papers</td>
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<td>5%</td>
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<tr>
<td>Exams</td>
<td>2</td>
<td>Exam 1: 12%; Exam 2: 13%</td>
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<tr>
<td>Chapter Assessments</td>
<td>10</td>
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<td>Discussion Participation and Other Online Assignments</td>
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**Grading Scale:**

| 94% - 100% A | 80% - 83.9% B- | 65% - 69.9% D+  |
| 90% - 93.9% A- | 77% - 79.9% C+ | 60% - 64.9% D  |
| 87% - 89.9% B+ | 74% - 76.9% C  | 55% - 59.9% D  |
| 84% - 86.9% B | 70% - 74.9% C- | D-               |
Less than 54.9% E

*** Please note that the course description following is a tentative representation of the semester outline. You are responsible to check WebCT and class email for any updates or changes to the course outline accompanying this syllabus. *****

Week 1: January 11 Introductions and Defining Families  
Assessment online DIF Chapter 1  
Additional reading: Single, Living Alone NYT article.

Week 2: January 18 Family Theories, Studying families  
Assessment due online TBA  
Additional Reading: Lareau, My Wife Can Tell Me Who I Know

Week 3: January 25 Historical Overviews of Families  
Thought Paper 1 – Good Provider Role  
Assessment due online DIF chapter 2

Week 4: February 1 Family and Economic Change  
Assessment Due Online DIF chapter 3

Week 5: February 8 Poverty and Social Class  
Assessment due online DIF chapter 5

Week 6: February 15 Mate Selection and Marriage Markets  
Though Paper 2) Does Marriage Matter?  
Assessment due online DIF chapter 7

Week 7: February 22 Trends in Marriage and Cohabitation  
Assessment due online DIF chapter 8 TBA

Week 8: February 29 Parents and Children  
Exam 1  
Assessment DIF Chapter 9

Week 9: March 7 Single Parenthood and Parent-Child Relations  
Thought Paper 3) What makes a Parent?

Spring Break March 12-17

Week 10: March 21 Work and Family Dynamics  
Assessment due online DIF chapter 6

Week 11: March 28 Domestic Violence  
Assessment due online DIF chapter 10
Week 12: April 4 Divorce and its Consequences
Thought Paper 4) Consequences of Family Break ups
Assessment due online chapter 11

Week 13: April 11 Transitional Families
Assessment due online DIF chapter 12

Week 14: April 18 Changes over the Life Course
Assessment due online DIF TBA

Week 15: April 25 Exam 2