Course Overview: Families are ever-present, diverse, and changing social institutions that influence our wellbeing, social relationships, and position in society. The families we live with and the family roles we fulfill influence who we are and who we are becoming. Our belonging to a particular family defines our social status, roles and responsibilities, and our access to resources and opportunities. In addition, our social class, sexual orientation, gender, religious affiliation, race, and ethnicity each inform our decisions about family, such as whether to marry, whom to marry, how many children to have, and how to divide household labor. Many of the decisions we make about family, in turn, influence our social position, workforce opportunities, and access to public resources outside of the family.

In this course we will use the sociological imagination to explore and analyze families in historical and international perspective. We will highlight the diverse and changing definitions of family, with a specific focus on the intersection of macro-level social change and change in family structure, roles, and ideologies. We will address how economic systems, culture, class structure and public policies influence the character of family life and create changes in the form and function of families across time and space.

Most of our readings, lectures and discussions will focus locally—on families in the U.S. and our own communities. However, we will also take a global perspective on families. This international perspective will allow us to consider how different social and cultural circumstances, and the forces of globalization, influence families in the U.S. and countries across the world. By considering the similarities and differences across families internationally we will gain a more complete understanding of families as socially-constructed institutions conditioned by social and economic structures.

Course Readings: There is one required text for this course, as well as a series of required readings that will be available online via WebCT. The required text, available for purchase at the University Bookstore, is *Diversity in Families* (8th edition), by Maxine Baca Zinn & Stanley Eitzen (abbreviated BZE in reading schedule).
Various articles located on WebCT/e-reserve are also required reading. Using a computer with Adobe Acrobat reader, access & print these articles with your WebCT ID and password. If questions arise regarding use of WebCT please contact the campus helpdesk (581-4000).

Course Expectations and Grading Scheme: To create a participatory and respectful atmosphere in the classroom, my expectations for you are as follows:

- To arrive to class on time, and on a regular basis. It will be impossible to do well in this course without attending regularly (please inform me if you have university-sanctioned responsibilities, or medical, family or other emergency that prevents your attendance).
- To complete the assigned readings for the day. The assigned texts for this course are, in my mind, manageable and interesting. I will conduct several unannounced “spot checks” of your reading/film journals to ensure you are carefully and critically reading the assigned texts.
- To participate in classroom activities—as an active listener, active discussant, and active, respectful, and collaborative member of learning groups.
- To complete—on time—the required writing assignments. Except in the case of extraordinary personal hardship, I will not accept late assignments.
- To show courtesy & respect to fellow students during all classroom activities.
- To prevent disruptions by turning off cellphones, beepers, and putting away extraneous reading materials. Use of laptop computers in class is not allowed.
- To follow the University of Utah code for student conduct (see below).

Assessment of Learning and Assignment of Grades: Your final grade in the course will be based upon your performance on the following 5 requirements:

- Midterm Exam 1: date TBD: 25%
- Family History Interview and Essay: date TBD: 25%
- Midterm Exam 2: date TBD: (25%)
- Final Exam: date TBD: 25%

The final calculated points correspond to letter grades as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>88-89</td>
<td>B+</td>
</tr>
<tr>
<td>82-87</td>
<td>B</td>
</tr>
<tr>
<td>80-81</td>
<td>B-</td>
</tr>
<tr>
<td>78-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-77</td>
<td>C</td>
</tr>
<tr>
<td>62-69</td>
<td>D</td>
</tr>
<tr>
<td>&lt;62</td>
<td>F</td>
</tr>
</tbody>
</table>

Americans with Disabilities Act (ADA): 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, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
Students’ Rights and Responsibilities: In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah’s Student Code, which states “the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”

Following the Student Code, I adopt a zero-tolerance policy for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible academic sanctions please see: http://www.admin.utah.edu/ppmanual/8/8-10.html.

Tentative Course Outline:

I. Defining and Studying Families Sociologically

II. Social Change and Change in the Meaning and Form of Families

III. Families, Diversity and Inequality

IV. Romantic Relationships, Cohabitation and Marriage

V. Fertility and Parenthood

VI. The Intersection of Work and Family Life

VII. Families as Sites of Conflict: Domestic Violence & Divorce

IX. Emerging Families in a Global Era