

Sociology 3638

Families in Society

Spring 2013

Section 070: W, 6:00pm-8:30pm, Sandy 122

Instructor: Todd L. Goodsell

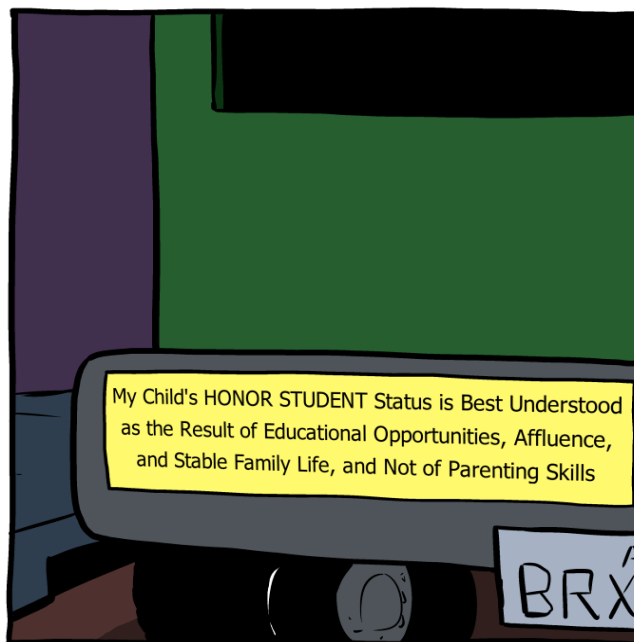
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Office Hours: MW 11:35am or by appointment

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 illuminated that 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." (<http://www.acs.utah.edu/GenCatalog/crsdesc/soc.html>)



You could always spot the children of sociologists.

Cross listed as: Gender 3638

Texts:

Choices and Constraints in Family Life, Second edition, 2010, Maureen Baker, ISBN: 978-0-19-543159-9

Premarital Sex in America: How Young Americans Meet, Mate, and Think about Marrying, 2011, Mark Regnerus and Jeremy Uecker, ISBN: 978-01-19-974328-5

Getting Married, 2011, George Bernard Shaw, ISBN: 978-1420941234

Weaver-Hightower, Marcus B. 2012. Waltzing Matilda: An Autoethnography of a Father's Stillbirth. *Journal of Contemporary Ethnography* 41(4):462-491. [Please find this article through the university library.]

Learning Outcomes

- **Sociology of Marriage and Family:** Students will be able to explain a range of concepts related to sociology of marriage and family, apply them to real-world examples, and place them within the broader context of sociology of marriage and family.
- **Educational and Career Planning:** Students will be able to connect what they are learning with educational and career options.
 - For example, this class is relevant to students who want a career in human services (e.g., social work, marriage and family therapy, counseling psychology). Preparation for these careers requires being able to explain research and theories about sociology of family, being able to discuss the research and theory about sensitive topics related to family (such as sex) in a professional way, and be able to recognize cultural differences in family life (such as how different cultures view death of a family member). I selected the three textbooks because they require that you develop and demonstrate these career-relevant skills. *Please note, however, that you will need a graduate degree to enter these careers!* You will learn clinical skills at the graduate level; we will not cover clinical or applied skills in this class. This class covers research and theory about family.
- **Writing Skills:** Students will be able to do a bibliographic search and write a brief literature review. (This requires several other skills, such as using a library search engine, analytic and syntopical reading skills, identifying a relevant discussion and the core elements of that discussion, articulating one's own thesis and coherent line of argument, and using a proper citation system.)

Schedule

Wednesday, 8 January	Overview Conceptualizing Families	
Wednesday, 15 January	Forming Relationships	Homework Report #1
Wednesday, 22 January	<i>Premarital Sex in America:</i> Introduction; The Partnerships and Practices of Emerging Adults	Homework Report #2
Wednesday, 29 January	<i>Premarital Sex in America:</i> Inside Sexual Relationships; The College Campus; Sex and Emotional Health	Homework Report #3
Wednesday, 5 February	<i>Premarital Sex in America:</i> Marriage in the Minds of Emerging Adults;	Homework Report #4

	The Power of Stories and Ten Myths about Sex in Emerging Adulthood (If time, start cohabitation and marriage.)	
Wednesday, 12 February	Cohabitation and Marriage (If time, do test review.)	Homework Report #5
Wednesday, 19 February	Test Review Child-bearing, Child-rearing, and Childhood	Midterm #1 Homework Report #6
Wednesday, 26 February	"An Autobiography of a Father's Stillbirth" <i>Getting Married</i>	Homework Report #7 Decide which character(s) in <i>Getting Married</i> you want to perform.
Wednesday, 5 March	Household Work and Money	Homework Report #7
Wednesday, 19 March	Test review Separation, Divorce, and Re-partnering	Midterm #2 Homework Report #8
Wednesday, 26 March		
Wednesday, 2 April	Midlife, Aging, and Retirement	Homework Report #9
Wednesday, 9 April	Constraints on Personal Choices	Homework Report #10
Wednesday, 16 April		
Wednesday, 23 April	Test review	Theory Paper
TBA		Final Exam

Assignments

- Homework Reports
- Midterm #1
- Midterm #2
- Final Exam
- Theory Paper
- Participation

Policies

Attendance and Participation: Attendance and participation are required. The instructor may take attendance. Attendance and participation may be used as a factor in determining final grades.

Be ready to learn. Show up on time and do not leave until the class is over. Turn off your cell phone or pager before class starts, or put them on "vibrate." When it is class time and when you are in class, you should be part of the class. Do not do things that distract other students

(e.g., study for other classes, read the newspaper, eat, take phone calls, surf the Internet, text message, or chat with your neighbor [unless instructed to do so]). These are standards you are expected to follow in many workplaces.

Have study buddies in class, in case you are sick and need someone to give you notes or turn in your work. You should also have study buddies with whom you can study for exams.

All work must be done by you, for this class. You may not, for example, double-count work you did for another class as also work for this class.

The academic and moral standards of this class stipulate that you actually do the assigned work. For example, while you may discuss homework assignments with other class members, what you write should be based on your own reading, study, and thought. (I do not want another class in which several students turn in virtually the same essay. Rather than trying to figure out who wrote the original essay, I am likely to assume that everyone just copied or paraphrased off of everyone else—and that's going to be bad for everyone's grades.)

Turning in Assignments:

Turn in assignments through CANVAS. If CANVAS is not working or if you have to turn something in late, print it out looking professional, and submit it in hard copy. Turn in assignments by handing them to Dr. Goodsell directly, or by giving them to the Sociology Department secretaries (301 BEHS), or by sliding them under the door of Dr. Goodsell's office (303 BEHS). Do not leave anything in the hallway outside Dr. Goodsell's office. It is not secure.

Assignments are due as indicated in syllabus. Assignments turned in after the due date/time will be penalized. If you are turning something in late, please write on the assignment the day and time you turned it in so I know how much the assignment will be penalized. (Otherwise, I guess when you turned it in.)

Each class member is granted **one** opportunity during the semester to turn one written assignment in late for full credit. To take advantage of this, you must email Dr. Goodsell *before the assignment is due* and provide the following information:

- State that you will be turning the assignment in late.
- State when (day & time) you will turn it in (must be within 48 hours of when it is due).

Notwithstanding this policy, no assignments will be accepted after the last class period of the semester.

You may always turn in assignments early (e.g., if you have to be out of town), and if you do, the late policy will not apply.

Portions of assignments that are only in-class cannot be made up.

Under exceptional circumstances (e.g., flu pandemic), typical protocols may be waived. Please do not come to class or visit the professor if you are sick and contagious. (Consider using the telephone or email.)

Records:

Save your work.

If you find a problem with the evaluation of an assignment or test, do not wait until the end of the semester to bring it up with Dr. Goodsell; please discuss it with Dr. Goodsell as soon as possible. Dr. Goodsell will return assignments and/or post scores online. Dr. Goodsell will also post final grades prior to the grade submission deadline. Because of this, Dr. Goodsell is less likely to accommodate grade change requests after the grade submission deadline.

Communication:

You are responsible to attend class, keep your contact information (including email address) up to date with the university, and check your registered email account regularly and frequently. If you don't do this, you may miss important class announcements and instructions.

Help with Writing

University Writing Center
University of Utah Marriott Library
Second Floor
295 S 1500 East
Salt Lake City, UT 84112
<http://writingcenter.utah.edu/>

Writing tutors can help you with any written assignment for this class. Take drafts of papers in as early as possible so you have time to revise them.

To prepare for a visit with a writing tutor, take

- A hard copy of the assignment
- A hard copy of your draft
- A list of questions or concerns you have about your draft

You may also meet with Dr. Goodsell to discuss your ideas about course material and assignments. If you want Dr. Goodsell to give you feedback on a draft of your work, you must also provide him with a "stamp" from the University Writing Center showing that you have gone through a draft with a writing tutor at least once since Dr. Goodsell has last seen a draft of this assignment, along with a draft that has been revised since the one you showed at the University Writing Center, and which new draft you want Dr. Goodsell to review. Also, the deadline for giving Dr. Goodsell a draft of an assignment is two class periods before the assignment is due. This gives him at least a couple of days to provide written feedback to you and it gives you at least a couple of days to revise.

Use ASA style unless the particular assignment requires otherwise. A brief guide to ASA style is found at: <http://www.calstatela.edu/library/bi/rsalina/asa.styleguide09262007.html> I am informed that the full ASA Style Guide will be available at the University Writing Center.

Careers

If you have goals for graduate school and/or a career, you'll enjoy your classes more because you will see how they are relevant. We will discuss educational and career possibilities related to this class. We'll give you some suggestions about what you can do right now so you can be better prepared for graduate school and/or a career.

Think about your undergraduate education as a "package" that includes the following:

- University core / General education
- A major
- A minor or a double-major
- Internships
- Teaching and/or research assistantships
- Pre-professional and academic clubs
- Classes specifically related to your educational and career goals
- Other experiences (e.g., the Honors Program, service projects, international programs)
- Preparation for graduate school

You may receive specific, individualized help regarding career preparation through Career Services (<http://careers.utah.edu/>)

Flexibility

Changes may be made to the course (including to the syllabus) to account for emergent needs or for clarification. Requirements may change in the event of a policy statement from administrators.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the university community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives

helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Proper deliberation is particularly important in this class. Family encompasses a range of topics that can elicit emotion. Please be professional in your interactions with other members of the class.

Let me also note that I favor hearing a range of opinions and perspectives on course-related topics. The learning environment in the class is enhanced when class members properly discuss their perspectives and experiences. (One student talked about her upcoming arranged marriage in India to a man she had never met. Another student reflected on how what she wants in a husband changed as a consequence of her divorce. Some students want to wait until they are married to have sex; others don't see why it matters.) While I do not require that you share anything personal, and I encourage you not to share something that is too personal or emotional, I do expect everyone to study the corresponding readings ahead of time, to participate actively in class discussions, and to treat each other with respect—especially when you have different opinions.

Sometimes class members find that they have personal concerns related to the course matter. (For example, once a student went through a divorce while she was in my Sociology of Family class. Another time, a student in my Sociology of Family class realized that the way her brother-in-law was treating her sister constituted domestic violence.) If those personal concerns become disruptive to your learning, I encourage you to use campus support resources. The staff at those offices can help you respond to those concerns. Please understand that I do not have a clinical degree, and therefore I can only refer you to support resources on campus.

Student Code

Students are to follow the "Student Code" (<http://regulations.utah.edu/academics/6-400.php>), including the standards of professional behavior and academic conduct. Please do not cheat, misrepresent, plagiarize, or fabricate/falsify. The instructor may impose consequences for instances of academic misconduct or other violations of university policies, in conformity to university policies.

Academic Misconduct

"Per University of Utah regulations (Policy # 6-400). "A student who engages in academic misconduct," as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, "may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include

community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing." Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

University Statements

"The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor." PPM, Policy 6-100III-O)

Students with Disabilities

"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." (<http://disability.utah.edu/FacultyStaff.html>)

Modifications

If you need a modification to any course requirement (including test dates, due dates, assignment specifications, etc.), please provide a letter from the appropriate university office. For example, students with disabilities who need accommodations can receive a letter from the Center for Disability Services, and student athletes who need accommodations can receive a letter from the Academic Services Office of the Athletics Department.

The letter from the appropriate university office does not need to state the reason for the modification. It only needs to (1) inform me that the reason is university-approved, (2) state what the requested modification is, and (3) give me contact information for the officer at the appropriate university office, to whom I can direct any questions.

Revision

This syllabus is subject to revision.