

**Sociology 3638-070 (3 credit hours)**  
**meets with Gender 3638-070**  
**Sociology of Marriage and Family**  
**Fall 2012**

**General Course Information**

**Time and Location:** Thursday 6:00 PM – 8:45 PM, Sandy Campus Rm 122

**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 5<sup>th</sup> 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.

**Course Text:** Zinn, Eitzen & Wells' Diversity in Families, Ninth Edition. Pearson Education. 2010. ISBN 0205693075 or 978-0205693078

**Additional Readings:** Additional readings are periodically required to add to the course materials. Readings are made available online on the course Canvas. 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 Canvas.

**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 Canvas email or in class prior to any changes. It is your responsibility to check Canvas 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 12.5% of the final grade; the second exam will account for 12.5% of the final course grade. **\*\*Exams are open note, open book and COMPLETED ON Canvas. 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 Canvas 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 “Quizzes” on Canvas\***. 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 CAN NOT 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 Canvas 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. These are due on Canvas 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 13 “Chapter Assessments” throughout the semester. These are short, timed assessments of the assigned chapter reading found in the “Quizzes” tab in Canvas. Only 11 of the 13 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 Canvas 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 discussion items. You may miss one week of discussions without penalty to your grade.

**Point Allocation:**

	<b>Number Required</b>	<b>Percent Each</b>	<b>Total allocation to Final Grade</b>
Thought Papers	3	5%	15%
Exams	2	Exam 1: 12.5%; Exam 2: 12.5%	25%
Chapter Assessments	10	4%	40%
Discussion Participation and Other Online Assignments	Varies	Varies	20%

**Grading Scale:**

94% - 100% A	87% - 89.9% B+	80% - 83.9% B-
90% - 93.9% A-	84% - 86.9% B	77% - 79.9% C+

74% - 76.9% C  
70% - 74.9% C-  
65% - 69.9% D+

60% - 64.9% D  
55% - 59.9%  
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 Canvas and class email for any updates or changes to the course outline accompanying this syllabus. \*\*\*\*\***

8/23

Week 1: Introductions, and Course Outline  
In class discussion: Pop Quiz on Marriage 2  
assessment due online DIF chapter 1

8/30

Week 2: Emergence of the Modern Family  
Assessment due online DIF chapter 2  
In class discussion: Arranged Marriages

9/6\*

Week 3: Historical Making of the Family  
Assessment due online DIF chapter 3  
In class discussion: Culture vs Economy

9/13

Week 4: Macro Forces on the Family  
Assessment Due Online DIF chapter 4  
Thought Paper 1 – Good Provider Role  
In class discussion: Reactions to the “Good Provider”

9/20

Week 5: Class, Race, and Gender  
Assessment due online DIF chapter 5  
In class discussion: Culture vs Economy Revisited

9/27

Week 6: Meshing Family and Work  
Thought Paper 2) Does Marriage Matter?  
Assessment due online DIF chapter 6  
In class discussion: The Perfect Marriage?

10/4

Week 7: Social Construction of Intimacy  
Assessment due online DIF chapter 7  
In class discussion: Is Marriage a Choice?  
Exam 1 (DIF Chs 1-7, due Saturday February 25 at 11:59 PM)

Fall Break 10/7-10/14 – No class.

10/18

Week 8: Contemporary Marriages

Assessment DIF chapter 8

In class discussion: The Marriage Movement

10/25

Week 9: Parents and Children

Thought Paper 3) What makes a Parent?

Assessment DIF chapter 9

In class discussion: Birth Order

11/1

Week 10: Family Violence

Assessment due online DIF chapter 10

In class discussion: Is media violence causal in personal behavior?

11/8

Week 11: Divorce and Remarriage

Assessment due online DIF chapter 11

In class discussion: Marriage – A Failed Institution?

11/15

Week 12: Families in the Global Era

Assessment due online chapter 12

Thought Paper 4) Consequences of Family Break ups

In class discussion: Logic of the Courts

11/22 – Thanksgiving – no class

11/29

Week 13: Changes over the Life Course and Conclusions

Assessment due online chapter 13

12/6

Week 14: Family Policy in the Future

Exam 2 (DIF Chs 8-13 Due before Thursday Dec 13<sup>th</sup> at 11:59 PM)