

Spring 2023
SOC 240-01: Marriage & Family

Instructor: Dr. Maggie Böhm-Jordan
Lecture: Tuesday & Thursday 9:30-10:45 AM. CPS 322
Office Hours: SCI B333. M/W/F 9:00-12:00pm or by appointment
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Course Overview

A sociological analysis of the family as an institution and dynamics of the interpersonal relations of marriage and family. Examines cultural diversity among families as well as historical changes in the family and the impact of social policy. Overview of the structural, developmental, functional, and institutional aspects of marriage, intimate relationships, and the family. Changes in family patterns and racial, cultural, and ethnic diversity in families.

This course fulfills the requirement for “Critical Thinking” in the General Education Program.

GEP Category:	<i>Upon completing this requirement, students will be able to:</i>
Critical Thinking	<ol style="list-style-type: none">1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).2. Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline specific questions or issues.3. Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.

Course Learning Outcomes: *Upon successful completion of this course, students will be able to:*

1. Define, recognize, explain marriage and family dynamics as a social science and from a sociological perspective. (CT LO1)
2. Identify sociological concepts, theories, and methods of inquiry to analyze marriage and family relationship dynamics. (CT LO2a)
3. Analyze the diversity and multiple dynamics of relationships from a sociological perspective such as gender, race, class, mate selection, sexuality. (CT LO2b)
4. Evaluate historical context of marriage and family and discuss changes that have helped mold what is considered marriage and family today. (CT LO2c)
5. Apply critical thinking skills to examine and evaluate various aspects of family, marriage, and intimate relationships phenomena as you construct written analyses of current events, and societal norms. (CT LO2a-d)

Textbook (Required)

Cohen, Philip. 2018. *The Family: Diversity, Inequality, and Social Change*. 2nd Ed. Norton.

Additional Course Materials

Certain course materials will be made available for download from Canvas. Announcements will be made in class, Canvas and through email.

Grading

<i>Critical Thinking Quiz</i>	5%	A: 93-100, A- :90-92.99
<i>In-Class Assignments</i>	20% (4 points each)	B+: 87-89.99, B: 83-86.99, B- : 80-82.99
<i>Assignments 1</i>	15%	C+: 77-79.99, C: 73-76.99, C- : 70-72.99
<i>Assignment 2</i>	20%	D+: 67-69.99, D: 63-66.99, D- : 60-62.99
<i>Assignment 3</i>	20%	F: 0.00 – 59.99
<i>Exams</i>	20% (10%/each)	

Grade Posting

Students' grade points from in-class assignments and exams, plus optional bonus points if applicable, will be posted in Canvas as soon as they become available.

MAKE-UP WORK

Only proper documentation can be accepted as justification for make-up assignments (without late penalty), such as a doctor/coach/supervisor's note, a subpoena, etc. A simple self-narration of an emergency or a special occasion whether in oral or written forms, cannot be accepted as proper documentation. Late work will start from 50% of the grade.

In-Class-Assignments (ICA)

There will be a series of 5 unannounced in-class assignments spread randomly over the semester. Most of these assignments can be a quiz, short-answer, group participation, or a small number of standardized questions (multiple-choice, item matching, etc.). Typically, these in-class assignments will be related to the day's or the previous day's lecture, readings, and/or video clips. An in-class assignment may take place at any time during a class period (i.e., the beginning, the end, or the middle of it).

Assignments

Assignment 1: Documentary Analysis

This 5 full text page minimum typed paper (double spaced, Times New Roman, 12 font, 1-inch margin, in-text citation) will analyze the documentary of "Poor kids" from Frontline <https://www.pbs.org/wgbh/frontline/film/poor-kids/> . Students may need to find resources to support their arguments in the self-reflection section (you should browse ahead for other chapters for supporting ideas). Student will discuss:

1. Provide a very brief written summary/synopsis of the documentary
2. Which sociological theory "best" fits in this documentary (ex: functional, conflict, symbolic interaction, social exchange, social learning, labeling, family systems, etc).
3. Self-reflection on the documentary.
 - a. What was your reaction? Why? Does it align with your socialization?
 - b. How does social class (ex: poverty) influence the wellbeing on family?
 - c. What are other factors that may trigger poverty?
 - d. What are some ways to minimize stigma/stereotype on family that are living in poverty?
 - e. What is privilege?
4. Reference(s) (separate page and excluded from the 5-pages)

Assignment 2: Wedding Budget

Student will have two Wedding Plans/budgets. You need to have a detailed checklist and cost of both wedding plans (sky is the limit). You can search online for samples of Wedding checklist. Conversely, if you are anti-wedding, please support your argument (need to submit 1 budget). There is no page limit (typed, double spaced, Time New Roman, 12 font, 1-inch margin, in-text citation) and the paper needs to analyze a historical/current pattern of wedding events, including at least 6 scholarly journal articles.

1. Introduction
2. Ideal wedding
3. Realistic wedding
4. Discuss and analyze the articles on how they support your wedding plans.
 - a. Provide historical and current pattern of weddings (ex: artifact, color of wedding dress, symbolic meanings, anti-wedding, elope, inter-marriages, arrange marriages)
5. Conclusion and Future Implications
6. References in ASA or APA citation format
7. Appendix:
 - a. Table/chart of ideal wedding budget
 - b. Table/chart of realistic wedding budget
 - c. Pictures (optional)

Examples of wedding budgets are on Canvas.

A3: Child(ren) and Aging

This minimum of 8 full text-page typed paper (double spaced, Time New Roman, 12 font, 1-inch margin, in-text citation) needs to discuss and analyze the decision about children, and your life course to later life. Linkage to the textbook and at least 8 scholarly journal articles.

- 1) Introduction
- 2) Deciding to have or not to have children. Why? How many (biological, adopted)?
- 3) Cost and benefit (to have or not have children)
 - a. Which theoretical perspective(s) “best” fit in your argument
- 4) Parenting style(s). Why did you pick this/these types of parenting styles?
- 5) How may having/not having child(ren) impact your:
 - a. Relationship (i.e., spouse, partner, friends, family)
 - b. Family structure, Work, Education, Time management, etc
- 6) Gender roles on childrearing and/or socialization
 - a. Which theoretical perspective(s) “best” fit in your argument?
- 7) Aging section: (aging is inevitable, who will take care of you?)
 - a. Empty nest, boomerang generation, health care, nursing home/care, cruise
- 8) Conclusion:
 - a. Did your perspective on children and aging differ before you took this class?
- 9) References in ASA or APA citation format (does not include in the 8 pages)
- 10) Appendix (if any)

Critical Thinking Module and Quiz

This course is part of the critical thinking and learning initiative at UWSP. Students will recognize critical thinking as a process of identifying, analyzing, evaluation, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem solving). Students will complete the critical thinking lesson module and a quiz to assess students' ability to think critically. Critical Thinking Module can be found in Canvas.

Use of Technology

Any form of audio or video recording in the classroom is strictly prohibited. If a student has a legitimate need to record the instructor's lecture in audio or video format, then the student shall obtain the pertinent accommodation authorization AND the instructor's permission beforehand.

Class Participation

Students are encouraged to participate in class. In addition to the in-class assignments, very often students are presented with discussion topics or other opportunities to contribute to the class, which is designed to help students connect what they have learned in the classroom and their lives as members of various communities. I value class discussion and interactive learning, and expect students to be actively involved.

Classroom Etiquette

The classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers. Students are expected to come to class on time and not to leave except in the case of emergency situations. *The instructor reserves the right to request a student to leave the classroom or have the security personnel remove the student from the classroom if the student behaves in a way that interferes with the academic or administrative functions of the class.*

Online Classroom Etiquette

The online classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers.

Online Writing Lab

The Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process; including brainstorming, outlining, and research or citations. They work with experienced writers as well as struggling writers; we believe that everyone benefits from discussions about their writing.

- **Writing Lab are currently being held virtually via Zoom**
- **By appointment or short notice times available**
- **You are able to send us your paper for revision via [an online form \(found here\)](#)**
- **All services in the Writing Lab are free**

If you have questions or would like to make an appointment, please contact the TLC via email (tlctutor@uwsp.edu) or phone (715-346-3568).

Academic Integrity

Academic integrity is central to the mission of this institution. **Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies.**

The UWSP policies regarding student academic standards and disciplinary procedures can be found here: [http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf)

[2010/rightsChap14.pdf](http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf). If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed. Students can visit the UWSP Tutoring-Learning Center <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>.

Diversity and Inclusion

UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disability Support Services

The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go

to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. I

f you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>

COURSE OUTLINE

DATES	TOPIC/ACTIVITY	Due Friday by 11:59pm
Week 1 Jan 24/26	Introduction and Syllabus Chapter 1: A Sociological of the Family	
Week 2 Jan 31/ Feb 2	Chapter 2: The family in history	Critical Thinking Quiz
Week 3 Feb 7/9	Chapter 3: Race, ethnicity, and immigration	
Week 4 Feb 14/16	Chapter 4: Families and social class	
Week 5 Feb 21/23	Chapter 5: Gender	
Week 6 Feb 28/ Mar 2	Chapter 6: Sexuality	Assignment 1: Poor kids
Week 7 Mar 7/9	Midterm exam (Chapters 1-6) Chapter 7: Love and Romantic Relationship	
Week 8 Mar 14/16	Chapter 7: Love and Romantic Relationship cont.	
Week 9 Mar 28/30	Chapter 8: Marriage and Cohabitation	
Week 10 Apr 4/6	Chapter 9: Families and Children *Egg children	Assignment 2: Wedding budgets
Week 11 Apr 11/13	Chapter 9: Families and Children cont	
Week 12 Apr 18/21	Chapter 10: Divorce, remarriage, & blended families	
Week 13 Apr 25/27	Chapter 11: Work and families	
Week 14 May 2/4	Chapter 12: Family violence and abuse	
Week 15 May 9/11	Wrap Up	Assignment 3: Children and Aging
Final exam (Chapters 7-12)		

Unforeseen circumstances may necessitate changes in the course requirements and/or schedules. Any changes will be announced in advance. Additional reading will be posted on Canvas

**Egg children will be picked up 4/4 and 4/6 is adoption day. This activity will end 5/2*