

**SOC 240-01C/02C: Marriage and Family
Spring 2019**

Instructor: Dr. Maggie Böhm-Jordan

Lecture: Tuesday & Thursday: Collins Classroom Center (CCC) 321
Section 1: 11-12:15PM. Section 2: 12:30 – 1:45PM

My Office: CCC 458

Office Hours: Monday and Wednesday at 9:00am- 1:00pm, 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 “Social Sciences” in the General Education Program.

GEP Category:	<i>Upon completing this requirement, students will be able to:</i>
Social Sciences	<ol style="list-style-type: none">1. Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.2. Explain the major principles, models, and issues under investigation by the social sciences.3. Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.
Critical Thinking	<ol style="list-style-type: none">1. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.2. Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.

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

1. Define and recognize marriage and family relations as a social science and from a sociological perspective. (SS LO1)
2. Identify sociological concepts, theories, and methods of inquiry to analyze marriage and family relationships. (SS LO2)
3. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take. (CT LO1)
4. Analyze the diversity and multiple dynamics of relationships from a sociological perspective such as gender, race, class, mate selection, sexuality. (SS LO3)
5. Evaluate historical context of marriage and family and discuss changes that have helped mold what is considered marriage and family today. (SS LO3)
6. 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. (SS LO3 and CT LO2)

Textbook (Required)

David, Knox. M&F. 3rd edition, Cengage

Additional Course Materials

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

These articles provides a historical perspective of Marriage & Family. Other articles will be available on Canvas for references.

- 1) Cherlin, Andrew J. 2004. "The Deinstitutionalization of American Marriage." *Journal of Marriage and Family* 66: 848-861.
- 2) Popenoe, David. 1993. "American Family Decline, 1960-1990: A Review and Appraisal." *Journal of Marriage and the Family* 55: 527-541.
- 3) Thornton, Arland and Linda Young-DeMarco. 2001. "Four Decades of Trends in Attitudes Toward Family Issues in the United States: The 1960s through the 1990s." *Journal of Marriage and the Family* 63: 1009-1037.

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>Assignment 1</i>	20	C+: 77-79.99, C: 73-76.99, C- : 70-72.99
<i>Assignment 2</i>	25	D+: 67-69.99, D: 63-66.99, D- : 60-62.99
<i>2 Exams (15% each)</i>	30	F: 0.00 – 59.99

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.

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).

A1: 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. This minimum of 6 full text-page typed paper (typed, double spaced, Time New Roman, 12 font, 1-inch margin) but the paper needs to analyze a historical/current pattern of wedding events, including at least 6 articles (between 2010 to present from a magazine or journal article).

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 (does not include in the 6 pages)
7. Appendix: (does not include in the 6 pages)
 - a. Table/chart of ideal wedding budget
 - b. Table/chart of realistic wedding budget
 - c. Pictures (optional)

A2: Egg Child(ren) and Aging

Students will pick up their egg(s) on March 14th and March 26th is adoption day (you can give your egg(s) up for adoption or adopt more egg(s)). Students are required to bring their egg(s) to class until the April 16th. This minimum of 10 full text-page typed paper (double spaced, Time New Roman, 12 font, 1-inch margin) but the project needs to discuss and analyze the decision about children, and your life course to later life. Linkage to the textbook and at least 6 journal articles are needed to complete this assignment.

- 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. What did you learn from this experience/project?
 - b. Has this experience/project changed your perspective on having children? (I understand there is no comparison between an egg to a human being but try and think about the potential responsibility of having to remember to bring your eggs to class).
- 9) References in ASA or APA citation format (does not include in the 10 pages)
- 10) Appendix (if any)

Exams

There will be two (2) in-class exams (Each are 10%). The exams will draw questions from lecture materials, readings, in-class assignments, and video clips played in class. The midterm exam includes at least 50 multiple-choice questions and some short-answer/essay questions. Final exam will be given on _____. The final exam includes at least 50 multiple-choice questions and some short-answer/essay questions. The short-answer/essay questions may be cumulative. ALL scantron exams are to be used in pencil and zero will be given for those using pens. **NEITHER EARLIER NOR MAKE-UP EXAMS WILL BE OFFERED EXCEPT IN DOCUMENTED CONFLICTS OR EMERGENCIES.** (See “In-Class Assignments” above for more information about what qualifies as proper documentation.)

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 and thus will not justify a make-up assignment. Late work will start from 50% of the grade.

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.***

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-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> and the Online Writing Lab for further resources: <https://owl.english.purdue.edu/owl/resource/589/01/>

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 <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If 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 dates
Week 1 Jan 22/24	Introduction Ch 1 –Marriage and Family, An Introduction	
Week 2 Jan 29/31	Ch 2: Singlehood, Hanging Out, Hooking Up, & Cohabitation	CT Quiz due Jan 31 st
Week 3 Feb 5/7	Ch 3: Gender in relationships	
Week 4 Feb 12/14	Ch 4: Love and Relationship Development	
Week 5 Feb 19/21	Ch. 5: Communication and Technology in Relationships	
Week 6 Feb 26/28	Ch 6: Sexuality in relationships Ch 7: GLBTQ Relationships	
Week 7 Mar 5/7	Ch 8: Marriage Relationships	Assignment 1
Week 8 Mar 12/14	March 14th: Midterm Exam (1-8)	Egg child(ren)
Week 9 Mar 26/28	Ch 9: Money, Work, and Relationships Ch 11: Deciding about Children	Adoption day
Week 10 April 2/4	Ch 11: Deciding about Children	
Week 11 April 9/11	Ch 12: Rearing Children	
Week 12 April 16/18	Ch 10: Abuse in Relationships	
Week 13 April 23/25	Ch 13: Stress and Crisis in Relationships	
Week 14 April 30/ May 2	Ch 14: Divorce and Remarriage	
Week 15 May 7/9	Ch 15: The Later Years	Assignment 2
<p>*** Final Exam: Chapters: 9-15 *** SOC 240-01: May 15, Wednesday at 8:00am-10:00am SOC 240-02: May 16, Thursday at 12:30pm-2:30am</p>		

*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