

SOC 240: Marriage and Family (Section 1)
Spring 2018

Instructor: Dr. Maggie Bohm-Jordan
Lecture: Tuesday & Thursday: 3:30PM – 4:45PM, Collins Classroom Center (CCC) 227
My Office: CCC 458
Office Hours: Monday & 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.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Critically discuss marriage and family relations from a sociological perspective.
2. Correctly apply sociological concepts, theories, and methods of inquiry to analyze marriage and family relationships.
3. Effectively describe the historical context of marriage and family and discuss changes that have helped mold what is considered marriage and family today.
4. Critically discuss gender role expectations and their implications for marriage, family, and intimate relationships.
5. Critically analyze multiple dynamics of relationships from a sociological perspective such as gender, race, class, mate selection, sexuality.

Textbook (Required)

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

Additional Course Materials

Certain course materials will be made available for download from the Desire2Learn system (D2L) → “Content” section. Announcements will be made in class and through email.

These articles provides a historical perspective of Marriage & Family. Other articles will be available on D2L 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>In-Class Assignments</i>	<i>15 (3 points each)</i>
<i>Assignment 1</i>	<i>10</i>
<i>Assignment 2</i>	<i>10</i>
<i>Assignment 3</i>	<i>20</i>
<i>Midterm exam</i>	<i>20</i>
<i>Final Exam</i>	<i>25</i>

A: 93-100, A- :90-92.99
B+: 87-89.99, B: 83-86.99, B- : 80-82.99
C+: 77-79.99, C: 73-76.99, C- : 70-72.99
D+: 67-69.99, D: 63-66.99, D- : 60-62.99
F: 0.00 – 59.99

Grade Posting

Students' grade points from in-class assignments and exams, plus optional bonus points if applicable, will be posted in D2L 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). Each of these will be worth 3 points (3 percent each). Altogether they are worth 15 percent. Therefore, ***the dates of these assignments will NOT be announced in advance***, and students who fail to be present on those days will miss the assignments and lose the corresponding grade points (and naturally at the same time the student will also be recorded as absent on that day). ***In other words, there is a real possibility that you can lose 15 points by simply missing the in-class assignment***). Once you miss an in-class assignment, you will not be able to make it up.

MAKE-UP ASSIGNMENTS

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 (e.g., sickness, car failure, misfortune, family/work emergency, celebration/festivity, vacation, etc.), 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.

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 in the learning process.

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.

Assignments

A1: Wedding Budget

Student will have two Wedding Plans/budgets. Start with the dream wedding and the second is realistic wedding budget. You need to have a detailed checklist and cost of both wedding plans, as well as, the final budget (sky is the limit). You can search online for samples of Wedding checklist. This essay paper will be typed (doubles paced, Times New Roman, 12font, 1-inch margin) and will need at least 3 articles (between 2010 to present from a magazine or journal article) to analyze a historical/current pattern of wedding events.

1. Introduction
2. Ideal wedding with budget
3. Realistic wedding with budget
4. Discuss and analyze the articles on how they support your wedding plans.
5. Conclusion and Future Implications
6. References in APA or APA citation format (separate page)
7. Appendix: Insert your wedding budgets in this section (charts, tables, etc)

A2: Egg Child(ren)

Students will pick up their egg(s) on March 15th and March 20th is adoption day. Students are required to bring their egg(s) in class until the project ends April 19th. Details of this project will be provided in class and posted on D2L.

A3: Historical and current family event comparison.

This 6-page typed paper (doubles paced, Times New Roman, 12font, 1-inch margin) will analyze a family event/issue that has either advanced/ declined/ no change from historical and current. Student will need at least 5 journal articles to complete this assignment.

1. Introduction: What are the family issues?
2. Brief summaries of the historical family issue and current family issue (were there potential trends and patterns?)
3. Which theoretical perspective “best” fits these two family issues.
4. Is family changing? Why or why not? (Use sources to support your argument, Hint: Thornton's 2001)
5. Examine the similarities and differences between these two periods. (Example, were the family tradition the same? Marriage values? Childbearing? Divorce views? etc)
6. Who is affected by this?
7. Describe possible solutions for the problems. If you do not see it as a problem, what are some future directions?
8. Conclusion
9. Reference in APA or ASA citation format (separate page & excluded from the 6-pages)

Exams

There will be two (2) in-class exams (Each are 25%). 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 *Tuesday, May 15 at 5:00 – 7:00PM, CCC 227*. The final exam includes at least 50 multiple-choice questions and some short-answer/essay questions. The short-answer/essay questions may be cumulative. Take careful note of the exam dates, especially the date and time of the final exam. 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.)

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 Purdue 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 23/25	Introduction Ch 1 –Marriage and Family, An Introduction	
Week 2 Jan 30/Feb 1	Ch 2: Singlehood, Hanging Out, Hooking Up, & Cohabitation	
Week 3 Feb 6/8	Ch 3: Gender in relationships	
Week 4 Feb 13/15	Ch 4: Love and Relationship Development	
Week 5 Feb 20/22	Ch. 5: Communication and Technology in Relationships	
Week 6 Feb 27/ Mar 1	Ch 6: Sexuality in relationships Ch 7: GLBTQ Relationships	
Week 7 Mar 6/8	Ch 8: Marriage Relationships	Assignment 1 March 11
Week 8 Mar 13/15	Midterm Exam (1-8)	Egg child(ren)
Week 9 Mar 20/22	Ch 9: Money, Work, and Relationships Ch 11: Deciding about Children	Adoption day
Spring Break		
Week 10 Apr 3/5	Ch 11: Deciding about Children	
Week 11 Apr 10/12	Ch 12: Rearing Children	
Week 12 Apr 17/19	Ch 10: Abuse in Relationships	Assignment 2 April 22
Week 13 Apr 24/26	Ch 13: Stress and Crisis in Relationships	
Week 14 May 1/3	Ch 14: Divorce and Remarriage	
Week 14 May 8/10	Ch 15: The Later Years	Assignment 3 May 10
*** Final Exam *** (Tuesday, May 15 at 5:00 – 7:00PM, CCC 227) Chapters: 9-15		

*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 D2L