San José State University  
Department of Sociology  
SOCl 170 Sociology of Family, Spring 2014

Contact Information

Instructor: Susan B. Murray
Office Location: DMH 211
Telephone: (408) (924-5327)
Email: Susan.murray@sjsu.edu
Office Hours: Tuesday’s & Thursday’s 8:00-8:45 am, 2:45-5:45pm.  
Selected Wednesday’s 1-3pm: Jan 29, Feb. 5, Feb 19, Mar 5, Apr2, Apr 16, Apr 30, May 7th
Class Days/Time: Tuesday’s & Thursday’s 9:00 – 10:15
Classroom: DMH 161
Teaching Assistant: Scott Hallgren Scott.hallgren@gmail.com 
(408) 799-1267

Faculty Web Page: www.sjsu.edu/people/susan.murray/
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page, or directly through the url above.
Course Description

This is an advanced seminar course emphasizing a sociological examination of the multiple meanings of "family, love, marriage, domestic partnership, parenting, intimacy, and community" in the United States. Beginning with the assumption that the meaning and practice of family life in the United States is mediated through multidimensional systems of gender, race, class, nationality, and sexuality, we will spend our time exploring these meanings and practices. We will investigate how social, cultural, political and economic contexts of inequality shape families in the United States through discussion, film, writing, reading, and teaching.

Course Goals and Student Learning Objectives

A. To facilitate student understanding and articulation of the following:
   - The historical, social, political, and economic processes that have produced structured inequalities in family experiences in the United States.
   - The social processes through which racism, classism, sexism, and heterosexism operate to exclude certain groups of people in the United States from equal access to family life.
   - The link between sociological theories of family and the manifestation of structured inequalities in the lives of families.
   - The multidimensional communication issues facing couples, parents, and kids.
   - The processes through which an individual’s age, gender, ethnicity, race, and/or sexual orientation can shape their experiences in a family.

B. To facilitate student participation in:
   - The classroom community of teachers and learners.

C. To help students acquire and use the skills necessary to meet the first two objectives, including (but not limited to): oral communication, problem solving, mediation, facilitation, active listening, observation, reading, writing, analysis, and critical thinking.

Required Texts/Readings

There are two required texts, a Reader, and some online articles for this course. All Students Must Read the Following Texts:
Couples, Kids, and Family Life (Ed) Gubrium & Holstein (2006)

Both books can be purchased at the campus bookstore. I have assigned a wide variety of readings. The reading load varies from week to week, but it is fairly heavy at times. Keep up on your reading The Course Reader may be purchased at Maple Press (San Carlos St. between 10th and 11th streets).
Course Requirements and Assignments

PLEASE NOTE: While all the assignments for this class require that you turn in hard copies, several assignments (including the final exam) also require you to upload an E-Copy to turnitin.com. The Class ID for turnitin is 7437021, the enrollment password is: ilovemymom. Where indicated on an assignment: go to turnitin.com input our class ID and the enrollment password and follow directions for uploading assignments.

Participation Assignment Exercises: There are eleven Participation Assignment Exercises for this class. To receive full credit you must complete 10 (if you complete all 11 the last one will count as extra-credit). These assignments are designed to “reward” you for being a well-prepared student. All of the activities below are simply those that any “A” student would engage in to assure they were ready for learning. These weekly assignments vary in format. Complete instructions for each are to be given in class – assignments must be turned in on the due date to receive credit. In other words: you must be present in class to receive these participation points – no partial credit will be given for late work. All assignments should be typed (unless completed in class) and reviewed for spelling and grammar. Put your name and the due date in the upper right-hand corner of each assignment. Unless otherwise specified, one-page (minimum) of writing is required for each assignment. Keep a copy of each assignment as these will become your notes for the exams. Each assignment is worth 10 points, and together will comprise 30% of your final grade.

Participation Assignment # 1: Due Tuesday, January 28th Hand in your (in class) notes on “Modern” verses “Traditional” families.

Participation Assignment # 2 Due Thursday, February 6th: Download questions on A Primer, answer them and bring to class on Thursday for small group discussion. Hand in your (typed) responses to the questions.


Participation Assignment # 4 Thursday, February 20th Hand in (in class) notes from discussion & application of theory to the film, A Family Gathering

Participation Assignment # 5 Thursday, March 13th: Read selection of Chapter two assigned to you Thursday March 6th. Summarize main points – note key concepts. Find outside evidence that supports or challenges Ingraham’s claims. Bring evidence & your notes to class & prepare to teach them to the rest of us. Hand in your (typed) notes & evidence on your assigned section of Ingraham Chapter two
**Participation Assignment # 6 Tuesday March 18th:** Read Ingraham, Chapter 4 and take notes on vocabulary and on the argument she is making – especially around the film you have been assigned. Then WATCH THE FILM you were assigned from the list on P. 178. Assess her analysis of the film against your analysis. Take notes on your response and assessment using her theoretical language. Come to class prepared to talk about your analysis. Turn in your notes.

**Participation Assignment # 7 Thursday April 3rd** Read through the assigned readings on death & grief in families. As you read through these readings, prepare a class discussion question based on each reading. A discussion question is one that cannot be answered with a yes/no response. A discussion question invites your colleagues into a deeper discussion of the issues raised in these readings. Ask questions that you really want us to talk about. Bring (typed) questions to class.

**Participation Assignment # 8 Tuesday, April 8th** Read the article by Warner. Answer Discussion Question 1 or 3 on page 83. Bring typed response to class & be prepared to discuss it. OR Read the article by Farr. Answer Discussion Question 1 or 2. Bring typed response to class & be prepared to discuss it

**Participation Assignment # 9 Tuesday, April 15th**

**Participation Assignment # 9**

Read the article by Kurz. Answer Discussion Question 3 or 4 on page 103. Bring typed response to class & be prepared to discuss it.

**Participation Assignment # 10 Tuesday, April 22nd:** Read the article by Ball & Kivisto. Answer Discussion Question 1 or 2 on page 83. Bring typed response to class & be prepared to discuss it. OR Read the article by Walzer. Answer Discussion Question 1 or 3. Bring typed response to class & be prepared to discuss it

**Participation Assignment # 11 Tuesday, May 13th** Participation Assignment # 11 - The Rituals of Families: Meal Time Show & Tell For many people, the meaning of “family” is often enacted through meal-time ritual. For this final class session, seminar participants are asked to bring a mealtime artifact that symbolizes their family-life. Mealtime Artifacts may include any of the following, or perhaps something else... (objects, utensils, food, drink, song, prayer, artistic impressions, the family dog, etc.).

**Research, Writing, & Teaching:** Working in teams (of two or three) seminar participants will conduct research on a family-related topic, prepare curriculum based on this research, and team teach a class from this curriculum. Details of this assignment are posted on the course web page.

**Exams:** There will be two exams in this course.

**Final Grades:** Your final grades will be determined as follows: Participation Exercises: 30%, Research & Teaching Assignment = 30%, Exam #1 = 20%, Exam #2 = 20%. Please Note: There is no extra-credit available in this class.

Final Letter Grades are calculated according to the following percentages:

- **A+:** 100-97; **A:** 96-93; **A-:** 92-90; **B+:** 89-87; **B:** 86-83; **B-:** 82-80; **C+:** 79-77; **C:** 76-73; **C-:** 72-70; **D+:** 69-67; **D:** 66-63; **D-:** 62-60; **F:** anything below 60. A student earning a grade below 60% will not pass the course.
If at any time during the semester you need clarification about a specific evaluation or would like to discuss your overall standing in the class --- please come to my office hours.

**In general, I assign grades according to the following Grading Criteria:**

**A+, A, A-**
An “A” demonstrates originality, addresses the tasks effectively and uniquely, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. **Completes the task and consistently does extra work that is self-initiated.**

**B+, B, B-**
A “B” may show a good level of competence and may even reflect exactly what was discussed in class and texts, but does not contribute original knowledge. It shows uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps in argumentation, and demonstrates a good level of writing and knowledge. **Completes the task as assigned.**

**C+, C, C-**
A “C” may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear. Language may be inappropriately informal in parts of assignment.

**D+, D, D-**
A “D” will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence.

**Classroom Protocol**

**PLEASE NOTE:** This Class has a NO CELL PHONE RULE – BEFORE AND DURING CLASS. Unplug yourself before entering the room.

**Classroom Behavior:** I want you to be fully present in this class. This class requires you to take an hour and 15 minute timeout from being connected to your virtual life. I don’t want you to use cell phones, computers, ipads or other devices in the classroom either before or during class. When you arrive in class find a seat, introduce yourself to the person in the next chair, and say hello. Spend the few minutes waiting for class to start by chatting with the person next to you. Take out paper and a pen and whatever books or other materials needed for the day. Take notes. Ask questions. Make comments. Listen. Talk to one another. Practice being fully engaged in the moment. Sit in different places in the classroom. Get to know as many people as you can by the end of the semester.

**Class Participation:** This is a seminar involving learning and teaching. I absolutely expect that each of you will take seriously your responsibility to “show up” for this class in every way. Think of this class as an expedition that we are all taking together. Each member of the team has specific duties to fulfill to ensure we all make it to the end of the journey. Don’t let yourself down and don’t let the rest of us down by breaking your commitments! **I expect you to come to class every single time we meet.**

**Policy on Late Work:** Please be advised that I do not accept late work. I know that most of you work very hard to complete your academic tasks as assigned. I too work hard to return your graded work in a timely manner. To be fair to everyone I will not accept work after the due date. The only legitimate reason to turn an assignment in late is for medical reasons. If you are ill on...
the day something is due you will need to get a doctor’s note verifying your absence. Attach the
doctor’s note (or a copy) to the assignment and turn it in on the day you return to class.

**Office Hours:** My office hours are for you. If you are having difficulty with any portion of the
class, please come and talk with me as soon as you can. Or, if you would simply like to talk
about the course, the exams, teaching, or sociology of family please come and visit me during my
office hours.

**University Policies**

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop,
grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at
http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the
current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/lsed/forms/policy/). Students should be aware
of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose
State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires you to be honest in all your academic
course work. Faculty members are required to report all infractions to the office of
Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need
to make special arrangements in case the building must be evacuated, please make an
appointment with me as soon as possible, or see me during office hours. [Presidential
Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the
[Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at http://www.sjsu.edu/aec to establish a record of
their disability.

**Campus Non-Discrimination Policy**

Please be advised that I am committed to upholding the following S89-15 Policy: Non-
Discrimination: [In our classroom t]here shall be resolute and unambiguous action to
eliminate discrimination on the basis of race, color, religion, national origin, sex, sexual
preference, gender identity and expression [my addition], marital status, pregnancy, age,
disability, or veteran status.

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Student Technology Resources (Optional)

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

SOCI 170 Sociology of Family, Spring 2014

Course Schedule

This schedule is subject to change with fair notice made during class or through email.

Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 23</td>
<td>Will The Real &quot;Family&quot; Please Stand Up?</td>
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| 2    | January 28 & 30 | Will The Real "Family" Please Stand Up?  
**Tuesday, January 28th:** Participation Assignment #1: Hand in your (in class) notes on “Modern” verses “Traditional” families. |
| 3    | February 4 & 6 | Will The Real "Family" Please Stand Up?  
Readings for the week:  
Reader # 3: “A Primer on How Learning Happens” Pp. 6-7 NEA Higher Education Advocate + On-line questions course website.  
**Thursday, February 6th:** Participation Assignment #2: Download questions on A Primer, answer them and bring to class on Thursday for small group discussion. Hand in your (typed) responses to the questions.  
**Also Thursday:** Before Class: Go online and Print: Research & Teaching Assignment Spring 14 - Main Course assignment will be explained in detail during this class session. |
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<tr>
<td>6</td>
<td>February 25 &amp; 27 Exam 1 In Class</td>
<td><strong>Research &amp; Teaching Part 1 &amp; Exam One</strong>&lt;br&gt;Reader #8: an excerpt from “The Sociology Student Writer’s Manual” pp. 132-150.&lt;br&gt;<strong>Tuesday, February 25th:</strong> Part 1: Topic/Team Selection - In-Class Exercise.&lt;br&gt;<strong>Thursday:</strong> Exam One</td>
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<td>7</td>
<td>March 4 &amp; 6</td>
<td><strong>Romancing Heterosexuality: White Weddings</strong>&lt;br&gt;<strong>Readings for the week:</strong>&lt;br&gt;Ingraham: Chapter One</td>
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<td>8</td>
<td>March 11 &amp; 13</td>
<td><strong>The Wedding–Industrial Complex</strong>&lt;br&gt;<strong>Readings for the week:</strong>&lt;br&gt;Ingraham: Chapter Two (selected Sections per student)&lt;br&gt;<strong>Tuesday, March 11th</strong> Research Trip to the Library. Class meets in Lobby of Library (be on time – we will proceed to the periodicals).&lt;br&gt;<strong>Thursday, March 13th:</strong> Participation Assignment #5: Read selection of Chapter two assigned to you Thursday March 6th. Summarize main points – note key concepts. Find outside evidence that supports or challenges Ingraham’s claims. Bring evidence &amp; your notes to class &amp; prepare to teach them to the rest of us. Hand in your (typed) notes &amp; evidence on your assigned section of Ingraham Chapter two</td>
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<td>9</td>
<td>March 18</td>
<td><strong>Wedding Ideological Complex</strong></td>
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<td>No Class</td>
<td><strong>Readings for the week:</strong></td>
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<td>March 20,</td>
<td>Ingraham: Chapters 3 &amp; 4</td>
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<td>Spring</td>
<td><strong>Part 2: Team Research &amp; Teaching Proposal - Due Tuesday March 18</strong>.</td>
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<td>Break March 25 &amp; 27</td>
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<td><strong>Tuesday: Participation Assignment #6:</strong> Read Chapter 4 and take notes on vocabulary and on the argument she is making – especially around the film you have been assigned. Then <strong>WATCH THE FILM you were assigned from the list on P. 125. Assess her analysis of the film against your analysis. Take notes on your response and assessment using her theoretical language.</strong> Come to class prepared to talk about your analysis. Turn in your notes.</td>
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<td>10</td>
<td>April 1 &amp; 3</td>
<td><strong>Death &amp; Grief in Families</strong></td>
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<td><strong>Readings for the week:</strong> (On Course Website):</td>
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<td>“What is it like to be Dying,” Elizabeth Kubler Ross.</td>
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<td><strong>Thursday April 3rd:</strong> Participation Assignment #7: Read through the assigned readings on death &amp; grief in families. As you read through these readings, prepare a class discussion question based on each reading. A discussion question is one that cannot be answered with a yes/no response. A discussion question invites your colleagues into a deeper discussion of the issues raised in these readings. Ask questions that you really want us to talk about. Bring (typed) questions to class.</td>
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<td>11</td>
<td>April 8 &amp; 10</td>
<td><strong>Parents &amp; Kids</strong></td>
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<td><strong>Readings for the week:</strong></td>
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<td>G&amp;H: “Being a Good Parent,” by R. Warner</td>
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<td><strong>Tuesday, April 8th Participation Assignment #8:</strong> Read the article by Warner. Answer Discussion Question 1 or 3 on page 83. Bring typed response to class &amp; be prepared to discuss it. OR Read the article by Farr. Answer Discussion Question 1 or 2. Bring typed response to class &amp; be prepared to discuss it.</td>
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<td>12</td>
<td>April 15 &amp; 17</td>
<td><strong>Parenting Teenagers</strong></td>
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<td><strong>Readings for the week:</strong></td>
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| 13   | April 22 & 24 | **Breaking Up is Hard to Do: Divorce**  
Reading for the week:  
G&H: Couples Facing Divorce,” by Ball & Kivisto  
*Tuesday, April 22**  
Participation Assignment #10: Read the article by Ball & Kivisto. Answer Discussion Question 1 or 2 on page 83. Bring typed response to class & be prepared to discuss it. OR Read the article by Walzer. Answer Discussion Question 1 or 3. Bring typed response to class & be prepared to discuss it |
| 14   | April 29 & May 1 | **Student Teaching Session #1 & #2 + Assignments Due**  
Assignment Schedule: Research & Teaching Project  
Part 3: Annotated Bibliography (Individual Assignment) - Due April 29**  
Part 4: Written Curriculum (Team Assignment) – Due April 29** |
| 15   | May 6 & 8 | **Student Teaching Session # 3 & # 4** |
| 16   | May 13 | **Tuesday, May 13**  
Participation Assignment # 11 - The Rituals of Families: Meal Time Show & Tell For many people, the meaning of “family” is often enacted through meal-time ritual. For this final class session, seminar participants are asked to bring a mealtime artifact that symbolizes their family-life. Mealtime Artifacts may include any of the following, or perhaps something else... (objects, utensils, food, drink, song, prayer, artistic impressions, the family dog, etc..).  
Final Exam to be distributed May 13** in class. |
|      |      | **Final Exam**  
A hard copy of your Final Exam is due during the scheduled final exam: Monday, May 19** between 9:00 and 9:30 am in my office DMH 211. An e-copy of your final should also be uploaded to turninit.com Class ID: 7437021 enrollment password: ilovemymom  
Be sure to upload your ecopy before 9:30 on the 19**. |