San José State University
Department of Sociology
SOCI 270, Seminar in the Modern Family, Section 01,
Spring 2015

Instructor: Dr. Susan B. Murray
Office Location: DMH 211
Telephone: (408) 924-5327
Email: Susan.murray@sjtu.edu
Office Hours: Tuesday 10:30-12, 1:30-4:00, 5:00-6:00 by appt. for graduate students only.
Thursday 8:00 – 9:00.
Wednesdays 1-3: Feb 4 & 18, March 4 & 18, April 1, 15, 29, May 6th only.

Class Days/Time: Tuesday 6 – 8:45 pm
Classroom: DMH 226A

Faculty Web Page: http://www.sjsu.edu/people/susan.murray/

Canvas:

There is a Canvas site for this class and you will be automatically added. Copies of the course materials such as the syllabus, major assignment handouts will be posted to Canvas. I will be uploading your grades to Canvas throughout the semester. I will also use Canvas to post important notices and announcements, handouts and assignments, readings, and additional information about assignments and send group email messages should the need arise. I highly recommend that you check Canvas regularly for important messages and announcements and that the email account linked to your Canvas account is an email address that you check regularly.
Course Description

This seminar course explores the structural, historical, political, and interactional framing of family as a social institution. Drawing on traditional and contemporary sociological and feminist theories, we will investigate how social, cultural, political and economic contexts of inequality shape families in the United States. Then, within this structural context of inequality we will examine the ongoing struggle over ideological representations of "family, intimacy, love, and parenting" in the United States. Beginning with the assumption that the meaning and practice of family life is mediated through multidimensional systems of gender, race, class and sexuality, we will spend our time exploring these meanings and practices – paying particular attention to their empirical and theoretical manifestations in everyday life.

This seminar is also about feminist pedagogy:

“Feminist pedagogy begins with a vision of what education might be like but frequently is not. This is a vision of the classroom as a liberatory environment in which we, teacher-student and student-teacher, act as subjects, not objects. Feminist pedagogy is engaged teaching/learning – engaged with self in a
continuing reflective process; engaged actively with the material being studied;
engaged with others in a struggle to get beyond our sexism and racism and
classism and homophobia and other destructive hatreds and to work together to enhance our knowledge; engage with the community, with traditional organizations, and with movements for social change.” (Shrewsbury, 1987:6).

MA Program and Student Learning Objectives:

MA Program Learning Objective (PLO) #1: To evaluate theoretical contributions through historical and contemporary issues such as race/ethnic relations, social political and economic inequalities, work and corrections

Course Student Learning Objective (SLO) #1: To facilitate student understanding and articulation of the following:

- The classic and contemporary theoretical and conceptual contributions concerning sociology of the family.
- 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.
MA Program Learning Objectives (PLO) #2, #5: To interpret and evaluate critically published research, and conduct research by formulating theory-driven research questions. To participate in a democratic society as critically engaged citizens.

Course Student Learning Objective (SLO) #2: To facilitate student participation in community-based action oriented research.

Program Learning Objective (PLO) #3, #4: To communicate sociological knowledge using oral, written, and other technologically driven mediums. To participate in meaningful and thoughtful dialogues and conversations as educated people.

Course Student Learning Objective (SLO) #3: To participate in a classroom community of teachers and learners.

Course Student Learning Objective (SLO) #4: To acquire and use the skills necessary to meet the first three objectives, including (but not limited to): oral communication, problem solving, mediation, facilitation, active listening, observation, reading, writing, analysis, and critical thinking.

Required Texts/Readings

Textbook
There are 3 required texts for this course, a course reader, and several online articles. The books can be purchased at the campus bookstore. The Course Reader may be purchased at Maple Press (San Carlos St. between 10th and 11th streets). The journal articles can be downloaded from the MLK Library.

Parenting Out of Control, Margaret K. Nelson (2010)
Gender and Families, Scott Coltrane (2008)

The reading load varies from week to week, but it is fairly heavy at times. It is expected that you will come to class having read and taken notes on the week's readings. This is a seminar course and much of our class time will be devoted to a critical analysis and discussion of the readings.

Other Readings
In addition to these course readings I highly recommend that you purchase the following books depending upon your experience and background. While I have not ordered these books from the book store they can be purchased as used books on Amazon or elsewhere.

For assistance on writing and research:
Classroom Protocol

Class Participation: This is a seminar course. Full participation from each student is required. Full participation means showing up each evening having done the assigned reading and being prepared to critically engage with one another. Students will also work together to facilitate specific seminar sessions.

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.

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 section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page at http://www.sjsu.edu/provost/Academic_Calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/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 at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

Academic Policy S12-3 at http://www.sjsu.edu/senate/S12-3.htm has defined expected student workload as follows:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Seminar Facilitation: Working with a small group, seminar participants will be required to organize and facilitate one hour-and-a-half class session during the semester. Facilitation groups will be formed early in the semester. Facilitators will determine which of the assigned readings seminar participants should read for their session (or they will assign their own readings). Facilitation groups will meet outside of class to plan pedagogical strategies. On the day of the class session, group members will be responsible to facilitate the seminar. For the session you facilitate, you will be required to write a 5 page paper briefly summarizing the article/s you assigned, explaining why [given the topic] you chose them, analyzing your pedagogical approach to the articles, and discussing the classes’ learning experience. Papers are due the class session.
following the one you facilitate. Seminar sessions open for facilitation: Weeks 7, 9, 10, 11, or 12.

**Action-Oriented Research Project/Paper: (12-15 pages).**

Working in collaboration with Asian American’s For Community Involvement (ACCI), students will identify key research topic areas, develop comprehensive accounts of what has been written or known about topics for the past 15 to 20 years, make recommendations about future directions for additional research or program modifications, and present their findings to the community agency. Note: Students who are currently engaged in their own thesis research process may petition instructor to develop an independent research project. DUE DATES FOR THE PROJECT ARE AS FOLLOWS:

a. February 3rd (2nd week) Meeting with ACCI staff. Students should review preliminary background research materials by this date in preparation for meeting with ACCI Staff to establish topic areas for research.

b. February 10th (3rd week) Critical Research Question/s: These questions should indicate your topic/s in very specific terms.

c. February 24th (5th week) 3-5 page Problem Statement: This statement will be a detailed expansion of your initial researchable questions. Here you will describe in detail the sociological problem/ debate/ or issue under study and discuss its sociological significance. You will identify key researchers, definitions, theoretical approaches. You will begin to discern what key concepts or variables are being examined and how are they defined (by you or by other sociologists). In other words, you will begin mapping out the research trajectory of the issue you are studying. How have other social scientists studied the issue? You will also begin to identify additional data sources (other community agencies) and find out how they approach the problem. Initial list should include (at least) eight academic sources and 2-3 additional sources. Please use ASA (American Sociological Association) style for references.

d. March 17th (8th week) Draft of the paper. This is to be a complete version of the paper. This paper will receive a grade. Bring three copies of the paper to class. We will spend this evening session reviewing one another’s work, discussing critique, and writing up reviews. Bring laptops if you have them. Each student will take an additional paper home for critique. Ultimately, at this stage your paper will be read by two students and the professor. Based on detailed reviews, you will then do a thorough revision of the paper. You will collect additional sources, recast your argument, and solve problems that the reviewers identify in the piece.

e. March 31st (9th week) Critiques due to student authors.

g. May 5th (14th week) Community Panel Presentation – Preview Session. Each team will present their (10-12 minute) research papers with power-points to the class for critique.

f. May 12(15th week) Final paper due & Community Panel Presentation Each student will prepare two versions/copies of the final paper – one for the community agency & one for the professor. Please include a cover letter for each paper. Cover letter to professor will summarize the changes
you made (or did not make) in reference to the three critiques you received. We will discuss content for cover letter to agency.

This session will take place at Asian Americans for Community Involvement, 2400 Moorepark Ave., Suite 300, San Jose 95192. Community agency representatives will host this session. Four student researcher teams and a discussant will be selected for a panel presentation on key findings. Following a professional meeting format, panelists will present their papers (10-12 min each) and the panel discussant will facilitate a follow-up discussion with panelists and audience (approximately ½ hour).

Final Examination – A final examination will be held May 19th from 5:15 to 7:30 p.m.

Grades: Your final grades will be determined as follows Seminar Facilitation + Analysis (5 pg paper) = 15%, First draft Research Paper = 20 %, Final draft Research Paper = 40%, Final Exam 25%. No late work will be accepted – no exceptions. 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.

University Policies
Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, 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 is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.
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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources (Optional)

Computer labs for student use are available in the Academic Success Center at http://www.at.sjsu.edu/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.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
“TENTATIVE” COURSE OUTLINE

REMEMBER: The syllabus is flexible; it is ours to modify as we choose. Throughout the semester I hope that we can discuss the process of the course and revise the syllabus together, as necessary.

Table 1 Course Schedule

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>January 27</td>
<td>Introduction to Everything</td>
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| 4    | February 17   | **Interactional and Theoretical Constructions of the Family: The Micro Perspectives**<br>**Readings for the week:**<br>Coltrane: Chapter one: “The Social Construction of Gender and Families,” pp. 1-32;<br>Reader 4: “Gender Displays and Men’s Power: The “New Man” and the Mexican Immigrant Man,” Pierrette Hondagneu-Sotelo &
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<td>Michael A. Messner, pp. 342-355</td>
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<td>5</td>
<td>February 24</td>
<td>Applying Macro and Micro Theoretical Perspectives: Sacrificing Families</td>
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<td>Readings for the week:</td>
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<td>This class session will be spent analyzing each chapter of this book – identifying the application of micro and macro theoretical perspectives to empirical data concerning Salvadoran families. This session will also focus on the process of facilitation and discussion of intellectual materials.</td>
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<td>Problem Statement &amp; Reference List Due</td>
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<td>6</td>
<td>March 3</td>
<td>Popular Culture: “Love, Love, Love, All you need is Love:” Not!</td>
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<td>Readings for the week:</td>
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<td>7</td>
<td>March 10</td>
<td>Global Romance &amp; “Mail Order” Marriages</td>
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<td>Readings for the week:</td>
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<td>8</td>
<td>March 17</td>
<td>Draft of the Paper Due. This is to be a complete version of the paper. This paper will receive a grade. Bring three copies of the paper. We will spend this evening session reviewing one another’s work, discussing critique, and writing up reviews. Bring laptops if you have them. Each student will take an additional paper home for critique.</td>
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<td>9</td>
<td>March 31</td>
<td>Family and Work: Mothering &amp; Motherhood</td>
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<td>Readings for the week:</td>
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<td><strong>Part Two: 7:30-8:45</strong></td>
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<td>Facilitators ____________________  &amp; _____________________</td>
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| **10** | **April 7** | **Family and Work: Fathering & Fatherhood**  
**Readings for the week:**  
Coltrane: Chapter 5, “Mothers, Fathers, and Family Care, pp. 127-166  
**Part Two: 7:30-8:45**  
Facilitators ____________________  & _____________________ |
| **11** | **April 14** | **Parenting out of Control: Anxious Parents in Uncertain Times**  
**Readings for the week: the book**  
Part One: 6:00 – 7:15  
Facilitators ____________________  & _____________________  
**Part Two: 7:30-8:45**  
Facilitators ____________________  & _____________________ |
| **12** | **April 21** | **Queer Families and other Post-Modern Family Formations**  
**Readings for the week:**  
**DL from JSTOR:**  
**Part Two: 7:30-8:45**  
Facilitators ____________________  & _____________________ |
| **13** | **April 28** | **Divorce and Remarriage**  
**Readings for the week:**  
Coltrane, Chapter 7: “Divorce and Remarriage,” pp. 201-240.  
**DL from JSTOR:**  
**Part Two: 7:30-8:45** |
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<td>14</td>
<td>May 5</td>
<td>Community Panel Presentation – Preview Session (AKA: dress rehearsal for next week): Each team will present their power point presentation to the class, instructor, and other interested persons for discussion, analysis, and critique.</td>
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</table>
| 15   | May 12   | Final paper due & Community Panel Presentation: Each student will prepare two versions/copies of the final paper – one for the community agency & one for professor. Please include a cover letter for each paper. Cover letter to professor will summarize the changes you made or did not make) in reference to the three critiques you received. We will discuss content for cover letter to agency. 
This session will take place at the offices of the Community agency. Four student researchers and a discussant will be selected for a panel presentation on key findings. Following a professional meeting format, panelists will present their papers (10-12 min each) and the panel discussant will facilitate a follow-up discussion with panelists and audience (approximately ½ hour). |
|      | May 21   | Final Exam 7:45 – 10:00 pm |