Canvas:

There is a Canvas site for this course and you will be automatically added. Your course exams will be taken in class, but your grades will be posted to Canvas. You will hand in hard copies all written assignments. Written assignment grades will be posted to Canvas. You will have timely access to your grades throughout the semester. I will also use Canvas to post important notices and announcements, handouts and assignments, readings, 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. Canvas Learning Management System course login website at http://sjsu.instructure.com.

Course Description

This is an advanced seminar course emphasizing a sociological examination of the multiple meanings of "family, love, marriage, parenting, intimacy, and community" in the United States and transnationally. 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 and transnationally through discussion, film, writing, reading, and teaching.

Catalog Description: Examines the historical development of family in the context of social, cultural, political, and economical inequalities, and how intersections of gender, race, class, nationality, sexuality, and age impact understandings of family and intimacy. Explores relationships within families and new family forms.
Course Learning Outcomes (CLO)

Upon successful completion of this course:

• CLO 1: Students will be able to identify the historical, social, political, and economic processes that have produced structured inequalities in family experiences in the United States.
• CLO 2: Students will be able to identify and articulate how racism, xenophobia, classism, sexism, and heterosexism operate to exclude certain groups of people in the United States from equal access to family life.
• CLO 3: Student will be able to identify, apply, and articulate the link between sociological theories of family and the manifestation of structured inequalities in the lives of families.
• CLO 4: Students will be able to evaluate the multidimensional communication issues facing couples, parents, and kids.
• CLO 5: Students will be able to evaluate social science information, draw on different points of view, and formulate curriculum appropriate to sociology of family.
• CLO 6: Students will be able to use their sociological imaginations to evaluate the processes through which an individual’s age, gender, ethnicity, race, and/or sexual orientation can shape their experiences in a family.
• CLO 7: Students will be able to understand and take ownership of their participation in a classroom community of teachers and learners.
• CLO 8: Students will acquire and/or continue to develop the skills necessary to meet the first seven CLOs, 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 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.

Course Reader may be purchased at Maple Press – 330 S 10th St, San Jose, CA open M-F 8:30-5:00.

Reader Index:


3. “A Primer on How Learning Happens” Pp. 6-7 NEA Higher Education Advocate


Library Liaison
Blackmer Reyes, Kathryn
Email: Kathryn.BlackmerReyes@sjsu.edu

Course Requirements and 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 31st Hand in your (in class) notes on “Modern” verses “Traditional” families.

Participation Assignment # 2 Due Thursday, February 9th: 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 23rd Hand in (in class) notes from discussion & application of theory to the film, A Family Gathering

Participation Assignment # 5 Thursday, March 16th: Read selection of Chapter two assigned to you Thursday March 9th. 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 21st: 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 lists on P. 171 & 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 6th 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 11th** Read the article by Warner. Answer Discussion Question 1 or 3 on page 83. Bring typed response to class & be prepared to discuss it. 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 18th 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 25th:** Read the article by Ball & Kivisto. Answer Discussion Question 1 or 2. Bring typed response to class & be prepared to discuss it. 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 16th 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 will be posted on Canvas. Exams: There will be a mid-term and final exam for this course.

**Final Examination: Tuesday, May 23 12:15-2:30.**

**Grading Information**

**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

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

SOCI 170 / Sociology of Family, Spring 2017, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

<table>
<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. 26</td>
<td>Will The Real &quot;Family&quot; Please Stand Up?</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td>3</td>
<td>Feb. 7 &amp; 9</td>
<td>Will The Real &quot;Family&quot; Please Stand Up?</td>
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<td>Readings for the week:</td>
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<td>Reader #3: “A Primer on How Learning Happens” Pp. 6-7 NEA Higher Education Advocate + On-line questions course website.</td>
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<td><strong>Thursday, February 9th:</strong> 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.</td>
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<td><strong>Also Thursday:</strong> Before Class: Go on Canvas download and Print: Research &amp; Teaching Assignment Spring 17 - Main Course assignment will be explained in detail during this class session.</td>
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<td>4</td>
<td>Feb 14 &amp; 16</td>
<td>Historical and Theoretical Constructions of the Family</td>
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<td>Readings for the week:</td>
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<td>5</td>
<td>Feb 21 &amp; 23</td>
<td>Sociological Theories of THE FAMILY</td>
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<td>Readings for the week:</td>
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<td><strong>Thursday, February 23rd:</strong> Participation Assignment #4: Hand in (in class) notes from discussion &amp; application of theory to the film, A Family Gathering.</td>
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<td>6</td>
<td>Feb 28 Mar. 2</td>
<td>Research &amp; Teaching Part 1 &amp; Exam One</td>
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<td><strong>Tuesday, February 28th:</strong> Part 1: Topic/Team Selection - In-Class Exercise.</td>
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<td><strong>Thursday March 2: Exam One</strong></td>
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<td>7</td>
<td>Mar 7 &amp;9</td>
<td>Romancing Heterosexuality: White Weddings</td>
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<td>Readings for the week:</td>
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<td>Ingraham: Chapter One</td>
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<td>8</td>
<td>Mar 14 &amp;16</td>
<td>The Wedding–Industrial Complex</td>
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<td>Readings for the week:</td>
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<td>Ingraham: Chapter Two (selected Sections per student)</td>
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<td><strong>Tuesday, March 14th</strong> Research Trip to the Library. Class meets in Lobby of Library (be on time – we will proceed to the periodicals).</td>
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<td><strong>Thursday, March 16th:</strong> Participation Assignment #5: Read selection of Chapter</td>
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| 9    | Mar 21 & 23| **Wedding Ideological Complex**  
**Readings for the week:**  
Ingraham: Chapters 3 & 4  
**Part 2: Team Research & Teaching Proposal - Due Tuesday March 21st.**  
**Tuesday or Thursday (to be determined): Participation Assignment #6:** Read 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 lists on P. 171 & 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.  
**SPRING BREAK – March 27-31 – No Class** |
| 10   | Apr 4 & 6 | **Death & Grief in Families**  
Readings for the Week: (On Canvas Website): to be Posted  
“What is it like to be Dying,” Elizabeth Kubler Ross.  
[http://www.childrenshospice.org](http://www.childrenshospice.org)  
**Thursday April 6th:** Participation Assignment #7: 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. |
| 11   | Apr 11 & 13| **Parents & Kids**  
**Readings for the week:**  
G&H: “Being a Good Parent,” by R. Warner  
**Tuesday, April 11th Participation Assignment #8:** Read the article by Warner. Answer Discussion Question 1 or 3 on page 83. Bring typed response to class & be prepared to discuss it. And Read the article by Farr. Answer Discussion Question 1 or 2. Bring typed response to class & be prepared to discuss it |
| 12   | Apr 18 & 20| **Parenting Teenagers**  
**Readings for the week:**
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<tr>
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<td>G&amp;H: <em>Keeping Tabs on Teenagers,</em> D. Kurz</td>
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<td>G&amp;H: &quot;Kids, Cars, and Family Life,&quot; by A. Best.</td>
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<td>13</td>
<td>Apr 25 &amp; 27</td>
<td><strong>Breaking Up is Hard to Do: Divorce</strong></td>
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<td>Reading for the week:</td>
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<td>G&amp;H: <em>Couples Facing Divorce,</em> by Ball &amp; Kivisto</td>
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<td>G&amp;H: <em>Children’s Stories of Divorce,</em> by S. Walzer.</td>
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<td><strong>Tuesday, April 18th Participation Assignment # 9</strong> Read the article by Kurz.</td>
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<td>Answer Discussion Question 3 or 4 on page 103. Bring typed response to class &amp; be prepared to discuss it.</td>
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<td>14</td>
<td>May 2 &amp; 4</td>
<td><strong>Student Teaching Session #1 &amp; #2 + Assignments Due</strong></td>
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<td>Assignment Schedule: Research &amp; Teaching Project</td>
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<td>Part 3: Annotated Bibliography (Individual Assignment) - Due May 2(^{nd})</td>
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<td>Part 4: Written Curriculum (Team Assignment) – Due May 2(^{nd})</td>
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<td>15</td>
<td>May 9 &amp; 11</td>
<td><strong>Student Teaching Sessions #3 &amp; 4</strong></td>
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<tr>
<td>16</td>
<td>May 16</td>
<td><strong>Tuesday, May 16(^{th}) Participation Assignment # 11 - The Rituals of Families: Meal Time Show &amp; Tell</strong> 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 16(^{th}) in class.</td>
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**Final Examination: Tuesday, May 23 from 12:15-2:30.**
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