

Sociology of the Family
SOCI 170
San José State University, Spring 2020

Instructor: Liz N. Roberts M.A., M.A.

Office Location: Dudley Moore Hall Room 211

Email: Liz.roberts@sjsu.edu

Office Hours: Tuesday/Thursday 9:00-10:00am and by appointment

Class Days/Time: Tuesday and Thursday, Noon-1:15pm

Classroom: Hugh Gillis Hall, Room 122

Canvas

There is a Canvas site for this course and you will be automatically added. Some of your course assignments will be submitted in Canvas, and your 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 Goals and Learning Outcomes

Upon successful completion of this course, 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.
- 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.
- Identify, apply, and articulate the link between sociological theories of family and the manifestation of structured inequalities in the lives of families.
- Evaluate the multidimensional communication issues facing couples, parents, and kids.
- Evaluate social science information, draw on different points of view, and formulate curriculum appropriate to sociology of family.
- 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.
- Understand and take ownership of their participation in a classroom community of teachers and learners.
- 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 COURSE MATERIALS

Textbooks

- ***Families as They Really Are, Second Edition*, Edited by Barbara Risman and Virginia Rutter**, Norton. ISBN 9780393937671
- ***Unequal Childhoods: Race, Class, and Family Life***, by Annette Lareau, Second Edition, With an Update a Decade Later. ISBN: 978-0520271425

Access to a computer with internet and printing capabilities (you will frequently need to access assignment instructions online and print assignments)

All other readings will be posted on Canvas

CLASS REQUIREMENTS

Attendance & Participation

Our learning in this class will take part largely through discussion, and much of the information will be presented only in class. Thus, your attendance and participation in class is vital to its success, as well as to the quality of your overall performance. You will get participation credit for coming to class. Your participation grade will be based on the frequency and quality of your contributions to large group and small group discussions and completion of in-class activities (see details under “Grading”).

Reading & Reading Responses

There will be a significant amount of material to read each week. With the exception of the first week, all reading should be done by our first-class meeting of the week. I will assign a reading response each week, which will be due by the first-class meeting of the week, **they must be submitted in Canvas by Noon**. These responses will require you to demonstrate your completion, comprehension, and engagement in relation to the week’s readings. Detailed instructions will be posted on Canvas and discussed in class.

Homework Assignments

In addition to the reading responses, I will sometimes assign short homework assignments that will ask you to reflect on course materials or prepare you for a class activity. Detailed instructions will be posted on Canvas and discussed in class.

Essay

There will be one essay due in the middle of the quarter. This assignment will ask you to use the course materials to think critically and deeply about a central course question and is in lieu of a midterm exam. Detailed instructions will be posted on Canvas and discussed in class.

Final Project

This assignment is designed to allow you to creatively explore a topic related to our course theme that you find particularly intriguing. I encourage you to work in groups on your final project, although this is not a requirement. The guidelines for this assignment are flexible. You will present your final project to the class, and you must make direct connections to the course

readings. You will also turn in an annotated bibliography of your sources and a written summary of your presentation. Some suggestions for the final project include:

- Stage a debate on family policy (or some other “family” issue)
- Create a photo essay or documentary organized around a course theme
- Test a claim from one (or more) of the readings
- Teach the class about a topic we haven’t explored

Several weeks prior to the final project deadline, I will ask you to submit a project proposal. I will distribute a final project prompt prior to asking for your project proposal.

Note: **Attendance is mandatory** on final presentation days (the last week of the course and our scheduled final exam period). Please do not take this course if you do not plan on attending classes during finals week.

Detailed instructions will be posted on Canvas and discussed in class.

Extra Credit

For extra credit you may complete a film analysis, details for this assignment are in Canvas.

Extra credit assignments will constitute a **maximum** of 5% of your course grade.

General Assignment Guidelines & Policies

Please pay attention to the submission instructions on each assignment; most will be submitted on Canvas, but I may require hard copy submissions of some assignments.

Hard copy assignments should be **typed, printed,** and (when appropriate) **stapled.**

Online assignments should be submitted in **.doc or .pdf format**). Please note that Canvas will not read .pages files. It is your responsibility to submit your assignment on time; if you wait until the last minute, you will not have time to deal with any technical problems that arise, so please give yourself plenty of cushion between when you submit your assignment and the final deadline.

GRADING

Assignment grades will be posted on Canvas. Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

Attendance and Participation	15%
Reading Responses	30%

Homework Assignments	10%
Essay	20%
Final Project	25%

Final course grades will be assigned based on the following scale.

A+ = 98 – 100%	B+ = 88 – 89.9%	C+ = 78 – 79.9%	D+ = 68 – 69.9%
A = 92 – 97.9%	B = 82 – 87.9%	C = 72 – 77.9%	D = 62 – 67.9%
A- = 90 – 91.9%	B- = 80 – 81.9%	C- = 70 – 71.9%	D- = 60 – 61.9%

A Grades

Grades in the “A” range will be granted for exceptional work. Exceptional, or “A,” work refers to exemplary work that goes above and beyond requirements, demonstrating an outstanding understanding of course materials/concepts and deep engagement with these materials/concepts. For written assignments, exceptional work also involves advanced writing skills. This is work that could serve as a model for other students.

B Grades

Grades in the “B” range are earned with work submitted on time that is of very good quality. “B” work meets all the requirements and demonstrates a strong understanding of the course materials and concepts and engagement with these materials/concepts. For written assignments, “B”-level work also involves clear, coherent, carefully edited writing.

C Grades

Grades in the “C” range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work demonstrates a developing understanding of course materials.

Participation Grading

Excellent (“A” level) participation involves:

- Excellent punctuality
- Completion of all small group activities
- Respectful, engaged listening during lectures and discussions
- Frequent contributions to large and small group discussions
- Contributions that make specific reference to course materials

Homework, attendance, and participation: I will not accept late homework assignments, as I will be assigning them for the purpose of facilitating in-class activities. There will be no way to make up attendance and participation credit for missed days of class.

Reading reflections: I will not accept late reading reflections; however, your lowest reading reflection score will be dropped. This means you can miss one reading reflection with no grade penalty.

Formal assignments: Your formal assignments will be graded down 10% for each day past the due date.

Grade Checks

In general, you should keep track of your own grade, particularly since assignment grades will be posted in Canvas. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should come to my **office hours** or **e-mail me** at least **24 hours** ahead of time. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you.

KEY DATES

Class Key Dates

- Friday March 13th: by 11:59pm on Canvas: Essay Due
- Tuesday April 28th: Final Presentations Begin and Paper Due

Other Key Dates

Please be aware of all-important dates for the college by consulting the Academic Calendar.

COURSE EXPECTATIONS

Classroom Format

Our class time will take a variety of formats, including lecture, large group discussion, small group discussion, class activities, and time for individual written reflection. I encourage you to ask questions during lectures.

How to Prepare for Class & What to Bring With You

In order to make our class discussions and activities successful, you should complete all required readings before the first-class meeting of the week and **bring the readings to class with you**. I

Also encourage you to bring and informally present relevant news articles and other materials related to course themes and readings.

Electronics and Food Policy

In order to make our class discussions and activities successful, you should complete all required readings and homework assignments before each class period, and **bring these readings to class with you**. To facilitate your respectful, engaged listening and active participation, **cell phones, laptops, and other electronic devices** must be **turned off and put away** during class time. If you do not follow this policy you will lose participation points. If you feel you need an exception to this policy, please meet with me individually. Additionally, to facilitate a respectful, safe and engaging classroom, no food or eating is allowed during class.

Guidelines for Classroom Conduct

I am committed to fostering a learning environment that is respectful, productive, and inclusive. This requires each person in the class to behave in a way that is professional, respectful, and collegial. In order to achieve this, please observe the following classroom norms:

- Listen closely to what others have to say.
- Allow others to share their opinions and observations, even if you disagree with them. We can respectfully ask others to critically examine their assumptions and beliefs in the face of empirical evidence or faulty logic.
- Do not demean or diminish the experiences that other people are willing to share. We can ask individuals to contextualize their experience within a larger social pattern.
- Self-monitor your use of the classroom “verbal space.” Participate in discussions without dominating them. If you haven’t contributed to the discussion, make an effort to do so.
- Have a sense of humor about our social world. Be willing to accept other people’s blunders without assuming they are trying to be offensive.
- Be committed to grow and learn about your own social self and world.

What to Do if You’re Absent

If you are a student who has frequent absences, this will not be an appropriate course for you: you will need to attend class in order to get attendance and participation credit and learn material that is not presented in the course readings. However, I recognize that absences are sometimes unavoidable. If you miss a class, you should:

- Check with a classmate for notes about what you missed.

- Check Canvas to see if anything has been posted.

Please note that you will NOT be able to:

- Make up any homework assignments, in-class activities, or attendance/participation credit.
- Receive a review of missed materials from me.

If you have an ongoing issue that will require multiple absences, it's important that you let me know as soon as possible and stay in touch with me.

Time Requirements

This is a 3-credit course. You should expect this to entail approximately 2.5 hours in class each week, and **5-7 hours outside of class**. In order for you to be successful in this course and for the course to run effectively, falling behind is not an option.

CONTACTING PROFESSOR ROBERTS

Office Hours

I strongly encourage you to meet with me individually throughout the semester. You're welcome to meet with me for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check in. Please note that I do not provide reviews of material you missed due to absences (check with your classmates for notes if you are absent).

My office hours this quarter will be by appointment, and I will generally be available to meet right after class; please let me know in person or through e-mail if you'd like to schedule an appointment.

E-mail

You are welcome to e-mail me, but please note that I do not provide assignment/draft feedback or grade checks over e-mail (see me in office hours for these purposes). Before you send your e-mail, please check to make sure that you have:

- Included the course (SOC 170) in the subject line.
- Followed general correspondence guidelines, such as including a salutation.
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn't already been answered in one of those documents.

I will respond to your e-mail within 24 hours on weekdays **IF** you follow the above guidelines. If you don't, I may ask you to review these guidelines and send a revised version.

UNIVERSITY POLICIES AND PROCEDURES

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 requires students to obtain instructor's permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording her/him. You must obtain the instructor's written permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

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 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/>.

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 Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

UNIVERSITY RESOURCES

Student Technology Resources

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. 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.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website <http://www.sjsu.edu/counseling>.

COURSE SCHEDULE

This schedule is subject to change. I will provide at least one-week advance notice of changes.

Unit Topic	Dates	Readings (Numbered readings refer to chapters in your textbook)	Assignments Due (Additional homework assignments will be posted on Canvas and discussed in class)
<i>Zero:</i> Introductions	Week 1: 1/23	<ul style="list-style-type: none"> Canvas: Syllabus 	
<i>One:</i> The American Family: A Love Story	Week 2: 1/28 & 1/30	<ul style="list-style-type: none"> #5 Coontz, "The Evolution of the American Family" #6 Mintz, "American Childhood as a Social Construct" 	Tues: Syllabus Quiz Tues: Reading Response 1
	Week 3: 2/4 & 2/6	<ul style="list-style-type: none"> Canvas: Acosta, "We Are Family" #8 Powell et al., "Changing Counts, Counting Change: Americans' Movement Toward a More Inclusive Definition of Family" 	Tues: Reading Response 2
	Week 4: 2/11 & 2/13	<ul style="list-style-type: none"> #10 Struening, "Families 'In Law' and Families 'In Practice': Does the Law Recognize Families as They Really Are?" 	Tues: Reading Response 3

Unit Topic	Dates	Readings (Numbered readings refer to chapters in your textbook)	Assignments Due (Additional homework assignments will be posted on Canvas and discussed in class)
Two: The Myth of Separate Spheres	Week 5: 2/18 & 2/20	<ul style="list-style-type: none"> Canvas: Segura, "Working at Motherhood: Chicana and Mexicana Immigrant Mothers and Employment" 	Tues: Reading Response 4
	Week 6: 2/25 & 2/27	<ul style="list-style-type: none"> Canvas: Cooper, "Being the 'Go-to-Guy': Fatherhood, Masculinity, and the Organization of Work in Silicon Valley" #35 Gerson, "Falling Back on Plan B: The Children of the Gender Revolution Face Uncharted Territory" 	Tues: Reading Response 5
Three: The State & The Myth of the Autonomous Family	Week 7: 3/3 & 3/5	<ul style="list-style-type: none"> Canvas: Coontz, "A Man's Home is His Castle: The Family and Outside Intervention" #29 Aldarondo and Ameen, "The Immigration Kaleidoscope: Knowing the Immigrant Family Next Door" 	Tues: Reading Response 6

Unit Topic	Dates	Readings (Numbered readings refer to chapters in your textbook)	Assignments Due (Additional homework assignments will be posted on Canvas and discussed in class)
Five Love & Marriage	Week 8: 3/10 & 3/12	<ul style="list-style-type: none"> • Canvas: “What’s Love Got to Do with It? A Brief History of Marriage” • #12 Smock and Manning, “New Couples, New Families: The Cohabitation Revolution” • Canvas: Steinbugler, “Loving Across Racial Divides” 	Tues: Reading Response 7 Friday: Midterm Essay Due
	Week 9: 3/17 & 3/19	<ul style="list-style-type: none"> • #7 African Americans and the Birth of the Modern Marriage • Canvas: Schwartz, “Peer Marriage” • CCF Brief: Kristi Williams, “Promoting Marriage Among Single Mothers: An Ineffective Weapon in the War on Poverty?” (p. 324) 	Tues: Reading Response 8
	Week 10: 3/24 & 3/26	<ul style="list-style-type: none"> • #20 The Marriage Movement • Canvas: Nock, <i>Covenant Marriage</i> (selections) • Canvas: Warner, <i>Beyond Gay Marriage</i> (selections) • Canvas: Khazan, “Multiple Lovers Without Jealousy” • Canvas: DeBoer, “It’s Time to Legalize Polygamy” 	Tues: Reading Response 9
SPRING BREAK MARCH 31 and April 2			

Unit Topic	Dates	Readings (Numbered readings refer to chapters in your textbook)	Assignments Due (Additional homework assignments will be posted on Canvas and discussed in class)
Six Power, Conflict & The Myth of Family Harmony	Week 11: 4/7 & 4/9	<ul style="list-style-type: none"> • Canvas: Tichenor, “Thinking about Gender and Power in Marriage” • Canvas: Anderson & Umberson, “Gendering Violence: Masculinity and Power in Men’s Accounts of Domestic Violence” • Canvas: Renzetti, “Toward a Better Understanding of Lesbian Battering” 	Tues: Reading Response 10
Seven Raising Children	Week 12: 4/14 & 4/16	<ul style="list-style-type: none"> • Canvas: Coontz, “Toxic Parents, Supermoms, and Absent Fathers: Putting Parenting in Perspective” • #28 Dozier: “The Power of Queer: How ‘Guy Moms’ Challenge Heteronormative Assumptions about Mothering and Family” • Lareau, “Unequal Childhoods...” Chapters One and Two 	Tues: Reading Response 11
	Week 13: 4/21 & 4/23	<ul style="list-style-type: none"> • Lareau, “Unequal Childhoods...” Selections • In Other Words, The Class and Race Demographics of LGBT Families (p. 476) 	Tues: Reading Response 12

Unit Topic	Dates	Readings (Numbered readings refer to chapters in your textbook)	Assignments Due (Additional homework assignments will be posted on Canvas and discussed in class)
Student-Directed Learning	Week 14: 4/28 & 4/30		Tues: Written Portion of Final Project Due Final Projects (specific due dates will vary by student)
Student-Directed Learning	Week 15: 5/4 & 5/7		Final Projects (specific due dates will vary by student)
Finals Week: Student-Directed Learning	Week 16:	Our class meets on Wednesday May 13th at 9:45-Noon , this is our assigned time during finals week.	Final Projects (specific due dates will vary by student) Extra Credit Due