

PLEASE READ THOROUGHLY AND RETAIN FOR FUTURE REFERENCE

Sociology of the Family
Soc. 330
Winter 2009

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WRITTEN RESOURCES: These texts are available in the UO Bookstore.

PUBLIC AND PRIVATE FAMILIES, special edition, 2009, Andrew Cherlin, New York: McGraw Hill. Each of us comes to this class with a collection of expectations about how families should and do operate. We have had experiences with our own parent(s), and perhaps siblings, children, and other relatives. Our friends tell us about their families. From this information we piece together a composite picture of what a family is. Typically we focus on intimacy, love, and support or what Cherlin calls the "private family." But families represent an important social institution. In what Cherlin calls the "public family," adults perform tasks that are important to society--caring for children and the elderly, distributing economic resources. He examines how social institutions such as economy, education and government affect families.

ANNUAL EDITIONS: THE FAMILY (09/10), 2007, Kathleen Gilbert (ed.), McGraw-Hill CLS, Dubuque: IA. This anthology strives to bring the reader "the latest thoughts and trends in our understanding of the family, to identify current concerns as well as problems and potential solutions, and to present alternative views of family process." (iv) These brief articles are drawn from both scholarly and popular sources.

GLOBAL FAMILIES, Meg Karraker, Boston: Allyn and Bacon. Many of us are aware of the effects of globalization on American families. Prof. Karraker offers us a broader perspective. She writes "The world is an international place today...In *Global Families*, I examine the extent to which globalization impinges on the family through demographic transitions, transnational employment, international violence, worldwide cultures, and supranational policies that transcend borders." P. 2

COURSE REQUIREMENTS:

EXAMS

There will be a midterm and a final exam. The dates are listed in the course schedule. The questions will be drawn from material presented in the text, readings, and lectures. I will attempt to distribute review questions prior to each exam. The exams will have multiple formats and may include true/false, multiple choice and short answer questions as well as essays. You will be allowed to bring a limited number of pages of notes to the exams.

CRITICAL THINKING ACTIVITIES

Critical thinking involves effective reading, writing, and dialogue with other critical thinkers about questions that ask: What are the fundamental issues raised? What is the relevant evidence required for resolving these issues? Is the source of authority credible? Are the reasons given adequate? Are there contradictions in the logic and evidence presented? Are the conclusions

based on appropriate assumptions and premises? Are there other points of view that can be considered? (The Lizard, Winter, 1995, Teaching Effectiveness Program, UO). Several types of assignments will focus on critical thinking skills and give you the opportunity to interact with other students. You will complete several short in-class writing/discussion assignments and complete a short paper analyzing one of the issues presented in the text or the Annual Editions reader.

IN-CLASS WRITING AND DISCUSSIONS

Five to six times during the term I will ask you to complete an exercise in class or to participate in a formal group discussion. Credit will be given only for those written exercises completed on time. No make-ups for these assignments will be given. Some in-class activities will be announced in advance and require out-of-class preparation, while others will be announced and completed in the same class period.

(Please review this section prior to your first formal discussion.) Several times during the quarter you will participate in a discussion group of 5-6 people. The discussion will give you a chance to be exposed to alternative points of view, debate controversial issues, and clarify and refine your own ideas and opinions. These group discussions offer you a chance to express your ideas to others, to be exposed to alternative points of view, and to apply the concepts, principles, and descriptive data presented in readings and lecture. In addition, you will be developing and refining skills--such as analytical ability and capacity to work in a group context to achieve goals--that many of you will use in your work beyond college.

General questions for the discussion will be handed out prior to the discussion meetings. It is expected that each student will take time to think about the questions presented. The quality of the discussion depends on the input from all group members. You are expected to back up your ideas and opinions about the questions with empirical evidence, theoretical premises, or some sociological principle. The text, readings, and lecture will serve as the basic resources for your discussion and direct references should be made to them. Feel free to bring in information from other courses or areas of study.

PREPARATION FOR GROUP DISCUSSIONS: 1) The group must decide prior to the discussion which questions will be addressed. 2) Bring 2-3 pages of typed notes to the discussion. Include in these notes ideas and information relevant to the questions selected for discussion and indicate the source of the material--text and page number, article name, other readings.

Evaluations: At the end of the discussion period, each member evaluates the contributions of every other individual in the group. You may choose to use a rating system of excellent, good, fair or poor or narrative descriptions of each person's contribution. You will turn in your evaluations with the list of group members at the end of the class period.

SHORT ANALYTIC PAPER

Select a social issue concerning families. For ideas, review the headings in the Cherlin text and the topics in the Annual Editions reader or in the Global Families text. Useful web sources are listed at the end of each chapter in Cherlin. Other possible sources of information and inspiration include: The Brookings Institution <http://www.brookings.edu/default.htm>

Urban Institute <http://www.urban.org/>, Children's Defense Fund - <http://www.childrensdefense.org/> and the Center for Budget and Policy Priorities <http://www.cbpp.org/1-26-04bud.htm>

You may use information from the texts and reader. Also select three additional scholarly readings on the topic. If the outside work is a book, read 10-15 pages of relevant material. Begin your paper with a short section in which you state the issue you are analyzing. In the bibliography include the additional reading you completed, the pages from the Cherlin text, Karraker text and the AE reader that apply to your topic.

You are expected to summarize the main points from the readings. However, your paper will be assessed on the basis of your ability to integrate relevant points from the different reading sources, your interpretation of the material presented, and the strength of your argument supporting your position. A more detailed description of the assignment will be distributed during the term.

The paper should be typed, doubled spaced, 10 or 12 point type, and 6 pages in length. Feel free to add appropriate cartoons, editorials, and short articles from popular sources (don't count those in the 6 page limit). Put your name, e-mail address, and phone number on the first page of your paper. No separate title page necessary. Use APA or ASA style format for citations. See Global Families for an example of this style.

ELECTRONIC ACCESS TO ALL CLASS ASSIGNMENTS/HANDOUTS

I will post all assignments and announcements on Blackboard CourseInfo. This website allows you access to course materials 24 hours a day. If you misplace an assignment, logon and download the handout. If you have questions for classmates and want to discuss the course readings, log on to the discussion group under COMMUNICATIONS. When I send messages via BB, they will go to your university e-mail account. Please check your e-mail for messages from me. Also check Blackboard twice a week for announcements and new course documents. If you are not familiar with Blackboard, please see me.

ELECTRONIC DEVICES IN THE CLASSROOM

During lecture period, students increasingly are using laptop computers and cell phones for activities that are not class related. These devices have proven to be a major distraction and often interfere with the learning experience of other students. For that reason, no cell phones may be out during the class period. Also, those students using laptops for note taking should sit in the first two rows of the classroom.

SUBMISSION OF ASSIGNMENTS

Assignments are due in class on the date shown on the course schedule. If for some reason, you are unable to do so, you should turn your work in at my mailbox in PLC 736 between the hours of 8:00 a.m. to 12:00 p.m. or 1:00 p.m. to 5:00 p.m. Attach a note explaining why you are submitting your assignment at a different time. NO assignments will be accepted via e-mail. Students were inundating my electronic mailbox with assignments last term. Also, ALWAYS keep a printed or electronic copy of all assignments submitted in my class (and in all your other classes)

GRADES: Each activity will contribute the following amount to your final grade.

Midterm Exam	35%
Final Exam	35%
Short Paper	15%
In-class writing and discussion	15%

TENTATIVE COURSE SCHEDULE (Assignment dates may be changed depending on how quickly the material is covered. I will do my best to hold the midterm exam on the date listed in the schedule. Readings should be completed BY THE LISTED DATE. With four credit hours assigned to this course, there should be ample time to complete the assigned readings.)

- M 1/5 Introduction: Informal discussion – Rights and responsibilities of families
Ashley –The pillow baby. If possible, look at the material at:
<http://ashleytreatment.spaces.live.com/> Skip down to section describing the “Ashley Treatment.” Also, read interview from “Larry King Live”
- W 1/7 Chapter 1 - Public and Private Families (Cherlin), AE #1 Scandanavian experience, #3 Children as public good; #10 Breeder Reaction, #18 Prohibit spanking?
- M 1/12 Global Families pp.1-6, 8; Ch. 2 Demographic transition pp. 32-40 & 48-62
- W 1/14 Chapter 2 - History of the Family (Cherlin)
- M 1/19 No Class – MLK Day – Extra Credit: Attend an activity celebrating Dr. King.
- W 1/21 AE #42 and #43 – Family history
In class activity: Family history diagram and informal discussion
- M 1/26 Chapter 4 Social Class and Families (Cherlin), AE #20 Job search, #21 Last hope
SIGN UP FOR PAPER TOPIC SIGN UP FOR DISCUSSION GROUP
- W 1/28 No new reading - In-class Discussion Bring printed notes to class
- M 2/2 MIDTERM EXAM - Bring scantron answer sheet, #2 pencil and notes
- W 2/4 Chapter 3 - Gender and Families (Cherlin),
Complete Gender autobiography in class
- M 2/9 Chapter 5 – Race , Ethnicity and Families (Cherlin)
- W 2/11 AE #15 Arranged marriages, #31 Cheating
In class activity: "Love Profile"
- M 2/16 Chapter 14 –The Family, the State and Social Policy (Cherlin)
- W 2/18 Global Families Ch. 3 Transnational employment pp. 78-end
- M 2/23 Formal discussion #2 –Bring printed notes to class
Chapter 8 - Work and Families (Cherlin)
- W 2/25 Chapter 9 - Children and Parents, AE # 13 Gay marriage, #14 Two moms and a dad,
#46 Resilient families, AE #12 Single life
- M 3/2 No new reading
- W 3/4 Chapter 11 – Domestic Violence (Cherlin), AE # 28 Children of alcoholics,
#19 Prickly Pere, #26 Recognizing Domestic Violence
- M 3/9 PAPERS DUE IN CLASS – Late papers receive a substantial grade reduction
Global Families, Ch 4. International violence – entire chapter
- W 3/11 Global Families, Ch. 6 – Transnational org. and families pp. 172- end
Formal discussion #3 Bring printed notes to class

FINAL EXAM: Tuesday, March 17, 3:15 p.m. Bring scantron, # 2 pencil and notes