

University of Montana

## ScholarWorks at University of Montana

---

Syllabi

Course Syllabi

---

Spring 2-1-2017

### **SOCI 332.01: Sociology of the Family**

Rayna Sage

*The University Of Montana*, [rayna.sage@umontana.edu](mailto:rayna.sage@umontana.edu)

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

**Let us know how access to this document benefits you.**

---

#### **Recommended Citation**

Sage, Rayna, "SOCI 332.01: Sociology of the Family" (2017). *Syllabi*. 5306.

<https://scholarworks.umt.edu/syllabi/5306>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# SOCI 332.01: Sociology of the Family

Spring, 2017

MWF, 9:00-9:50am in ED 214

## Instructor and preceptor information

Instructor: Dr. Rayna Sage  
Office: Social Sciences 315  
Email: rayna.sage@umontana.edu  
Phone: TBD  
Office hours: Tuesday and Wednesday, 11:00am-12:30pm

Preceptor: Clint McCaslin  
Office: Social Sciences 326  
Email: clint.maccaslin@umontana.edu  
Office hours: TBD

## Course description

All of us experience the joys and struggles of being part of a family. Many of us understand our family life as a product of our choices. This class will ask you to look at how families work from a broader, sociological perspective. What kinds of choices do we really have about how to structure our families? How does history condition our understanding of the family? What does the economy have to do with family life? How do our work lives influence our family lives, for better and for worse? What demographic factors help explain the rates of marriage, cohabitation, stepfamily formation and divorce? Why does our society have problems like domestic violence and child abuse? In the study of sociology there is often not one clear answer to any of the questions I have posed, but in this class you will learn to form your own questions, examine the evidence, and come to your own **informed** conclusions. We will also look at how social policies influence the structure and stability of family life.

**IMPORTANT!** The organization of this class is based on a **collaborative learning model**. In large classes such as this, the “best practices” of learning are often ignored. This means that to be successful in this class, you will need to be present, interactive, and engaged. If you would rather be in a class where your grade depends on passive note-taking and exams, this class is not for you. This process is very important to my teaching philosophy and therefore, this class will be organized in a fashion that allows for these ideals to be realized.

## Learning Outcomes

In this class you will:

- ✓ acquire a general understanding of how the family is studied in sociology.
- ✓ build a foundation of knowledge regarding important topics in the study of the family as an institution.
- ✓ enhance your critical thinking skills.
- ✓ practice and improve your writing skills.
- ✓ develop and improve your ability to conduct your own research.
- ✓ improve your ability to state your informed judgment (not opinion) about how social problems are related to the family.

## Required Readings

Risman, B. J., & Rutter, V. (Eds.). (2015). *Families as They Really Are* (2 edition). New York: W. W. Norton & Company. ISBN: 978-0-393-93767-1.

Additional required readings available on Moodle

## **Additional Information**

### **Women's, Gender, and Sexuality Studies**

This course counts towards the major and the minor in Women's, Gender, and Sexuality Studies. If you enjoy this course and would like to know more about the Women's, Gender, and Sexuality Studies Program, please drop by the program office (LA 138A-B) or visit their website: <http://www.cas.umt.edu/wsprog/>.

### **Human and Family Development Interdisciplinary Minor**

In addition to meeting a requirement for sociology majors, the material covered in this course constitutes a part of an interdisciplinary minor offered at UM. If you wish to find out more about the minor in Human and Family Development, it is described in the UM catalog and at the HFD Website: <http://www.cas.umt.edu/hfd/>. There are many courses focusing on human and family development at UM. A list of the current courses is available at this website.

## **To Be Successful: Course Requirements**

FIRST, read this syllabus! Make sure you understand course requirements, policies, assignments, and your responsibilities as a student. These are not up for re-negotiation! Ask questions if you are confused about anything on the syllabus. Bring your syllabus to class and check it often! Write your class assignments down in a student planner. BTW - There will be a "surprise" quiz for extra credit on Friday regarding materials on this syllabus and in the reading "Teaching to Distraction".

There are 4 ways to earn points in this course.

### **1. Exams (45% of your grade)**

There will be 2 in-class exams and 1 take home over the final unit in the course. Each exam will be worth 150 points (15% of your grade). Exams will cover readings, lecture materials, guest speakers, and class activities and discussions. Exam formats will vary, but may include multiple choice, matching, short answer, and application.

### **2. Story Corps Project (35% of your grade)**

In groups of 3-4, you will complete a single Story Corps Project (see <http://www.npr.org/series/4516989/storycorps> for multiple examples). There will be more details to come, but each project will include:

- ✓ An edited 4-7 minute Story Corps Interview Recording (100 points)
- ✓ A visual representation to be shared with the audio recording (50 points)
- ✓ A single group paper analyzing the interview in relation to what you have learned (150 points)
- ✓ Individual self-reflection on process and experience with the project (50 points)

### **3. Story Corps Project Assessments (15% of your grade)**

In addition to completing and sharing your own Story Corps Group Project, you will be reflecting on the Story Corps Projects of other groups during the week of May 1<sup>st</sup>. Groups will share their projects and audience members will thoughtfully listen and submit their thoughts on how the project relates to what we have learned in this class (5-10 points per reflection, depending on the number of groups).

### **4. In-Class Activities (15% of your grade)**

Over the course of the semester we will have a number of in-class activities that will assist you in applying what you have learned as well as assist me in gauging how well you are understanding the materials in preparation for the exams and final project. There will be at least 13 and your lowest 3 will be dropped (15 points per activity).

## Grading Breakdown

Item	Points	% of total
Exams (3 @ 150 pts/exam)	450	45%
Story Corps Group Project	350	35%
Story Corps Assessments	150	15%
In-Class Activities	150	15%
	1000	100%

## Grading

A	92.5-100%	C+	76.5-79.4%
A-	89.5-92.4%	C	72.5-76.4%
B+	86.5-89.4%	C-	69.5-72.4%
B	82.5-86.4%	D	59.5-69.4%
B-	79.5-82.4%	F	59.4% and below

## Other Things You Need To Know: Guidelines and Policies

### Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The [Code is](https://www.umt.edu/vpsa/policies/student_conduct.php) available for review online ([https://www.umt.edu/vpsa/policies/student\\_conduct.php](https://www.umt.edu/vpsa/policies/student_conduct.php)).

### Exams

Be here on the day of an exam. If you miss an exam, you must take the comprehensive multiple-choice exam during finals week. Students who will miss an exam due to a university sponsored event must notify the instructor ahead of time and work with the instructor to make-up the exam within one week of the scheduled event. The score from this exam will replace the missing exam score. There will be no individually scheduled make-up exams during the semester.

### Late Assignments

Assignments turned in after the due date will not receive credit.

### Concerns with Grading

When it is a matter of simple math errors or mismarking a correct answer, write a brief email outlining the problem and turn it. If you have a problem with the content of an exam or the validity of the grading procedure, please wait 48 hours and submit an email outlining your grievance to the instructor and TA.

### Attendance and Classroom Etiquette

In-class activities will be an indicator of your attendance. If you miss a day, please be sure to check in with a peer regarding what you missed and stay aware of your missed in-class activities. Your lowest three will be dropped from your grade.

Please be on time for class and prepared to participate in the full class session. Students who leave during the class interrupt learning activities and disrupt the focus of those around them. Schedule appointments at times when classes are not in session. Everyone benefits from your presence. It is very disruptive for everyone if you come into class late, or leave early.

Please be considerate of others by remaining quiet while your professor and others speak.

All grades will be posted on Moodle, and will be updated regularly. If you have a discrepancy with a grade that is posted (for example, if you completed a reading quiz and did not receive credit), you have 2 weeks from the posted date in which to contest this grade. After that, no changes will be made. It is also important to keep your assignments until you verify the correct grade has been recorded.

### **Laptops**

The use of laptops is not allowed in this class.

### **Email Etiquette**

All emails to the instructor and preceptor need to have the subject line that identifies your class number and section, and your name. This is VERY important so that we can address your concerns in a timely manner. Please include appropriate salutations, as well as a description of why you are emailing.

### **Course withdrawal**

If at some time during the course you feel that a withdrawal would be in your best interest, I encourage you to review your options according to the Registrar's Office [here](https://www.umt.edu/registrar/students/dropadd.php) (<https://www.umt.edu/registrar/students/dropadd.php>) and also to come and discuss your situation with me. With early intervention, there are often ways to be successful.

### **Disability modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](https://www.umt.edu/dss/) (<https://www.umt.edu/dss/>). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

## Course Calendar (subject to change)

Dates	Topic	Readings and Assignments
<b>SECTION 1: Sociology of the family, socio-historical influences, marriage, and relationship transitions (~42 pages/week)</b>		
Wk 1 1/23-1/28	Introductions, defining family, and intersectionality	Moodle: <i>Teaching to Distraction</i> Moodle: <i>Intersectionality101</i> , pp. 1-19 R&R: pp. 84-97, 116-136
Wk 2 1/30-2/3	Theory, studying the family, socio-historical influences on the family and demographic trends	Moodle: <i>Decline of the Family</i> R&R: pp. 12-16, 17-21, 36-55, 72-83
Wk 3 2/6-2/10	Debates about the benefits and drawbacks of marriage, to marry or not to marry	R&R: pp. 304-320, 149-163 Moodle: <i>Changing Landscapes of Love and Marriage</i> Moodle: <i>The Capacity to Live Alone</i>
Wk 4 2/13-2/17	Singlehood, intimacy, dating, and partnering	R&R: pp. 252-263, 280-296, 593-608
Wk 5 2/20-2/24	No class on Monday! Wrapping up first section	Moodle: <i>Story Corps Introduction</i> : <a href="https://storycorps.org/about/">https://storycorps.org/about/</a> <b>W – Introduction to the Story Corps Final Project</b> Th – 6pm Michael Buroway Extra Credit Lecture
<b>SECTION 2: Children and Maturing Families (~37 pages/week)</b>		
Wk 6 2/27-3/3	When relationships end Different ways families are structured	<b>M – Exam 1</b> Moodle: <i>Separating</i> R&R: pp. 329-342, 358-379, 343-357
Wk 7 3/6-3/10	The transition to parenthood	R&R: pp. 137-144, 458-474, 426-440 M – Daddy and Papa video <b>F – Story Corps Project, planning and picking questions</b>
Wk 8 3/13-3/17	Household with children Parenting adult children	R&R: 539-541, 70-71, 390-401
Spring Break – now might be a good time to do you Story Corps Interviews!		
Wk 9 3/27-3/31	Family in later life	Moodle: <i>Intergenerational Relationships in Later Life</i> R&R: 145-148 <b>F – Exam 2</b>
<b>SECTION 3: Institutional Interactions (~38 pages/week)</b>		
Wk 10 4/3-4/7	The family and the Economy	Moodle: <i>The Mommy Wars</i> R&R: pp. 518-538, 632-647
Wk 11 4/10-4/14	Family and the Justice System Family and Immigration	Moodle: <i>IRP Parental Incarceration</i> R&R: pp. 551-566, 480-496
Wk 12 4/17-4/21	Family and the Military	Moodle: <i>Military Children and Families</i> , pp. 3-39 Moodle: <i>Military Families</i> (NCFR Commentary) <b>F – Story Corps Project Day (outside of class)</b>
Week 13 4/24-4/28	Family and Disability	Moodle: <i>The Ideology of Ability</i> Moodle: <i>Taking a Walk with Judith Butler</i> Moodle: <i>TEDTalk Disability Segregation</i> <b>W – Final Story Corps Projects due on Moodle by 11:59pm</b> <b>F – Take home final distributed (Institutional Interactions)</b>
Week 14 5/1-5/5	Viewing of Story Corps Final Projects	<b>MWF – Story Corps Project Assessments</b>
Final 5/12		<b>F – Take home final due on Moodle by 12:10 MST</b>