

SOC 403: SOCIOLOGY OF THE FAMILY
Fall 2018
Monday/Wednesday 10:00AM-11:40AM
Meiklejohn Hall, Rm. 2008

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Course Description:

Families are universally important social institutions, past and present. Although the majority of families around the world have certain things in common—relating people biologically and socially, organizing care and residence, the specifics of how these things are accomplished may vary substantially across time and space. We are all experts of sorts on the family: We have lived in families, observed family dynamics, and compared our own family experiences with those of others. This course will provide an opportunity to look at something familiar (the family) in a new way. We will focus on the family as a social institution—a set of structured social arrangements for meeting certain human needs—and we will examine the larger social forces that shape those structures. We will use a comparative approach to families, emphasizing their diversity both across time and space and within present-day U.S. society, paying particular attention to how social inequality shapes family experiences. We consider both the “public” and “private” dimensions of families over the course of the semester; families as settings for socially important tasks such as raising children and caring for family members, and a focus for public policy and as the place where we experience much of our private lives. By the end of the semester, you should be able to place your own personal experience of families in a larger social, cultural, and historical context.

Student Learning Outcomes:

1. Evaluate adequacy of sociological analyses of the family by identifying their methodological components and key findings using current professional standards. (ILO/PLO 1)
2. Effectively communicate in writing to demonstrate knowledge of cultural differences and explain how systems of privilege organized around gender, race, class, sexual orientation, and other social categories impact families through weekly critical reviews, in-class activities, and essay assignments. (ILO/PLO 2, 3)
3. Effectively communicate orally on diverse sociocultural beliefs, perspectives and norms related to the family via in-class activities and oral presentations. (ILO/PLO 2, 3)
4. Work collaboratively in diverse groups to critically interpret and synthesize sociological arguments and theories related to the family via in-class activities and creation of an infographic. (ILO/PLO 4, 6)

Course outcomes/SLOs	Relevant activities	Relevant assignments
1. Evaluate sociological analyses of the family using current professional standards.	<ul style="list-style-type: none"> • Writing to learn and evaluate • In-class activities that focus on scholarly source analysis 	<ul style="list-style-type: none"> • Weekly critical reviews • Building Research Skills Essay • ASA Worksheet
2. Effectively communicate sociological concepts (e.g. privilege and power) related to the family in writing.	<ul style="list-style-type: none"> • In-class activities with written summaries • Peer review of essays • Practice team-based learning skills. 	<ul style="list-style-type: none"> • Weekly critical reviews • Family Essay Series (Essay 2 builds on Essay 1) • Infographic Annotated Bibliography • Infographic poster
3. Effectively communicate sociological concepts related to the family in oral form	<ul style="list-style-type: none"> • Use team-based learning • In-Class activities with oral presentations 	<ul style="list-style-type: none"> • Infographic group presentation • Participation/Class Discussion
4. Work collaboratively to critically interpret and synthesize sociological arguments and theories related to the family	<ul style="list-style-type: none"> • In-class activities (small groups or think-pair-share) to practice team-based learning skills 	<ul style="list-style-type: none"> • Group infographic projects

COURSE REQUIREMENTS:

Two Required Texts:

1. Risman, Barbara J. & Rutter, Virginia. 2015. *Families as They Really Are*. 2nd ed. New York: W.W. Norton & Company.
2. Gamson, Joshua. 2015. *Modern Families: Stories of Extraordinary Journeys to Kinship*. NYU Press. ISBN: 9781479842469

Attendance and Participation: Students are responsible for all material covered in lecture, including announcements. You will be expected to integrate materials from lecture and readings on assignments. Please do not enroll in this class if you will not be able to attend the lectures regularly. If you must miss, please make arrangements with another student for notes. Do not e-mail me to ask what you missed in class – check the syllabus first & connect with a classmate 2nd.

Sharing what you know is of course welcome, but what is as important to share is what you think and feel and sense about the readings and lectures. Therefore, among the most valuable kinds of contributions are questions about the material and what seem to be its key ideas, questions posed to other students about their comments, requests for clarification, speaking up when something doesn't feel or sound quite right. You will note that these kinds of contributions are all aimed at stimulating and engaging in conversation with each other. We will discuss several sensitive social issues in the course, so, collegiality and respect are expected of each student.

Class Norms

Because the assignments in this class will require us all to confront issues that can affect us in very personal ways, it is important create and maintain a safe environment where our discussions can remain open. Therefore, I propose the following class norms:

1. Use “I” language. We all are a part of several collectives, but when you speak, please speak from your experience.
2. Respect everyone’s experiences.
3. Be mindful of the space you take up. Know when to speak up and know when to take a step (or more) back. Your voice needs to be heard, but no more than anyone else’s voice.
4. Be gracious. All people make mistakes, so be sure to be as gracious to the person making the mistake as you would have that person be to you.
5. Take responsibility for all of your learning and unlearning. We can not be blamed for the misinformation we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
6. Ask questions, but be open to the responses. You may be uncomfortable, but you should feel safe enough to ask. Our society makes room for ignorance, but we must be able to hear a/the truth.
7. Maintain confidentiality at others’ requests.

Students with Disabilities: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit Accessibility Services. All accommodations MUST be approved through Disability Services 510-885-3868 (Hayward Campus) or email as@csueastbay.edu. You can also request more information here: https://csueastbay-accommodate.symplicity.com/public_accommodation/

Email Etiquette: The best way to contact me is through email: natalie.ingraham@csueastbay.edu ***Make sure to write “Sociology of the Family” in the subject line.*** Please do not email me to let me know that you will be absent, unless, of course there is some sort of emergency or illness. Email questions should be short and to the point. If you miss class, please contact a classmate for notes rather than e-mailing me directly.

Academic Dishonesty includes, but is not limited to:

- cheating, which includes possessing unauthorized sources of information during examinations, copying the work of others, permitting others to copy your work, submitting work done by others, completing assignments for others, altering work after grading and subsequently submitting it for re-grading, submitting the same work for two or more classes without the permission of all instructors involved, or retaining materials that you have been instructed to return to your instructor;
- plagiarism, which includes taking the words, ideas, or substance of another and either copying or paraphrasing the work without giving credit to the source through appropriate use of footnotes, quotation marks, or reference citations;

Any plagiarized assignments or cheating will result in zero points (an “F”). You can read the full university policy [here](#).

Laptops: Laptops will be provisionally allowed; I prefer that you take written notes.

Phones: Please put away all phones and refrain from checking them during class.

Readings: You are expected to read all assigned readings *before* class. This is critical as class is predominately based on discussion *around the readings*. Not reading beforehand will lead to a failure to participate and an inability to understand the material on the exams. I also recommend preparing questions about the readings for class as a method to review the reading; you will see these integrated into your critical reviews.

Assignments (230 points):

Assignment due dates are also listed in the course outline below. All assignments are to be submitted on BB as Word documents or PDFs (.pages documents are not acceptable). All due dates are listed in the course schedule at the end of the syllabus. Assignments are due by midnight on the due date unless otherwise stated (e.g., critical reviews). **No electronic/email assignment submissions will be accepted without prior permission. Grading rubrics are provided for each major assignment (essays and infographic assignments). These rubrics should be consulted as you are working on the assignment and before submission.**

1. Weekly Reading Critical Reviews (40 points, 8 @ 5 pts each)

Sociology is a reading- and writing-heavy discipline. In order to help you develop your critical reading and writing abilities, you choose 8 readings to critically review throughout the course. Critical reading reviews are important because they teach you how to take reading notes for this class, which provide me with an opportunity to answer any questions you have about the assigned readings. In your critical reading reviews you will: practice citing, define words that you do not know, identify and define sociological concepts, summarize the core argument/thesis of your readings, and discuss the strengths/weaknesses of the text. Reviews should be 1-2 pages, typed, double-spaced, in 12-point font, and proofread for spelling/grammatical errors. An outline for the critical reviews will be posted to BB. **Critical reviews without a proper ASA citation will not be accepted for credit.** Students will complete one critical review per week in weeks 2-15. **You may not hand in more than one review each week except where noted in the course schedule. Reviews are due Mondays by 8am for that week's readings.**

2. In Class Assignments (50 points, 10 @ 5 points each):

These assignments will build your individual research skills and discussion skills using group-based work to discuss news articles or media related to the topic for that week. To get credit for these assignments, *you must be present in class*. Students with an excused absence will be given a more challenging, essay-style make-up assignment, but must e-mail to ask for the alternative assignment **before** missing class.

3. Intro to Sociological Research on the Family (20 points)

Building Research Skills Essay (10 points) + ASA Style Worksheet (10 points)

After an in-class discussion on accessing and properly citing research resources in sociology, you choose from a list of articles provided related to families posted on BB. You will use the CSU EB library website/databases to locate your journal article from the list. You will also complete a ASA style worksheet homework to practice using ASA style correctly, as this is important in writing academically and citing sources properly to avoid plagiarizing.

4. Family Essay 1: What is Family? Personal Essay (50 points)

Essay 1 (3-4 pages, 20 points) This essay is a reflection essay about your own family. The purpose of this exercise is to get you to think about the various definitions you've learned so far in the class within context of your family and community. Respond to the list of questions provided with the assignment submission link on BB.

Family Essay 2: Family Interview Essay (4-5 pages, 30 points) This second essay requires you to interview a member of your family and ask the same questions from the 1st essay. What are their answers? How are they different from yours? What might account for these differences? How are your answers similar? Different? What ideas or concepts that we've discussed thus far are illustrated by your examples? How do your answers reflect or refute what Coontz (R&R Ch. 5) calls the "largely mythical 'traditional' family"?

5. Sociology of the Family Infographic (50 points)

Infographics are "visual representations of information or data" (Oxford Dictionary). They are usually one-page rectangles that include easy to read and attention grabbing statistics and concepts on any issue. This project has both group and individual components. Groups will be formed based on similar topics of interest. Then each individual will create an infographic about a topic related to the Sociology of the Family based on your own interest.

Group Annotated Bibliography for Infographic (10 points)

Your group will submit an annotated bibliography that has at least 2 peer-reviewed sources per person in your group (6-10 sources depending on group size) along with other sources that provided contemporary data (preferably within the last five years) on your topic. These should be cited in ASA style. We will review annotated bibliography techniques in class and scholarly resource searches on our library day (see schedule).

Infographic (30 points)

You will use a template from Canva.com (a free template service) to create your individual infographic. (<https://support.canva.com/account-basics/creating-a-canva-account/create-personal-account/>) You will need to create an account and export your finished infographic as a PDF for printing. Infographics are graded based on quality of research, attention to issues related to sociology of the family, and design.

Infographic Presentation (10 points)

Your group will present your infographics to the class in a short, 10-minute presentation that describes its main points and key sources of information. Each individual member will briefly review their own infographic and the group will discuss how the infographics are connected. Share where and how this poster would be useful e.g. non-profits, academic, or social movement settings. Be prepared to answer at least one question from the class.

6. Attendance and Participation (20 points)

Participating in class discussion and group work is key to success in this course. Thus, attending class on its own is not enough to pass this course. Being late to class is disruptive and results in you missing information and will reduce your participation points. If you decide to discontinue

this course, it is your responsibility to drop the course by the deadline (see registrar's office website) in order to avoid receiving a grade of F.

TOTAL POINTS FOR THE COURSE:

In-Class Activities=	50
Family Essay Series (Essay 1, 20; Essay 2, 30)	50
Infographic, Annotated Bibliography, & Presentation	50
Critical Reviews=	40
Intro to Research (ASA Worksheet & article review)	20
Participation=	20
Total:	230

Course Schedule (tentative)

Assigned readings should be read in advance of the class date next to which they are listed. Other readings may be added throughout on the quarter on BB.

	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 1	8/20	Introduction to Class	Syllabus Scavenger Hunt & BB Site Review	
	8/22	How Do We Know What We Know About Families?	<ul style="list-style-type: none"> R&R Ch. 1-4 & CCF Brief 	Find news article on “families”.
Week 2	8/27	Intro to Library & Research Article Review + ASA Style	<ul style="list-style-type: none"> Review research article review assignment and infographic bibliography assignment. 	ASA Worksheet Due
	8/29	How we got here: History of the Family	<ul style="list-style-type: none"> R&R Ch. 5&6 Gamson intro chapter 	ICA 1: News article activity (Kids Today)
Week 3	9/3	Labor Day – NO CLASS		
	9/5	History of the Family – Who Gets to Be a Family	<ul style="list-style-type: none"> R&R Ch. 7-9 Gamson Ch. 2 	ICA 2: Infographic Brainstorm
Week 4	9/10	Intersectionality & Families	<ul style="list-style-type: none"> Crenshaw, Kimberle Williams. 1991. “Mapping the margins: Intersectionality, identity politics, and violence against women of color.”, <i>Stanford Law Review</i>, 43(6), 1241. Collins, Patricia Hill. 1998. “It’s All In the Family: Intersections of Gender, Race, and Nation”. <i>Hypatia</i>, 13(3), 62-82. 	Building Research Skills Essay Due
	9/12	Intersectionality & Families + Infographic brainstorm	<ul style="list-style-type: none"> https://gendersociety.wordpress.com/2016/11/21/intersectionality-in-real-life/ https://www.nytimes.com/interactive/2018/03/19/upshot/race-class-white-and-black-men.html 	ICA 3: Infographic Group Work
Week 5	9/17	Diversity of Families – Law & Policy	<ul style="list-style-type: none"> R&R Ch. 10 Gamson Ch. 4 	ICA 4: Families in Law vs. Practice
	9/19	Diversity of Families – Interracial Marriage & Families	<ul style="list-style-type: none"> R&R pgs. 182-195 & Ch. 16 Gamson Ch. 6 http://www.chicagotribune.com/lifestyles/stevens/ct-life-stevens-sunday-black-women-white-men-0715-story.html 	Personal Essay Due
Week 6	9/24	Infographic Bibliography Prep	<ul style="list-style-type: none"> Review infographic tutorial: https://www.canva.com/design/DAA7n_JGO5U/remix?minichallenge 	Library Day
	9/26	Diversity of Families – LGBT Families	<ul style="list-style-type: none"> R&R Ch. 13 & Ch. 15 Gamson Ch. 3 https://www.advocate.com/commentary/2018/7/11/how-gay-dads-become-incidental-activists 	ICA 5: Families of Choice

			<ul style="list-style-type: none"> Optional: https://www.parents.com/parenting/dynamics/parenting-transgender-for-cis-woman-trans-man-love-makes-family 	
Week 7	10/1	Marriage & Divorce	<ul style="list-style-type: none"> R&R Ch 20-22 	Annotated Bib Due
	10/3	Marriage & Divorce continued	<ul style="list-style-type: none"> R&R Ch. 23 & CCF Brief on Single Mothers 	ICA 6: Infographic Group Work
Week 8	10/8	Generational Dance	<ul style="list-style-type: none"> R&R Ch. 24 https://www.nytimes.com/2018/07/05/upshot/americans-are-having-fewer-babies-they-told-us-why.html 	
	10/10	Midterm Reflection & Lab Day	<ul style="list-style-type: none"> Work on infographic in library classroom. 	
Week 9	10/15	Parents & Family Policies	<ul style="list-style-type: none"> R&R Ch. 25 & CCF Brief on Later Motherhood 	ICA 7: Global Family Policies
	10/17	Family Essay Interview Techniques	<ul style="list-style-type: none"> Review qualitative interview guidelines 	
Week 10	10/22	Emerging Families: Adoption	<ul style="list-style-type: none"> R&R Ch. 26 	
	10/24	Emerging Families: IVF & Reproductive Technologies	<ul style="list-style-type: none"> Gamson Ch. 5 http://www.katielacosta.com/whats-going-on-in-queer-and-lesbian-stepparent-families/ 	ICA 8: Infographic Group Work
Week 11	10/29	Families Across Economic & Citizenship Divides	<ul style="list-style-type: none"> R&R Ch. 29-30 & In The News pp 497-99 & 516-17 Guest lecture: Florencia Rojo 	
	10/31	Families & Economics continued	<ul style="list-style-type: none"> R&R Ch. 31 & 33 + CCF Brief (Laureau) 	ICA 9: Policy Analysis
Week 12	11/5	Unfinished Gender Revolution	<ul style="list-style-type: none"> R&R Ch. 35 https://www.census.gov/library/stories/2018/07/wives-earning-more-than-husbands.html 	
	11/7	Gender - Masculinities	<ul style="list-style-type: none"> R&R Ch. 36 (required) & Ch. 37 [optional extra CR] 	ICA 10: Plan B
Week 13	11/12	Veteran's Day	NO CLASS	
	11/14	Family Essay Peer Review	Bring a copy of your Family Essay draft to class.	Peer Review Workshop
Week 14	11/19	Thanksgiving Week	NO CLASS	
	11/21	Thanksgiving Week	NO CLASS	
Week 15	11/26	Infographic Presentation Prep & Wrapping Up	<ul style="list-style-type: none"> R&R Ch. 38 Gamson Conclusion chapter 	Infographic Poster PDFs Due
	11/28	Infographic Presentations		
Week 16	12/3	Infographic Presentations		
	12/5	Infographic Presentations		
	12/10-16	Finals Week		Family Essay Due