

Sociology 120: Marriage and the Family

University of Wisconsin – Madison
 Mon & Wed, 8:00-9:15am
 Social Science Building, Room 6210
 Spring 2013

Instructor: Prof. Christine Schwartz
 Office: 4458 Social Science Building
 Office Hours: Mon 9:15-10:15am, Wed 2:00-3:00pm
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TA	Office Hours	Location	Email
Ian Carrillo	Wed 9:15-10:15am Fri 11:00-12:00pm	8120 Social Science	icarrillo@wisc.edu
Katia Chernushov	Wed 11:00-1:00pm	7110 Social Science	chernyshov@wisc.edu
Ellen Dinsmore	Mon 10:30-11:30am Thur 12:00-1:00pm	8120 Social Science	ellen.soc120@gmail.com

See section syllabi on the course website (<https://learnuw.wisc.edu>) for section meeting times and locations.

Course Description. The family is a fundamental building block of social life in at least two senses. First, families provide the context in which individual lives unfold: they set the stage for birth, life, love, and death. In this sense, families are “private institutions.” Second, families have consequences for the greater good: they educate children and care for the elderly, but they also play a major role in generating and perpetuating social inequalities. In this sense, families are “public institutions” that matter for society as a whole.

This course will examine families as private and as public institutions from the perspectives of family sociology and social demography. As such, it will focus primarily on aggregate patterns and historical trends within and between groups as defined by class, race, and gender, and less on individual experiences.

A major goal of this course is to learn about differences in family structure throughout history and in the contemporary United States. While it may be tempting to assume that there can only be one “best” or “natural” way to organize family life, research indicates that a fundamental constant in family structure is change. Consequently, it is a major goal of the course to evaluate critically our own assumptions about family structures and processes.

This is an introductory course designed for inquisitive students who are new to sociology. Seniors and other students with a background in social science are welcome, of course, but may alternatively wish to consider the more advanced family course Soc 640.

FORMAT

Lectures: You should read all assigned material *before* class. Have your notes ready and be prepared to ask and answer questions. Lectures will draw attention to select issues from the required readings, but also present new material not covered in the textbook. You are responsible for all material covered in lecture in addition to everything covered in the required readings. Research shows that students who take their own notes learn the material better than those provided with notes. Following this, I will expect you to take your own notes during lecture, but will post the Powerpoint slides corresponding to the lecture after class. If you need to miss a lecture, be sure to get lecture notes and other details from a classmate.

Record contact information of a classmate or two here:

Name: _____ Email: _____

Name: _____ Email: _____

Sections: Weekly discussion sections give you the opportunity to engage with the material on a deeper level. Section discussions are an integral part of this course, and section attendance is mandatory. You must complete all required readings prior to section. Your TA will distribute a separate section handout with further instructions. Sections are your time to shine!

REQUIREMENTS

There are five requirements for passing Soc 120: (1) Doing the readings, (2) lecture attendance and participation, (3) section attendance and participation, (4) three news reflections, and (5) two midterm exams.

Readings:

The majority of your readings are drawn from the textbook:

Required: Cherlin, Andrew J. 2010. *Public and Private Families: An Introduction*, Sixth Edition. Boston: McGraw-Hill.

All additional required and recommended readings are available on the course website at Learn@UW. I have intentionally kept the required reading load for this course at a very moderate level (under 40 pages in most weeks). In return, I ask that you engage the material in depth. You may find it helpful to team up with a group of classmates to discuss the readings; the study questions at the end of each chapter in your textbook are an excellent place to start. We encourage you to contribute the fruits of your out-of-class discussions in lecture and in section. You will enjoy this class more and get a better grade.

Lecture Clicker Questions and Polling:

I will ask a reading question for you to answer via clicker at the beginning of each class, and a lecture question at the end of each class (with some exceptions, for example, midterm days). These questions will help me to assess how well you understand the readings and the lectures, and how much I need to adjust my lectures to help you succeed. You will receive one point per

correct answer, for up to a total of 42 points. The clicker questions are worth 10% of your grade. Once you reach 42 points, you will receive 100% for this part of your grade. Anything below 42 points, and you will receive the percent correct out of 42.

We will also use the clickers for polling in class. You will find that this enhances your experience of the class, as it gives you a sense of the experiences and views of other students in lecture. Unlike the lecture and reading questions, polling questions will be *completely confidential*. There is no right or wrong answers, and polling answers are anonymous.

Buy and Register your clicker!

To participate in in-class clicker tests and polls, you will need to purchase a University-supported Iclicker at the University Bookstore. We chose this clicker because they are less expensive than other models and because you can use the same clicker throughout your time at UW, or sell it during buy-back.

Register your clicker online at <http://comets.wisc.edu/clickers/register.html>. (Notes: click “yes” for the first question [we do use a Learning Management System] and use your **netID** where it asks for your student id.) You are responsible for making sure that your clicker is activated. Once it is registered, you can use it in any class that uses clickers (including this one) and your test scores will automatically be recorded. If your clicker is NOT registered, you will not score points for the clicker tests.

Sections:

Section is an important component of this course, accounting for 15% of your final grade (10% participation, 5% attendance).

Thoughtful *participation* is key. You will be graded on the *quality*, and not just the frequency, of your section participation. Prepare for section! Complete all readings in advance of section and contribute your questions, reflections, and observations. Engage your classmates creatively and constructively and advance the discussion.

Section attendance is mandatory. You may miss one section meeting without penalty. If you do need to miss section, it is your responsibility to make up all missed work, to obtain any handouts distributed in class, and to borrow notes from a classmate. After one missed section, your *attendance grade* will be based on the percentage of classes attended. (Note that if you have a medical or personal issue that prevents you from attending several classes, email *both* Professor Schwartz and your TA to notify us of the circumstances.)

News Reflection: You will compose three short reflections on current news related to select topics in Soc 120, accounting for a total of 15% of your final grade (5% each). The purpose of this assignment is to connect what you have learned in class to what’s going on in the world around you. For each report, you are asked to compile a portfolio of three news articles on a given topic that have appeared after January 22, 2013, summarize each article in up to two sentences, and then write an insightful 300-word mini-essay relating your articles to the material

you learned in class. Reports are due at 8:00AM on the dates noted in the syllabus. Late assignments will receive a grade of zero without exception. Please see the instructions posted on the course website for details.

Exams: You will take two midterm exams, accounting for 60% of your final grade. All material presented in lecture and in your required readings is fair game. The exams will primarily consist of multiple-choice questions that emphasize concepts, facts, and mechanisms discussed in class and in your readings. The exams are non-cumulative. Since I appreciate that everybody may have a “bad day” once in a while, I will give greater weight to your better midterm score: your higher score will count more (35%) and your lower score will count less (25%). Note: Your online schedule will list a “final exam” time. Pay no attention to it. There is no “final” in Soc 120 after classes end.

No Make-Up Exams: Unfortunately, a class of this size cannot accommodate make-up exams. If students are compelled to miss the first exam because of serious illness, a serious family emergency, or a *required* university-sponsored activity, their second exam will simply count more. In other words, there is no penalty for missing the first exam. Nevertheless, I *strongly* recommend that you take it. Past experience suggests that it is a bad idea to skip the first midterm hoping for a better grade on the second—too much will ride on a single exam; besides, success requires practice. Students compelled to miss the second exam must demonstrate compelling cause *prior* to the exam or receive a score of zero on the missed second midterm.

Grading Summary:

<i>Exams:</i>	60%	35% for your higher midterm score, 25% for your lower score.
<i>Lecture:</i>	10%	% correct on clicker questions. 100% = 42 or more correct answers.
<i>Section:</i>	15%	5% for attendance. 10% for participation (quality and preparedness).
<i>News Reflections</i>	15%	5% each; no late submissions for any reason.
<i>Total</i>	100%	

Curve: If necessary, final grades will be curved to a median grade of B. Because I do not curve down, it is possible for the median grade to be higher than a B. As are reserved for excellent work.

OTHER COURSE POLICIES

Special Needs: We gladly accommodate students with documented special needs. Students with special needs should contact the McBurney Disability Resource Center (<http://www.mcburney.wisc.edu>). If you wish to request or discuss academic accommodations, please contact me as soon as possible and no later than the second week of classes after lecture or during office hours.

Office Hours: Use them! This is your chance for one-on-one conversations with the professor and your TAs. Experience shows that many students neglect this resource. You don't need an appointment to see the professor during office hours. *I look forward to meeting you!*

Grade disputes: You may contest exam grades *up to two weeks* after exams and assignments have been returned in section. Raise minor issues (e.g. computational errors in your score) with your TA. Any substantive concerns about the contents of your answer should be discussed with the professor.

Email Etiquette: Due to the large size of this class, please adhere to the following email etiquette. If you have questions or concerns, always check the course website and syllabus first. If you can't find what you need there, contact your TA first. If issues remain, email me or come to my office hours.

Email is a professional communication tool, and proper form matters (e.g. salutation, syntax, signature). This webpage has examples and guidelines about emailing professors (the same courtesies should be shown for TAs): <http://www.wikihow.com/Email-a-Professor>. We try to respond to all emails within two business days.

Lecture Etiquette: If you bring a laptop and want to use it for taking notes, you must sit in the first 2 rows of the lecture hall. Only use your laptop to take notes—do not check e-mail, play solitaire, or update Facebook. You won't learn, AND you will be a distraction to those sitting behind you. Please do not use cell phones to text, and make sure the sound is turned off. Finally, avoid disruptions such as arriving late, talking, reading, or packing before I finish lecturing. Thanks!

Working with Sources: Before submitting your written assignments, you are expected to study the excellent guidelines on the Writing Center website about "Quoting and Paraphrasing Sources" (<http://writing.wisc.edu/Handbook/QuotingSources.html>).

Plagiarism and Academic Integrity: Students who cheat or attempt to cheat will automatically receive a zero score for that exam or assignment. In addition, the incident will be reported in writing to the Dean of your school or college as well as the Dean of Students so that he/she may decide whether further disciplinary action is warranted. A clear definition of plagiarism as well as information about disciplinary sanctions for academic misconduct may be found at the Dean of Students web site: <http://www.wisc.edu/students/saja/pdf/UWS14.pdf>. Knowledge of these rules is your responsibility, and lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct.

Course Outline

Subject to change, please monitor course announcements.

All non-textbook readings available on the course website.

January

- 1 W 23 Introduction
Required: Cherlin, pp. 4-17, 188-192
- 2 M 28 Kinship & Course Logistics
Required: Cherlin, pp. 37-43
- 3 W 30 Early European Family History
Required: Cherlin, pp. 44-47
Required: Goldthorpe, *Family Life in Western Societies*, pp.8-16
Required: Coontz, "What's Love Got To Do With It?"
Recommended: Goody, *The European Family*, Chapters 3-5

February

- 4 M 4 U.S. History I
Required: Cherlin, pp. 48-51, 58-64
Recommended: Coontz, "The Evolution of American Families"
Recommended: Goldthorpe, *Family Life in Western Societies*, Chapter 2, pp.17-40
- 5 W 6 U.S. History II
Required: Cherlin, pp 64-75
Recommended: Cherlin 2005, "American Marriage in the Early 21st Century", pp. 33-43.
- 6 M 11 Sociological Approaches to the Family & Research Methods
Required: Cherlin, pp. 18-35
- 7 W 13 Gender I
Required: Cherlin, Chapter 3
Required: Maglaty, "When Did Girls Start Wearing Pink?"
- 8 M 18 Gender II
Required: West and Zimmerman, "Doing Gender."
- 9 W 20 Class, Status, and Families
Required: Cherlin, Chapter 4

10 M 25 Race and Ethnicity I
 Required: Cherlin pp. 51-55, 135-146
 Recommended: Franklin, "African Americans and the Birth of Modern Marriage"
News Reflection #1 (gender) due at 8:00AM

11 W 27 Race and Ethnicity II
 Required: Cherlin, pp.55-57; 146-172

March

12 M 4 Sex
 Required: Cherlin, pp. 173-188, 192-203, 207-215
 Required: England and Thomas, "The Decline of the Date and the Rise of the College Hook Up."
 Recommended: Armstrong et al, "Is Hooking Up Bad for Young Women?"
 Recommended: Geronimus and Korenman, "The Socioeconomic Consequences of Teenage Childbearing Reconsidered"

13 W 6 Marriage and Cohabitation I
 Required: Cherlin, pp.215-245

14 M 11 Marriage and Cohabitation II
 Required: Waite, "Does Marriage Matter?"
News Reflection #2 (race) due at 8:00AM

15 W 13 Work and Families I
 Required: Cherlin, pp. 247-251, 290-293
 Recommended: Bianchi, "Maternal Employment and Time with Children: Dramatic Change or Surprising Continuity?"

16 M 18 Review session

17 W 20 Midterm I

M 25 Spring Break—No Class

W 27 Spring Break—No Class

April

18 M 1 Work and Families II
 Required: Cherlin, pp.251-267
 Required: Hochschild, "Joey's Problem"

- 19 W 3 Children and Parents
Required: Cherlin, Chapter 9
Required: Lareau, “Invisible Inequality”
- 20 M 8 Divorce I
Required: Cherlin, pp. 375-389
- 21 W 10 Film: Married in America 2
(Professor Schwartz may be out of town)
- 22 M 15 Divorce II
Required: Cherlin, pp. 389-403
Required: Li, “The Impact of Divorce on Children’s Behavior Problems”
- 23 W 17 Remarriage and Stepfamilies
Required: Cherlin, Chapter 13
- 24 M 22 Gay Marriage
Required: Cherlin, 288-290
Required: Meezan & Rauch, “Gay Marriage, Same-Sex Parenting, and America’s Children”
- 25 W 24 Legal Approaches to the Family; Domestic Violence
(Professor Schwartz out of town. Lecture given by Professor Felix Elwert)
Required: Minow: Redefining Families
Required: Cherlin, Chapter 11
- 26 M 29 Family Change At Home and Abroad
Required: Cherlin, “American Marriage in the Early 21st Century”, pp. 43-50
Recommended: Lesthaeghe, “The Unfolding Story of the Second Demographic Transition”
- May**
- 27 W 1 Public Policy
Required: Cherlin, Chapter 14
Recommended: “Military Child Care”
News Reflection #3 (gay marriage) due at 8:00AM
- 28 M 6 Review Session
- 29 W 8 **Midterm II**
Note: There is no “final exam” during exam period.

NON-TEXTBOOK REQUIRED AND RECOMMENDED READINGS

All of these readings are available online on the course website.

Bianchi, Suzanne M. 2000. "Maternal Employment and Time with Children: Dramatic Change or Surprising Continuity?" *Demography* 37:401-414.

Cherlin, Andrew. 2005. "American Marriage in the Early Twenty-First Century.: *The Future of Children* 15(2):33-55.

Coontz, Stephanie. "What's Love Got to Do with It? A Brief History of Marriage." Pp. 30-36 in Cherlin, Andrew J. (ed.), 2008, *Public and Private Families: A Reader* (5th edition). New York: McGraw Hill.

England, Paula, and Reuben J. Thomas. 2007. "The Decline of the Date and the Rise of the College Hook Up." Pp. 151-162 in Arlene S. Skolnick and Jerome H. Skolnick, *Family in Transition* (14th edition). Boston: Pearson.

Goldthorpe, J.E. 1987. *Family Life in Western Societies: A historical sociology of family relationships in Britain and North America*. Cambridge: Cambridge University Press. Chapter 2.

Goody, Jack. 2000. *The European Family: An Historico-Anthropological Essay*. Oxford: Blackwell. Chapters 3-5.

Hochschild, Arlie R. 1989. *The Second Shift*. London: Penguin. Chapter 4 (Joey's Problem).

Lareau, Annette. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." Pp. 82-105 in Cherlin, Andrew J. (ed.), 2008, *Public and Private Families: A Reader* (5th edition). New York: McGraw Hill.

Lesthaeghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition." *Population and Development Review* 36(2):211-251.

Meezan, William, and Jonathan Rauch. "Gay Marriage, Same-Sex Parenting, and America's Children." Pp. 327-338 in Cherlin, Andrew J. (ed.), 2008, *Public and Private Families: A Reader* (5th edition). New York: McGraw Hill.

Minow, Martha. 1998. "Redefining Families: Who's In and Who's Out?" pp. 7-19 in K.V. Hansen and A.I. Garey (eds.), *Families in the United States: Kinship and Domestic Politics*, Temple University Press: Philadelphia.

Risman, Barbara, J (Ed.). 2010. *Families as They Really Are*. New York: Norton. (Various Chapters)

Maglaty, Jeanne. 2011. "When Did Girls Start Wearing Pink?"
<http://www.smithsonianmag.com/arts-culture/When-Did-Girls-Start-Wearing-Pink.html?c=y&page=1>

Waite, Linda J. 1995. "Does Marriage Matter?" *Demography* 32:483-507.

West, Candance, and Don H. Zimmerman. "Doing Gender." Pp. 47-56 in Cherlin, Andrew J. (ed.), 2008, *Public and Private Families: A Reader* (5th edition). New York: McGraw Hill.