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## Sociology 352: The Family

Summer Quarter 2007  
Mondays and Wednesdays, 1:10 to 3:20 pm  
Balmer 207

Course website: <http://staff.washington.edu/waltone/family>

Instructor: Emily Walton  
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Office: 123A Savery Hall

Office Hours:  
Tuesday 10:30 – 11:30 am  
Wednesday 12:00 – 1:00 pm

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### **Statement of Purpose**

In this course, we will transform our *personal* knowledge about families into a *sociological* understanding of family life. The sociological study of the family involves our ability to take a step back to assess structures that pattern our personal experiences and how the private decisions that happen in families matter to society as a whole. The course is structured to allow you to further develop your writing, critical thinking, and communication skills. We will spend class time on debates, discussions, group exercises, in-class writing, films, guest speakers, and lectures.

### **Required Texts**

- Cherlin, Andrew. *Public and Private Families* (5<sup>th</sup> Edition)
- Selected articles and book chapters available on e-reserves and the course website

### **Assignments and Grading**

#### *1. Class Participation – 120 points*

I believe that to understand the material we are covering in this course, you must actively participate. This includes reading all of the assigned readings before class so you are prepared to discuss central issues, as well as showing up to class and engaging in learning with myself and your fellow students. While I will not be grading you on attendance, it will be impossible to earn this portion of your grade without regular attendance. This portion of your grade will be based upon your completion of preparatory writings for class discussions, quizzes, and in-class writing assignments and exercises.

#### *2. Response Papers – 180 points*

I will assign 3 brief response papers throughout the quarter. I will post a question regarding the readings to which you should respond. These papers should be approximately 3-4 pages in length, double spaced. I expect that you make a clear argument, which means that you will write each one in the form of an essay, with an introduction, a thesis statement, a body with supporting evidence, and a conclusion. You must also cite your sources. The first two response papers will be worth 50 pts each, and the third will be worth 80 pts.

#### *3. Mid-term Exam – 100 points*

The mid-term exam will consist of 20 multiple-choice and 4 short-answer questions derived from lectures, readings, and class activities. The exam, covering the first four weeks of the course, will be given on Monday, July 16<sup>th</sup>. Reading questions and your class notes will serve as your study guide.

#### *4. Final Exam – 100 points*

I will post five questions on the course website one week prior to the exam (August 8<sup>th</sup>). You are to come to our last class meeting with type-written short answers (approximately one page each, double spaced) to your choice of four of the five questions (total of 4 pages). The exam will be due in-class on August 15<sup>th</sup> at which time we will discuss the exam questions and wrap-up the course.

## **Final Course Grade**

Based on the percentage weights assigned to each assignment above, final course grades will be awarded on the following scale.

Grade	Available Points out of 500
4.0-3.9	500 to 475
3.8-3.5	474 to 450
3.4-3.2	449 to 435
3.1-2.9	434 to 420
2.8-2.5	419 to 400
2.4-2.2	399 to 385
2.1-1.9	384 to 370
1.8-1.5	369 to 350
1.4-1.2	349 to 335
1.1-0.9	334 to 320
0.8-0.7	319 to 300 *Lowest passing grade.
0.0	299 and less *Failure or Unofficial Withdrawal. No credit.

## **Late Assignments**

Out of fairness to other students who are completing their work on time, late assignments are not eligible for full credit. All assignments turned in late will lose 10% of the available points per day, i.e. at one day late a 90% is the highest grade you may earn, at two days late an 80% is the highest grade you may earn. If you are facing a legitimate crisis that is affecting the timeliness of your work, please talk to me immediately.

## **Make-up Exams & Assignments**

Make-up exams will only be allowed under special circumstances *if excused before the exam is given*. A doctor's certification or other verification will be required before a make-up exam is granted. In-class assignments may not be made-up. However, copies of these assignments will be posted on the course website for reference and further study.

## **Grade Appeals**

If you feel you deserve a different grade than was awarded you may appeal your grade. Your appeal, presenting a clear argument as to why more points are merited, must be typewritten and given to me no later than one week after you receive the grade. I will review your appeal in a prompt manner and contact you to discuss the grade. Please note that this further evaluation may not mean that your grade changes, and might result in making your grade higher or lower.

## **Incompletes**

The "incomplete" grade poses difficulties for everyone involved. I will give you an "I" only under the following conditions: 1) you have had a legitimate crisis that made it impossible for you to complete the course and provide verification of this, 2) you have completed at least 50% of course requirements, and 3) you have been a consistent and active member of class up until the point of your crisis.

## **Plagiarism**

I have zero tolerance for plagiarism. Plagiarism is the act of using another person's words or ideas as if they were your own. I will use plagiarism detection software to scan various assignments. If I detect plagiarism in your work, I will cease to grade it. We will then meet to determine next steps, which could include the involvement of the Ethics Board. It is your responsibility to familiarize yourself with The UW student code regarding plagiarism and other University rules governing student conduct. As a condition of enrollment at the UW, you have agreed to abide by these rules.

## **Course Schedule**

[*Note*: Readings and assignments listed for each day should be done PRIOR to class.]

### **Week 1: Theories of the family, History of the Family**

Mon 6/18: Introductions and syllabus  
Wed 6/20: Read Cherlin (Ch.1,2)

### **Week 2: Gender**

Mon 6/25: Preparatory writing #1 due (Summarizing important points from Ch.1,2)  
Read Goldscheider article (Bring article to class)  
Wed 6/27: Read Cherlin (Ch.3)

### **Week 3: Social Class**

Mon 7/2: Response paper #1 due  
Read Cherlin (Ch.4)  
Wed 7/4: No class

### **Week 4: Race & Ethnicity**

Mon 7/9: Read Cherlin (Ch.5)  
Wed 7/11: Read Hondagneu-Sotelo & Avila article  
Review for mid-term

### **Week 5: Cohabitation & Marriage**

Mon 7/16: Mid-term exam  
Wed 7/18: Read Cherlin (Ch. 7)

### **Week 6: Divorce & Remarriage**

Mon 7/23: Response paper #2 due  
Read Cherlin (Ch.12)  
Wed 7/25: Read Rutter article  
Read Cherlin (Ch.13)

### **Week 7: Children**

Mon 7/30: Read Cherlin (Ch.9)  
Wed 8/1: Read Lareau (Ch.3, 4, or 5 – Specific chapter will be assigned in previous class)

### **Week 8: Work & Social Policy**

Mon 8/6: Response paper #3 due  
Read Cherlin (Ch.8)  
Wed 8/8: Read Cherlin (Ch.14)  
Read Glass & Estes article (Bring article to class)

### **Week 9: Review & Wrap-Up**

Mon 8/13: \*Optional\* writing class  
Wed 8/15: Final exam due

*Note*: If you would like your final exam returned to you, please bring a self-addressed, stamped envelope to class with you. I will send your exam with comments as soon as it is graded.

## **References**

- Cherlin, Andrew J. 2005. *Public and Private Families: An Introduction (5th Edition)*. Boston: McGraw-Hill Higher Education.
- Glass, Jennifer L. and Sarah Beth Estes. 1997. "The Family Responsive Workplace." *Annual Review of Sociology* 23:289-313.
- Goldscheider, Frances K. 2000. "Men, children and the future of the family in the third millennium." *Futures* 32:525-538.
- Hondagneu-Sotelo, Pierette and Ernestine Avila. 1997. "I'm here but I'm there: The meanings of Latina transnational motherhood." *Gender and Society* 11:548-570.
- Lareau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. Berkeley, CA: University of California Press.
- Rutter, Virginia. 1994. "Lessons from Stepfamilies." *Psychology Today* 27:30.