

SYO 3100: Family Problems and Social Change

Section 02: Tuesday, Thursday 11:00 a.m. – 12:15 p.m. in 023 Bellamy

Instructor: Dr. Kathryn Harker Tillman
Office: Bellamy 612
Office Hours: 2:00-3:00 p.m. Tuesday and Thursday, and by appointment
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“There is no question that American Families have been undergoing important transitions over the past century. But the main question is that of whether these changes represent family breakdown and whether they threaten the disappearance of the family.”
– Haraven, 1982.

What are ‘families?’ Are they necessary? How do we define them? What do they do? Why do they seem to be changing over time? Have changes in the family been beneficial or detrimental to the wellbeing of adults and children? What might the future hold for families in America?

This course explores families in the United States from a sociological perspective. We will examine the family as an institution rooted in historical and social context, focusing on the ways in which society shapes family norms, opportunities, and behaviors. We will emphasize the connection between social change (major historical transformations in society) and corresponding family changes. We will also learn about individuals within families, and how family relationships have changed over time. Since this course also fulfills the University’s “diversity in Western experience” multicultural requirement, issues of race/ethnicity and gender will be highlighted throughout.

Course Objectives:

In order to meet this broad goal, the course has been designed to achieve several specific objectives:

- (1) to provide information about historical and contemporary families in the United States;
- (2) to explore the relationships between individuals, families, and other social institutions (such as the economy and the government);
- (3) to develop analytical and communication skills that will enable you to examine and assess divergent ideas and perspectives on contemporary family issues.

Contacting Me:

The quickest way to contact me is through email at: ktillman@fsu.edu. Email is an efficient way to ask simple questions and to arrange meetings outside of office hours.

Feel free to come to my office hours on Tuesday and Thursday from 2:00 – 3:00 p.m. If these times conflict with your schedule, I am more than willing to arrange another time during which to meet. You may come to ask questions or to just discuss issues.

I will also be briefly available to you before and after our class meetings. I try to be in the classroom approximately 10 minutes before class, and will have a few minutes to talk after class as well.

Required Texts and Readings:

All reading assignments are due for the day assigned on the syllabus. The reading assignments are taken from two books, which are available for purchase at the campus bookstore and Bill's Bookstore. There are also additional required articles, which are accessible through the Blackboard course website (find them in the "Readings" folder). The books are:

1. Cherlin, Andrew J. 2006. *Public & Private Families: An Introduction, 5th Edition*. McGraw Hill. ISBN: 978-0-07-352808-3
2. Cherlin, Andrew J. 2006. *Public & Private Families: A Reader, 5th Edition*. McGraw Hill. ISBN: 978-0-07-352809-0

Course Rules:

1. Treat everyone in the class with respect, regardless of their opinions or beliefs.
2. We start and end class on time. Please **do not interrupt class** by coming in late. Repeat offenders will be asked to leave the class.
3. Attend regularly and ***be prepared***. Read all assignments for the class period assigned.
4. Turn off (or mute) pagers and cell phones during class.
5. ***Hand in assignments in class, at the beginning of the class*** for which they were assigned. In addition to a hard copy handed in during class, you will also be asked to turn an electronic copy of all papers through the turnitin icon on the BlackBoard website.
6. Check your official FSU email account and the course Black Board page regularly. **I will not send any email messages to accounts that are not official FSU email accounts.**

Class Attendance:

Information covered in lecture often will not be found in your readings. Therefore, it is to your benefit to attend class regularly. We will also be having random pop quizzes and short take-home assignments that you will miss *and not be allowed to make up* if you are not in class.

University policy requires that I take attendance during every class session. Students who have ***more than 3 unexcused absences during the semester will be downgraded***; students who have **more than 5 unexcused absences during the semester will receive a failing grade for the course.**

Only the following absences are eligible to be excused:

- 1) Religious holidays as specified in FSU policy. *Students who miss class due to observance of religious holidays must speak with me in advance*;
- 2) Representing FSU at official functions, including intercollegiate club or varsity sports events;
- 3) Verified emergencies and/or medical illness. Medical illnesses are serious in nature and require continued treatment by medical professionals and/or surgical or other treatments. *Colds and fatigue do not qualify as medical illnesses. If you have a chronic illness that could affect your attendance, it is imperative that you alert me to this at the beginning of class.*

Documentation is required for an absence to be excused. Please provide a copy of the documentation to me and keep a copy for your own records. While I will not penalize you for excused absences, you remain responsible for all content missed, including assignments, knowledge, or skills that were covered in the missed class(es).

Classroom Behavior: **Professional classroom behavior is necessary** to ensure that all students have the opportunity to learn without distractions. This means no cell phones, talking out of turn, reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls, keep it on vibrate. Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins and take the seat nearest an exit and be as quiet as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade (see below).

Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly and respectful of all members of the class (including me). Students who are repeatedly disrespectful may be removed from class and may receive an F for the course.

(1) **Scholarly comments are:** Respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than only personal beliefs; are delivered in normal tones and a non-aggressive manner.

(2) **Unacceptable behaviors in the classroom are:** (a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above). (d) Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive. (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

Failure to abide by these principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.

Grading Scheme:

A = 94.0-100	B+ = 87.0-89.9	C+ = 77.0-79.9	D+ = 67.0-69.9	F <60.0
A- = 90.0-93.9	B = 84.0-86.9	C = 74.0-76.9	D = 64.0-66.9	
	B- = 80.0-83.9	C- = 70.0-73.9	D- = 60.0-63.9	

Course Requirements:

Midterm Exam.....	25%
Final Exam.....	25%
Pop Quizzes/Short Take-home Assignments	10%
3 Reaction Papers (2 pages).....	15%
Final Project or Final Paper (7-9 pages).....	25%

All assignments are due at the beginning of the class period for which they are assigned. Any assignment handed in more than 10 minutes past the start of the class period will be considered late and will incur a penalty. I will ***not allow makeup tests or quizzes***, except under extreme circumstances. If you know that you will not make a class during which there is an assignment due or a test to be given, please let me know ahead of time. You may contact me in person, by phone, or by email. This course has ***no “extra credit” assignments***.

Missing work is not sufficient reason for grade of Incomplete (I). I's will not be given except under extreme circumstances, at the instructor's discretion. College of Social Science guidelines require that students seeking an "I" must be passing the course at the time the incomplete is given.

Exams:

There are two examinations: a mid-term exam during class on **Tuesday, February 27th**, and a final exam on **Thursday April 26th, at 7:30 a.m.** Please schedule any travel plans accordingly. The exam dates cannot be changed except for extreme circumstances.

Pop Quizzes/Short Take-home Assignments:

During the course of the semester, there will be random pop quizzes and short take-home written assignments. The pop quizzes will cover material from the day's assigned readings, and may be in the form of multiple choice or short answer questions. The take-home assignments are intended to assess or supplement your understanding of the day's readings. These assignments will be given to you during the class period before the one in which they are due and will be kept very short (usually 1 or 2 paragraphs). *You must be present during both the class period in which the take-home assignment is passed out and the class period in which it is taken up in order to receive credit for the work.* The lowest quiz/take-home assignment grade will be dropped. I will not allow you to make-up missed quizzes or take-home assignments. However, *please let me know if you miss a quiz/take-home assignment due to a legitimate, excused absence.*

Reaction Papers:

You will be expected to write three 2-page reaction papers to the material we have covered in class. I will provide you with questions to address. This is a chance to make sure that you understand what we have read, and for you to apply sociological theories and arguments to your own experiences. These papers can include your opinions and beliefs. However, I expect you to *explicitly support your ideas with information that we have covered*. I also expect these papers to be well-written and grammatically correct. *Use of spell-check and grammar-check programs are encouraged.* While the paper's content is the most important criteria for grading, college level writing is also expected. ***Poorly written papers or papers with multiple spelling and grammar errors will receive grade reductions.*** These assignments are due in class on **Jan. 23rd, Feb. 15th, and April 5th**. ***In addition to a hard copy handed in during class, you will also turn in an electronic copy of all papers through the turnitin icon on the BlackBoard website.***

I will evaluate these papers with letter grades ranging from an A to an F.

A = the paper is particularly thoughtful, insightful, articulate, and well-written.

B = a solid essay, but has some writing errors or is a bit more difficult to follow.

C = a satisfactory, but somewhat weak paper (logically or stylistically).

D = a paper lacking in preparation, focus, development or an overly short or long paper.

F = a paper that clearly indicates you did not do or understand the reading.

Course Project:

Option 1 – Service Learning: “Service learning unites two traditional values – academic study and service to the world. Through service learning programs, students continue formal study and at the same time work with others to meet human needs, the service making relevant and immediate the academic and the academic informing the work.” (Center for Civic Education and Service - <http://www.fsu.edu/~service/>).

Those who choose this option will be required to schedule *3 hours of service each week* with an agency chosen during the first few weeks of class (for a **minimum of 30 hours of service** total). The agency will be chosen from a list of approved positions found on the Black Board website. These agencies have provided specific position descriptions, and have indicated the number of students that they can use during the semester. It will be up to you to contact the organizations and to provide me with documentation – *the positions are first come first served. So, make your choices as soon as possible. You MUST contact the agency you will be working for and have the supervisor sign your position description form by January 23rd at the latest. I will take this up in class.*

Throughout the semester, you will keep an online journal with your instructor that will reflect on your experience as it relates to class learning. This “journal” will consist of **at least 10 separate entries** (ideally completed just after each volunteer session), and will be graded as your final paper assignment. I expect these entries to be well-written and grammatically correct. These must be completed by Thursday, April 19th (the last day of class).

You will also be required to provide documentation from a supervisor at the fieldwork site indicating your service hours. Please use the ServScript form provided by the Center for Civic Education and Service (CCES) (<http://www.fsu.edu/~service/>). This form will be due in class on **Thursday, April 19th** (the last day of class). If you wish to have your service learning hours noted on your transcript, make sure to turn in a signed copy of this form to the CCES no later than Wednesday April 20, 2007 (make me a copy and turn in the original to the CCES).

Option 2 – Family Interview: Instead of the service learning project, you may choose to write a 7-9 page paper that compares what you know about family change in society with the family change that has occurred in your own family (or a friend’s family). You will conduct interviews with **3 people of different generations** (at least 2 different generations – e.g. parents and grandparents) in one family and link what you learn in the interviews with class material. *The interviews should be conducted face-to-face. If you can not do so, please contact me for permission to use an alternate method.*

You will be required to provide documentation from the people you interview. See the attachment to this syllabus for details on this assignment. The completed family interview project is due in class on **Thursday, April 19th (the last day of class)**. **You will also turn in an electronic copy through the turnitin icon on the BlackBoard website.**

Academic Honor Code:

The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. [<http://www.fsu.edu/Books/Student-Handbook/codes/honor.html>]

All work (reading questions, reaction papers, final research papers) must be in accordance with the University Honor Code. Please read the provisions of the Honor Code and make sure that you understand them. ***Any form of academic dishonesty will result in an "F" for the course. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may also be reported to the University Judicial Office for official adjudication. Cheating and plagiarism will not be tolerated.*** If you have any questions regarding the Code and how it specifically pertains to your work, please ask me.

Americans With Disabilities Act Statement:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. *This should be done during the first week of class.*

For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center, Dean of Students, 08 Kellum Hall
Florida State University, Tallahassee, FL 32306-4400, (850) 644-9566 (voice), (850) 644-8504 (TDD), SDRC@admin.fsu.edu, <http://www.fsu.edu/~staffair/dean/StudentDisability/>

Other On-Campus Resources:

Please be aware that the following resources are available to you on campus to help you improve your learning and writing skills.

1. The Reading and Writing Center - located in 222C Williams Building, 644-6495. <http://writing.fsu.edu/rwc/index.htm>
2. Adult Learning Evaluation Center (ALEC), Provides evaluation and support for students with learning disabilities and attention deficit disorders - located in 214 Stone Building, 644-3611. <http://www.coe.fsu.edu/departments/hss/alec/>

Syllabus Change Policy:

This syllabus is a guide for the course and is subject to change with advanced notice.

Course Outline and Schedule of Reading and Written Assignments:

You are expected to complete the reading assignments in advance of the class for which they are assigned. You are responsible for all of the material covered in the reading assignments, whether it is discussed in class or not.

Please read the discussion question(s) for each class period. These are questions that you should be able to answer after doing the reading. They are also fair game for pop quizzes and written assignments.

[**BB** = article found on Blackboard course page under the “Readings” link]

- Tuesday Jan. 9* *Introduction to the Course*
What is Sociology? Why is studying the family from a sociological perspective important? What do the terms “structure,” “functions,” “norms,” and “roles” mean in the family context?
- Thursday Jan. 11* *Public and Private Families*
How has the “Family” been defined? What do families do for individuals? What do families do for society?
1. Cherlin textbook, Chapter 1 (p. 4-32)
- Tuesday Jan. 16* *Origins of the Family, part 1*
What are the 4 basic types of family forms found throughout history? How do clan/tribe, patriarchal, and nuclear family patterns differ? How did the structure of families change over time? How did the functions of families change? Why did these changes occur?
1. Cherlin textbook, Chapter 2 (p. 36-46)
2. Cherlin reader, p. 30-35 – Coontz (2005), “What’s Love Got to Do With It?.”
- Thursday Jan. 18* *Origins of the Family, part 2*
How did gender roles change between the patriarchal and nuclear eras? How did the role of the community change? How did the treatment of children change? How did these patterns of family change differ by social class and race?
1. Cherlin textbook, Chapter 2 (p. 46-64)
- Tuesday Jan. 23* *The 20th Century Nuclear Family in America*
What is the “traditional” family? Why are the 1950s seen as the “Golden Age” of families?
1. Cherlin textbook, Chapter 2 (p. 64-72)
2. **BB**, Coontz, “What We Really Miss About the 1950s,” p. 31-39
- *****REACTION PAPER #1 DUE** ***
- ****For those doing service learning – Signed position description form due. For those doing family interviews – turn in names of people you will interview.* This counts as a quiz grade.***

- Thursday Jan. 25* *Contemporary (Post-Nuclear) American Families*
 What are the major trends affecting contemporary American family life? How has growing diversity among families affected our views of “the family?”
1. Cherlin reader, p. 5-13 -- Casper & Bianchi (2002), “A “Quieting” of Family Change.”
 2. Cherlin reader, p. 36-42 – Furstenberg et al. (2004), “Growing Up Is Harder to Do.”
 3. **BB**, Giele (1996), “Decline of the Family: Conservative, Liberal and Feminist Views”, p. 378-390.
- Tuesday Jan. 30* *Gender and the Family*
 What is gender? How is gender formed? How do families “do gender?”
1. Cherlin textbook, Chapter 3 (p. 80-106; insert on pages 104-105)
- Thursday Feb. 1* *Changing Gender Roles in the Family*
 How are roles in the family “gendered?” How have family roles changed over time? What do these changes mean for relationships between men and women?
1. Cherlin reader, p. 57-66 -- Devault (1991), “Feeding As ‘Women’s Work’.”
 2. **BB**, Coltrane & Adams, “Men’s Family Work: Child-Centered Fathering and the Sharing of Domestic Labor”, p. 101-112
 3. **BB**, Orecklin (2004), “Stress and the Superdad.” Pp. 110-111 in Annual Editions: The Family 07/08.
- Tuesday Feb. 6* *Religion, Gender and the Family/Catch up Day*
 How does religious affiliation affect gender roles and childrearing practices?
1. Cherlin reader, p. 201-204 – Wilcox & Bartkowski (1999), “The Evangelical Family Paradox: Conservative Rhetoric, Progressive Practice.”
- Thursday Feb. 8* *Social Class and the Family*
 What is social class? How has economic change affected family life?
1. Cherlin textbook, Chapter 4 (p. 112-123)
 2. Cherlin reader, p. 69-81 – Sheehan (1995), “Ain’t No Middle Class.”
- Tuesday Feb. 13* *Class Differences in Family Life*
 How does social class affect family relationships and behaviors?
1. Cherlin textbook, Chapter 4 (p. 124-134)
 2. Cherlin reader, p. 82-102 – Lareau (2002), “Invisible Inequality: Social Class and Childrearing in Black Families and White Families.”
- Thursday Feb. 15* *Race, Ethnicity and the Family – African Americans*
 What major changes have African American families faced over the past several decades? Why? How much diversity exists in the family experiences of African Americans?
1. Cherlin textbook, Chapter 5 (p. 144-163)
 2. **BB**, Patillo-McCoy (1999), “The Black Middle Class.”, pp. 94-101.
- *****REACTION PAPER #2 DUE*****

- Tuesday Feb. 20* *Hispanic & Asian Americans*
 How are Hispanic and Asian American families different from African American families? What characteristics are common to immigrant families?
 1. Cherlin textbook, Chapter 5 (p. 163-179)
 2. Cherlin reader, p. 108-121 – Hondagneu-Sotelo & Avila (1997), “I’m Here, but I’m There”: The Meanings of Latina Transnational Motherhood.”
- Thursday Feb. 22* *Class-Race Interactions / Midterm Review*
 How does the combination of social class and race/ethnicity affect family patterns and behaviors?
 1. No Readings for Today – catch up and prepare for midterm!
- ***For those doing service learning -- turn in to me a tally of the hours you have completed thus far. For those doing the family interview paper -- turn in at least 15 interview questions. This counts as a quiz grade! ******
- ***Come ready to ask questions about material covered on the midterm******
- Tuesday Feb. 27* ***MID-TERM EXAMINATION***
- Thursday March 1* *Courtship and Union Formation*
 How has the dating process changed over time? How do people choose appropriate mates? How have the traits people look for in mates changed over time?
 1. Cherlin textbook, Chapter 7 (p. 217-222)
 2. Cherlin reader, p. 122-127 – Qian (2005), “Breaking the Last Taboo: Interracial Marriage in America.”
- Tuesday March 6* ***SPRING BREAK!***
- Thursday March 8* ***SPRING BREAK!***
- Tuesday March 13* *Singlehood and Cohabitation*
 Why do some people stay single? Why do people cohabit? What are some of the advantages and disadvantages of these relationship choices?
 1. **BB**, Edwards (2001). “Flying Solo,” Pp. 84-88. In Annual Editions: The Family 01/02. Ed. By Kathleen R. Gilbert.
 2. Cherlin reader, p. 140-152 – Levin (2004), “Living Apart Together.”
 3. Cherlin textbook, Chapter 7 (p. 238-249)
- Thursday March 15* *Marriage*
 Why do people marry today? What keeps people from marrying? What benefits can be expected from marriage?
 1. Cherlin textbook, Chapter 7 (p. 223-238)
 2. Cherlin reader, p. 167-173 – Edin & Kefalas (2005), “Unmarried with Children.”

- Tuesday March 20* *Childbearing*
 How does age affect fertility and childbirth outcomes? How does childbearing affect marital satisfaction?
 1. **BB**, Gibbs (2002). "Making Time for Baby." Pp. 51-56. In Annual Editions: The Family 02/03.
 2. **BB**, Picker (2005). "And Now, the Hard Part" pp. 83-84. In Annual Editions: The Family 07/08.
- Thursday March 22* *The State and Family Social Policy*
 How has the government's role in supporting families changed over time? What is the government's current "family policy?"
 1. Cherlin textbook, Chapter 14 (p. 470-496)
- Tuesday March 27* *Welfare and the Family*
 Is welfare beneficial or problematic for families and society? How has welfare reform affected poor families with children over the past decade?
 1. **BB**, Cherlin (2004). "How Is the 1996 Welfare Reform Law Affecting Poor Families?" p. 329-336
 2. **BB**, Scott, London, & Myers (2002). "Dangerous Dependencies: The Intersection of Welfare Reform and Domestic Violence." p. 273-282
- Thursday March 29* *Same-Sex Marriage and Families*
 What has been the government's stance on same-sex marriage and same-sex family formation? How are children affected by being raised by homosexual couples?
 1. Cherlin reader, p. 345-356 – Meezan & Rauch (2005). "Gay Marriage, Same-sex Parenting, and America's Children.
- Tuesday April 3* *Work and Families*
 How have changes in labor force participation affected family life and family roles? What are some problems that are sometimes associated with dual-earner families?
 1. Cherlin textbook, Chapter 8 (p. 258-275)
 2. Cherlin reader, p. 183-196 – Hochschild (2003). "Joey's Problem: Nancy and Evan Holt."
- Thursday April 5* *Children and Work*
 Is the use of daycare harmful to children? Do the costs outweigh the benefits?
 1. **BB**, Monica & Droege (1998). "Day Care Harms/Can Benefit Children." Pp. 114-132. In The Family: Opposing Viewpoints.
 *****REACTION PAPER #3 DUE*****
- Tuesday April 10* *Families and Divorce*
 Why has divorce become so common? How do laws influence the divorce rate? What are some proposals to reduce divorce?
 1. Cherlin textbook, Chapter 12 (p. 402-424)
 2. **BB**, Shulman (2004). "Great Expectations" pp. 37-39. In Annual Editions: The Family 07/08.
 3. **BB**, Carey (2001). "is divorce too easy?" Pp. 158-161. In Annual Editions: The Family 01/02.

- Thursday April 12* *Consequences of Divorce*
 How does divorce affect men, women and children? Is divorce always bad?
 1. Cherlin reader, p. 287-292 – Divorce intro and McLanahan (2002), “Life Without Father: What Happens to the Children.”
 2. **BB**, Arendell (2001). “Downward Mobility” p. 303-313.
- Tuesday April 17* *Remarriage and Stepfamilies*
 What are some of the difficulties associated with remarriage and stepfamily formation? Are stepfamilies bad for children?
 1. Cherlin textbook, Chapter 13 (p. 438-445; 456-463)
 2. Cherlin textbook, Box on page 454-455
- Thursday April 19* *LAST CLASS! Course Wrap-up and Review for Final*
 Are American families in decline or just changing?
- ***FAMILY INTERVIEW PAPERS DUE!*****
-make sure to turn in your signed participant form with the paper.
- ***SERVICE LEARNING PROJECTS SHOULD BE COMPLETE!*****
-make sure to turn in a copy of your signed ServScript form to me
- Wednesday April 20* *Servscript forms due to The Center for Civic Education and Service*
 If you participated in the service learning project and you would like for your transcript to note your service hours, you **MUST** have your signed Servscript form turned in to the Center for Civic Education and Service by this date.
- Thursday, April 26* **FINAL EXAM, 7:30-9:30 a.m.**