

S316: THE FAMILY

Section: 13780

SUMMER 2017

MW 12:30 PM – 2:50 PM

Ballantine Hall (BH) 217

Instructor:	Ms. Kelley
Office Hours:	Mondays 3 PM – 5 PM or by appointment Karl Schuessler Institute for Social Research (KSISR) Rm 302 1022 E. Third Street
Email:	kelleykk@indiana.edu (1) Email me using this address only. I will NOT respond to Canvas messages. (2) Include S316 and the email subject in the subject line of ALL emails (e.g., S316 Quiz 1 Question).

COURSE DESCRIPTION:

In this course, you will learn to use scientific knowledge to assess taken-for-granted beliefs and practices about families. We will discuss love, marriage, parenthood, and sexuality from a scientific perspective. We will examine how American family forms and practices have changed over time and consider diversity among the current American “family.” For example, we may discuss single families, divorced families, same-sex families; how family practices differ across social class, race, and ethnicity; how family practices create gender inequality; and how social policies impact families.

REQUIRED MATERIALS:

Risman, Barbara J. 2010. *Families as They Really Are*. **First Edition**. New York: Norton.
ISBN: 978-0393932782; ***Be sure to purchase the FIRST EDITION. There is a second edition of this book, but I want you to purchase the first edition.**

Powell, Brian, Catherine Bolzendahl, Claudia Geist, and Lala C. Steelman. 2010. *Counted Out: Same-Sex Relations and Americans’ Definitions of Families*. New York: Russel Sage Foundation.
ISBN: 978-0871546883

COURSE REQUIREMENTS:

Canvas: All slides, grades, assignments, attendance reports, and other course materials will be posted on the Canvas course website. If you miss class or have a question about an assignment, check Canvas first.

Email: I will send course updates, announcements, etc. through indiana.edu email accounts. It is your responsibility to regularly check your email.

Attendance: *I will take attendance each class.* I expect students to be on time and stay for the entire class period. You may face legitimate reasons for absences over the course of the

semester. Therefore, ***you may miss two (2) classes without penalty and with no questions asked. After that, each additional absence will result in a 3% (15 pt) reduction of your final grade. Even if you have a note from a doctor, a family emergency, or any other excuse, absences beyond the first two will deduct 3% from your final grade.*** In other words, you should save your two absences for days when you are sick or have unplanned emergencies. If you leave after a quiz, you will be counted as absent for the day. Exceptions to this are university-sanctioned events and religious holidays. Please see the section below titled “Religious Observances” for more information.

Please do not be tardy. Tardiness disrupts the classroom and is disrespectful to your classmates and me.

Check Canvas every week and verify that the attendance record is correct. Notify me within one week from the date of the incorrect notation. After one week, the attendance record for a given class period is considered accurate and final. Exceptions only apply if you are participating in religious observances and have completed the “religious observances” form during the first week of the semester or if you are an athlete and have informed me in advance that you will not be present on that day. If you are absent, you are still responsible for the assigned material and any information given out in class. ***Students who miss class are expected to get notes from a classmate and can meet with me to review missed material.*** If you miss class, you should get the names and email addresses of a couple classmates so that you can get a copy of their notes and remain aware of any announcements.

Name: _____ Email: _____

Name: _____ Email: _____

Readings: Complete the day’s readings BEFORE the class meeting for which they are listed.

You are assigned readings for each class period. Lectures cover material relevant to the readings. We may not discuss the readings in their entirety in class, but you are still responsible for reading material that we do not discuss as it may appear on quizzes. I reserve the right to change the scheduled reading material as the course progresses. *If you come across any interesting news articles, clips of television shows or movies, or some other form of media that you believe applies to class topics, please share it with me and we may discuss these in class.*

Guiding Questions: A set of guiding reading questions will be posted to Canvas to direct your attention to the main arguments, ideas, and findings from each reading. **I strongly encourage you to review these questions before reading.** You will find it helpful to answer the questions and use them as guides for note taking while reading. You do not have to turn these in, but these questions will be used to produce quizzes and will help you prepare for class discussion.

Classroom Participation (50 points, 10% of final grade): Discussion provides an opportunity for you to learn from one another and to think critically about the material and it allows me to gauge your understanding of the material. Learning to speak up amongst your peers is a critical

skill for success, regardless of the field you are entering. I reserve the right to call you by name and ask you to contribute to class discussion.

You are required to speak aloud in class once during at least 10 different class periods.

Prepare for class discussion by reading the day's material prior to the start of class. You will receive 5 points for each of the 10 days that you speak aloud one time. No partial credit will be awarded (e.g., you will either get 5 points or 0 points). Speaking aloud consists of 1) asking a question or asking me to clarify something I am lecturing about – you don't have to understand what you are asking about!; 2) answering or responding to a question that I ask the class; 3) elaborating on something I am lecturing about, which may include sharing your personal experiences and how they fit into the day's lecture topic or 4) sharing something you've read that is related to the topic we are discussing in class that day.

To receive credit for your participation, you will turn in a piece of paper at the end of class that 1) briefly summarizes the comments you made in class that day and 2) includes any questions or opinions you have about class material or any suggestions for improving the class. I expect any critiques of the class to be respectfully written. I will use these to improve my instruction.

If you provide me with documentation dated for the day you missed (e.g., a doctor's note or a funeral program), I will still count you as absent, but I will allow you to make up the classroom participation points with an alternative assignment.

If you have any concerns about speaking up in the classroom, you must email me or visit my office hours. We can discuss strategies that will improve your class participation.

Be cool! We will discuss a variety of sensitive social issues in this class, including race, class, gender, and sexuality. I expect you to draw on your diverse backgrounds and perspectives during discussion. You must be respectful and open-minded when listening to viewpoints different from your own. ***If you disagree with your peers, you should criticize the evidence that supports their stance, or the negative implications of the stance. Never criticize the person that holds that view. I will ask any discourteous students to leave the classroom and count them absent for the day.***

Quizzes (250 points, 50% of final grade): There are no exams in this course, but there will be **five quizzes**. Quizzes may consist of any combination of multiple choice, fill-in-the-blank, or short essay questions. Quiz questions will cover class lectures, readings, discussions, activities, any films shown in class, and video clips. **Many of the quiz questions will come directly from the guiding questions associated with the readings.** Quizzes are designed to measure your understanding of course materials and your ability to use course concepts. Quizzes will primarily cover the material since the last quiz, but there may be some cumulative content.

You will be required to stay in class after completing the quiz because there will be a lecture and an opportunity for participation points in the second half of the class period. ***There will be***

no make-up for Quiz 5. Tell your parents not to schedule you any flights before or on this date: July 26th.

Make-up Quizzes: Make-up quizzes will typically **not be given**. Exceptions only apply if you are participating in religious observances and have completed the “religious observances” form during the first two weeks of the semester, if you are an athlete and have informed me in advance that you will not be present on that day, or if there are extreme and unusual circumstances, which **MUST be documented**.

If you become very ill or if some other extreme and unusual incident occurs that prevents you from attending class on the day of a quiz, you must 1) email me before the start of class that day or earlier, 2) come to the following class period with a documented reason for your absence for the date of the quiz (e.g., doctor’s note or funeral program), and 3) take a make-up quiz that is more difficult than the original quiz administered in class on quiz day. **You will not be eligible to take a make-up quiz if you fail to follow these procedures. There will be no make-ups for Quiz 5.**

Paper 1 Family Attitudes (100 points, 20% of final grade): See paper assignment for details.

Paper 2 Current Events (100 points, 20% of final grade): See paper assignment for details.

GRADING:

The final course grade will be computed from the following:

Participation	50 points	10.0%
Quizzes (5)	250 points	50.0%
Paper 1	100 points	20.0%
Paper 2	100 points	20.0%
Total	500 points	100.0%

The grading scale for the final grade is below. I will not round your final grade. In other words, if you receive 449 points, your grade will be a B+. I will not round it up to an A-.

A+	97-100% (485-500 points)	C	73-76.9% (365-384 points)
A	93-96.9% (465-484 points)	C-	70-72.9% (350-364 points)
A-	90-92.9% (450-464 points)	D+	67-69.9% (335-349 points)
B+	87-89.9% (435-449 points)	D	63-66.9% (315-334 points)
B	83-86.9% (415-434 points)	D-	60-62.9% (300-314 points)
B-	80-82.9% (400-414 points)	F	59.9% & below (0-299 points)
C+	77-79.9% (385-399 points)		

POLICIES:

Laptops/Devices: *No laptops, tablets (e.g., iPads), phones, or other internet devices will be allowed in my classroom. Silence and turn off vibrate on your cell phone and all other devices. Put them in a closed bag while in class.* If I see you using a phone, texting on another device

during class, or if other students complain that you are distracting them by using such a device, I reserve the right to mark you absent without warning. If you need to leave your phone on to take an emergency phone call, please alert me before the beginning of the class period that your phone will be on.

Recording: Students should not video or audio record class lectures without my permission.

Contacting the Instructor: Outside of class time, email and office hours are the best way to contact me. Please email me directly at kelleykk@indiana.edu. I check my email daily Monday through Friday. If I do not respond within two days, please email me again. ***Do not email me through the Canvas messaging system, as I do not ever check these messages.*** I encourage all students to come to my office hours to 1) introduce yourself, 2) ask any questions about course materials, readings, exams, etc., or 3) share your concerns about this course. If you cannot make the scheduled office hours, email me so we can schedule a time to meet.

Academic Integrity: Academic dishonesty of any type (including, but not limited to plagiarism, sharing, copying, or cheating on quizzes and assignments) will not be tolerated. In accordance with the *Indiana University Code of Student Rights, Responsibilities and Conduct*, misconduct may result in a failing grade for the course, suspension, or in some cases, expulsion. Submitting papers that you have written for other courses is self-plagiarism. You are required to write new papers for this course. For more information, see:

<http://studentcode.iu.edu/responsibilities/academic-misconduct.html>.

Commercial Note-Taking: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Please be advised that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email or Canvas violates both IU information technology and IU intellectual property policy. Selling notes/study guides to fellow students in this course is not permitted. Violations of this policy will be considered violations of the *Code of Student Rights, Responsibilities, and Conduct* and will be reported to the Dean of Students as a violation of course rules (academic misconduct). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, a failing grade in the course, among other possibilities.

Special Needs/DSS: In compliance with the Americans with Disabilities Act (ADA), IU seeks to provide reasonable accommodation for qualified individuals with documented disabilities. It is the student's responsibility to inform the instructor and to contact the Disability Student Services Office (812-855-7578; <https://studentaffairs.indiana.edu/disability-services-students/>) about any special learning or study needs relating to a documented disability. If you need individual accommodations to meet course objectives, please see me as soon as possible so that we can ensure your full participation in class and a fair assessment of your work. ***Although accommodations may be made later in the semester, to fully accommodate you, contact DSS and me during the first week of the semester.***

Religious Observations: In accordance with the Office of the Vice Provost for Faculty and Academic Affairs, ***any student who wishes to receive an excused absence for a religious observation from class must submit a request form available at the link below for each day s/he will be absent. This form must be presented to me by the end of the first week of the semester.*** A separate form must be submitted for each day. The form must be signed by me, a copy retained by me, and the original returned to the student. Religious holiday accommodations are for the day only and you will not be excused for days that are missed because of travel. Information about the policy and the form you need to submit to me can be found at <http://vpfaa.indiana.edu/forms/index.shtml>.

Student Resources: ***If academic or personal problems arise, you should contact the IU Student Advocates Office (<https://studentaffairs.indiana.edu/student-advocates/>).*** Indiana University provides several academic resources and support services that many students find helpful when they encounter difficulties in a course. These include the Student Academic Center (SAC), Academic Support Centers (ASC), Writing Tutorial Services (WTS), and Counseling and Psychological Services (CAPS). These offices are available for your benefit. For more information, see <http://www.indiana.edu/~acadsupp/ASChome.shtml> and <http://healthcenter.indiana.edu/counseling/>. You should also visit the webpage for the Student Affairs office (<https://studentaffairs.indiana.edu/>) to learn about additional support services that are available.

Sexual Harassment & Assault: As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with: The Sexual Assault Crisis Service (SACS) at 812-855-8900, Counseling and Psychological Services (CAPS) at 812-855-5711, Confidential Victim Advocates (CVA) at 812-856-2469, or the IU Health Center at 812-855-4011.

For more information about available resources:
<http://stopsexualviolence.iu.edu/help/index.html>

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

COURSE SCHEDULE:

Complete readings before class on the day they are listed. I reserve the right to change the syllabus if necessary during the semester. Changes will be announced in class and on Canvas. All readings are listed by the author’s last name.

WEEK 1: FOUNDATIONAL CONCEPTS			
M	6/19	Syllabus Intro to Sociology Intro to Families	<ul style="list-style-type: none"> • <u>Risman Ch. 40, p.452</u> "Families: A Great American Institution" • Tip: After class, review interview guide for Paper 1, select three respondents, & set up interview times.
W	6/21	Theories & Methods	<ul style="list-style-type: none"> • <u>Powell et al. Ch. 1, p.1</u> "Family Counts" • <u>Risman Ch. 2, p.10</u> "One Thousand and Forty-Nine Reasons Why It's Hard to Know When a Fact is a Fact" • <u>Risman Ch. 3, p.15</u> "When is a Relationship Between Facts a Causal One?" • <u>Risman Ch. 4, p.20</u> "Uncovering Hidden Facts That Matter in Interpreting Individuals' Behaviors: An Ethnographic Lens" • Tip: Interview your respondents for Paper 1 over the weekend.
WEEK 2: FAMILY DIVERSITY			
M	6/26	Defining Family	<ul style="list-style-type: none"> • <u>Powell et al. Ch. 2, p.16</u> "Who Counts as Family?" • <u>Powell et al. Ch. 3, p.37</u> "Family Accounts: How Americans Talk About Family" • Tip: After class, prepare for Quiz 1.
W	6/28	Quiz 1 Family Diversity	<ul style="list-style-type: none"> • <u>Risman Ch. 5, p.30</u> "The Evolution of American Families" • <u>Powell et al. Ch. 4, p.71</u> "Family Counts Divided: Social Location and Definitions of Family" • Tip: After class, type your transcripts if you haven't already, review your transcripts, & write the first draft of Paper1. • Tip: If you haven't interviewed three respondents yet, you must do it this weekend!
WEEK 3: FAMILY DIVERSITY CTD.			
M	7/03	Transcripts Due Immigration Race Social Class	<ul style="list-style-type: none"> • Submit Transcripts on Canvas before class. • <u>Risman Ch. 7, p.63</u> "African American Families and the Birth of Modern Marriage" • <u>Risman Ch. 22, p.231</u> "The Immigration Kaleidoscope: Knowing the Immigrant Family Next Door" • Tip: After class, prepare for Quiz 2.
W	7/05	Quiz 2 Sex & Gender Sexual Orientation	<ul style="list-style-type: none"> • <u>Powell et al. Ch. 5, p.103</u> "Accounting for Sexuality: God, Genes, and Gays" • Tip: After class, revise/edit Paper 1.

WEEK 4: RELATIONSHIPS			
M	7/10	Paper 1 Due Sexuality Dating	<ul style="list-style-type: none"> • Submit Paper 1 on Canvas before class. • <u>Risman Ch. 12, p.120</u> "Why is Everyone So Afraid of Sex?" • <u>Risman Ch. 31, p.362</u> "Orgasm in College Hookups and Relationships" • <u>Risman Ch. 32, p.378</u> "Falling Back on Plan B: The Children of the Gender Revolution Face Uncharted Territory" • Tip: After class, prepare for Quiz 3.
W	7/12	Quiz 3 Marriage	<ul style="list-style-type: none"> • <u>Powell et al. Ch. 7, p.170</u> "Family Names Count: Marital Name Change and Definitions of Family" • <u>Risman Ch. 33, p.393</u> "Men's Changing Contribution to Family Work" • Tip: After class, identify & annotate an article that you will write about for Paper 2.
WEEK 5: FAMILY ARRANGEMENTS			
M	7/17	Annotated Article Due Cohabitation Divorce Remarriage	<ul style="list-style-type: none"> • Turn in Annotated Article at beginning of class. • <u>Risman Ch. 13, p.131</u> "New Couples, New Families: The Cohabitation Revolution in the United States" • <u>Risman Ch. 16, p.159</u> "The Case for Divorce" • <u>Risman Ch. 17, p.173</u> "Briefing Paper: The Impact of Divorce on Children's Behavior Problems" • Tip: After class, write your first draft of Paper 2. • Tip: After class, prepare for Quiz 4.
W	7/19	Quiz 4 Childhood Parenthood	<ul style="list-style-type: none"> • <u>Powell et al. Ch. 6, p.137</u> "Discounting Sex: Gender, Parenting, and Definitions of Family" • Tip: After class, revise/edit Paper 2.
WEEK 6: SOCIAL POLICIES & CONCLUSION			
M	7/24	Paper 2 Due Social Policies	<ul style="list-style-type: none"> • Submit Paper 2 on Canvas before class. • <u>Risman Ch. 19, p.185</u> "Briefing Paper: Marriage, Poverty, and Public Policy" • <u>Risman Ch. 23, p.252</u> "Beyond Family Structure: Family Process Studies Help to Reframe Debates about What's Good for Children" • <u>Risman Ch. 28, p.307</u> "Briefing Paper: Unmarried Couples with Children: Why Don't They Marry? How Can Policy Makers Promote More Stable Relationships?" • Tip: After class, prepare for Quiz 5.
W	7/26	Quiz 5 Class Conclusion	<ul style="list-style-type: none"> • No reading