

Sociology 451
Analysis in Marriage and the Family
Spring, 2010
Preliminary Syllabus

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Office Hours: MWF 1:30-4:00
T 10:00-3:00

COURSE DESCRIPTION: We will begin with an examination of the current trends in marriage and divorce. That will be followed by an investigation into what changes in the interaction patterns in spousal relationships may lead to long-term, individually fulfilling spousal relationships. We will then focus on parent-child relationships, closely examining parental roles.

TEXTS: *The Starter Marriage and the Future of Matrimony*, by Pamela Paul, *The New Couple* by Maurice Taylor and Seana McGee, and *Growing up Again: Parenting Ourselves, Parenting Our Children*, by Jean Illsley Clarke and Connie Dawson.

Note: *The New Couple* will not be available in the bookstore. You may buy used copies online, and several copies of the book are on reserve at Sinclair Library.

READING ASSIGNMENTS AND CLASS PARTICIPATION: There are daily reading assignments. Stay current, because this class requires your active participation. Come to each class knowing what you would like to discuss from the assigned readings for that day. Pop quizzes may be given at any time. There will be no make-ups for the pop quizzes.

ATTENDANCE: Attendance is mandatory. There is a bonus of 10 extra credit points for good attendance (four or fewer absences), a bonus of 15 extra credit points for perfect attendance, and a severe penalty for poor attendance. For each five (5) absences, your grade will be lowered one whole letter grade.

EXAMS: There will be three exams covering the books and class material. These will each contain 30 multiple choice questions. See the Schedule of Events for the exam dates.

COURSE PAPER: You have your choice of three topics for your paper (see below.) Your paper must be typed, double-spaced, and you must use ASA style. A brief summary of the American Sociological Association's Style Guide, which explains the rules clearly, can be found at: <http://www.buffalostate.edu/library/docs/asa.pdf>.

This paper, which will be about five pages long, is worth 50 points. The quality of your written presentation is important. Be sure to write carefully constructed introductions and conclusions. The standard format for papers of this type is: introduction ending with hypotheses, methods, results, discussion and conclusion. Be sure to check your papers

for grammatical and spelling errors and correct them! See the Schedule of Events for the due dates.

Paper Topic #1: What does *The Starter Marriage* contribute to your understanding of how and why marriages fail? Identify at least three variables that appear to contribute to the failure of marriages and explain how and why they are important. To better understand how your chosen variables impact relationships, construct a questionnaire and interview three people who have been in starter marriages and three people who have been married over five years. Incorporate their views into your paper, and attach a summary of the results of your completed questionnaires/interview notes as an appendix. Do not identify your interviewees by name in your paper or your notes.

Paper Topic #2: What does *The New Couple* contribute to your understanding of how marriages can succeed? Choose at least three laws that you think are the most important for a successful marriage and explain how and why they are important. To better understand the importance of the laws you chose, discuss them with three married couples and get their opinions about them. Do they think these laws are important? Do they think they would be helpful for a marriage? Have they incorporated something similar in their marriages? (A questionnaire will help your discussion immensely.) Incorporate their views into your paper, and attach a summary of your completed questionnaires/interview notes as an appendix. Do not identify your interviewees by name.

Paper Topic #3: Observe parents and their children at a minimum of two public places (the beach, a mall, a family restaurant) for at least one hour each, observing as many different families as you can. Note the sex of the parents and the approximate ages and the sex of the children. Pay particular attention to the parenting styles you observe in terms of the nurture and structure highways. Also note information related to overindulgence. Then, tabulate your data to answer the following questions: Which parenting styles are used most frequently? Is overindulgence common in your sample? Are there identifiable differences between fathers' and mothers' parenting techniques? Do they parent boys and girls differently? What conclusions can you draw based on your observations? What recommendations would you make based on your observations? Include a typed copy of your notes as an appendix. (You may include your tabulated data either in the body of your paper or in an appendix.)

The Writing Center: The Writing Center is a part of the Sinclair Student Success Center. The staff at the center will review your papers with you and make suggestions for revisions and corrections. Students for whom English is a second language are *strongly* encouraged to make use of this free and very helpful service.

Plagiarism: *It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake," are not considered valid excuses when it comes to plagiarism.*

The following definition of plagiarism comes from The University of Hawaii Systemwide Student Conduct Code:

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (E7.208, Pages 4 and 5).

(For the entire Student Conduct Code, see: <http://www.hawaii.edu/apis/ep/e7/e7208.pdf> and http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf.)

Important Note: In addition to a paper copy, you must submit an e-copy of your final paper when the papers are due. It is best if your papers are Word documents and you e-mail them as attachments. For accreditation purposes, UH and the Sociology Department must evaluate the effectiveness of our programs, and the e-copy of your papers will be used for that.

Before you send your file, please re-name it to fit with this format: course number, semester, name, and assignment, e.g., 451S10JaneSmithCoursePaper.doc.

STUDENT PRESENTATIONS: During the last several weeks of class, students will present brief oral summaries (approximately ten minutes) of the most individually useful information from the course. In this presentation, an eye to the future you envision in terms of your own (future) family is appropriate. What are your goals? How can the material from this course help you attain them? You may use information from your papers in your presentations. Have fun sharing and discussing your ideas with the other students!

GRADES: Grades will be based on a percentage of the total points possible (paper, pop quizzes and exams) as follows:

97-100% = A+	82-84% = B+	71-74% = C+	57-59% = D+	Less than 50% = F
90-96% = A	78-81% = B	65-70% = C	53-56% = D	
85-89% = A-	75-77% = B-	60-64% = C-	50-52% = D-	

Attendance bonus points for perfect or good attendance will be treated as extra credit points. Remember that the penalty for poor attendance is that your grade will be lowered one whole letter grade for each five absences.

KOKUA for Students with Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

COURSE EVALUATIONS: The Department of Sociology is committed to the continual improvement of the quality of its course offerings. For this to occur, your help as the consumers of these courses is needed. You are taking these courses, and only you can tell us about your educational experience in your classes. Toward the end of the semester, you will be informed that the eCAFE system is available to you to complete your course evaluation. We encourage you to submit your evaluations by logging in to <http://www.hawaii.edu/ecafe/>.

To assure that the process is an open one and that information submitted is available to all (to you, your classmates, current and incoming students, members of the Sociology Department, and others) the evaluation results will be available for viewing at <http://www.hawaii.edu/ecafe/>.

Note to Students: Please be advised that this syllabus is provided for informational purposes only. YOU SHOULD NOT PURCHASE ANY BOOKS OR MATERIALS ON THE BASIS OF THIS SYLLABUS AS IT MAY CHANGE PRIOR TO THE FIRST DAY OF CLASS. Please wait until the first day of instruction at which time you will be given the final version of the syllabus.

SCHEDULE OF EVENTS

Key: P = Paul; T/M = Taylor and McGee; C/D = Clarke and Dawson

Jan. 11 Welcome!	Mar. 15 T/M Chapter 10
13 P: Intro, Chapter 1	17
15 P: Chapter 2	19 EXAM 2
18 HOLIDAY	22 HAPPY
20 P Chapter 3	24 SPRING
22 P Chapter 4	26 BREAK!
25 P Chapter 5	29 C/D Intro, Section I
27 P Chapter 6	31 C/D Section II
29 P Chapter 7	Apr. 2 HOLIDAY
Feb. 1 P Chapter 8	5 C/D Section III, Topic #2 Papers Due
3 P Chapter 9	7 C/D Section IV
5 P Chapter 10 and Conclusion	9 C/D Section V
8 EXAM 1	12 C/D Section VI
10 T/M Introduction	14 C/D Section VII
12 T/M Chapter 1	16 C/D Section VIII
15 HOLIDAY	19 EXAM 3
17 T/M Chapter 2	21 Student Presentations
19 T/M Chapter 3	23 Student Presentations
22 T/M Chapter 4	26 Student Presentations
24 Topic #1 Papers Due	28 Presentations, Topic #3 Papers Due
26 T/M Chapter 5	30 Student Presentations
Mar. 1 T/M Chapter 6	May 3 Student Presentations
3	5 Student Presentations
5 T/M Chapter 7	
8 T/M Chapter 8	
10	FINAL EXAM: May 10th, 12:00-2:00
12 T/M Chapter 9	Student Presentations

Note: Be sure to read the relevant sections of the appendices when they are referred to in the Clarke and Dawson readings.

