

Sociology 451: WI (Fall 2016)
Analysis in Marriage and Family
T R 12:00-1:15 (Saunders 242)

Instructor: Yean-Ju Lee
Saunders 216 (956-7116)
Office Hours: R 2:00-4:15
(or by appointment)
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COURSE DESCRIPTION:

This course discusses the issues related to marriage and the family in sociological perspectives, focusing on gender relations and class differences. The material is divided into four major themes: Union formation and dissolution; Work and family; Parenting and children's socialization; and, Other issues (such as domestic violence and family policy). Both textbooks are based on the families in the United States, but lectures will introduce cross-cultural cases for comparison. The first textbook, "Red Families v. Blue Families," proposes an interesting argument on the two contrasting camps of family values and their corresponding family behaviors. "Social Class and Changing Families in an Unequal America" is an edited volume addressing how family practices differ by social class in the contemporary United States.

Students will write two research papers, one, on union formation and dissolution and, the other, addressing the association between social-economic inequality and family practices. See below for the details.

TEXTS:

Cahn, Naomi and June Carbone 2010. *Red Families v. Blue Families*, Oxford University Press
Carlson, Marcia J. and Paula England (eds.) 2011. *Social Class and Changing Families in an Unequal America*, Stanford University Press

There will be several additional readings from other books and journals. Look up **LAULIMA!**

SLO (STUDENT LEARNING OBJECTIVE):

Discuss the inter-linkages between the family institution and various other social institutions
Discuss, in particular, how contemporary work conditions are related to family lives
Discuss how unions are formed and dissolved
Discuss how social inequality is transmitted or mitigated through the process of childrearing
Discuss other current issues related to the family institution

COURSE REQUIREMENTS:

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.

MEDIA REPORT: Each student will have 4 media reports during the semester. At the beginning of each class, 2-3 students will each introduce an interesting/relevant article reported recently in the media (for 3-5 minutes) and submit to the instructor a one-paragraph reflection about its main issue. Media reports and class participation will comprise **15%** of the final grade.

ATTENDANCE: Attendance is mandatory. The final grade will be lowered by **one level per two absences** (e.g., A+ to A, B to B-).

EXAMS: There will be two exams covering the books and class materials. Each exam consists of multiple-choice questions and short essays. Each exam will comprise 10% of the final grade. (10 x 2 = 20%)

COURSE PAPERS: Two research papers are required: one, on union formation and dissolution and, the other, on how social-economic inequality affects family practices and vice versa. Each paper will comprise 30% of the final grade (30 x 2 = 60%)

You are encouraged to consult with the instructor any time during the semester about your papers and other concerns.

Paper 1 on Union Formation and Dissolution (9 to 12 pages): Choose a sample of one divorced individual and conduct an in-depth case study. Your interview should explore the circumstances of her/his union formation and dissolution, from the first meeting to the time of separation or divorce, investigating her/his subjective accounts as well as external environments. Analyze the couple's gender/marital relationship and examine the social-structural context of the union dissolution. Use the perspectives discussed in the textbooks and additional sources that you find relevant. Include a list of references.

Small groups consisting of 3-4 students are expected to submit an **interview questionnaire** to be used for their interviews by **Tuesday of the 5th week (September 20th)**. Methodological issues related to interview will be further discussed in class.

Paper 2 on Social-Economic Inequality and Families (9 to 12 pages): Be creative to choose a specific topic under this broad issue, and conduct empirical research based on either quantitative and/or qualitative data. Use the existing literature, including academic journal articles, government reports, and various statistical data. Also refer to media articles, but try to verify the truth/consistence of their arguments. Methodological issues related to topic selection, literature review, and paper organization will be further discussed in class

Both papers will be returned to students with the instructor's written comments, and students are expected to resubmit the revised papers by the final-exam week. Students are encouraged to have individual conferences with the instructor to discuss the written comments.

Your paper must be typed, double-spaced with one-inch margins, 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>.

Make sure that your references are legitimate academic sources by using Google Scholar. For an explanation of how to do that, go to <http://library.manoa.hawaii.edu/research/tools/googlescholar.html>.)

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 papers. 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 purpose. Before you send your file, please re-name it to fit with this format: **course number, semester, name, and assignment, e.g., 451F16JSmithPaper1.doc.**

STUDENT PRESENTATIONS: During the last two weeks of the semester, students will make individual presentations (approximately 10-15 minutes) on either one or both papers. Presentation comprises **5%** of the final grade. Have fun sharing and discussing your ideas with the other students!

GRADES: Grades will be based on a percentage of the total points possible (papers, exams, presentation, and attendance) as follows. *A class curve will also be considered.*

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-	

KOKUA for Students with Disabilities: Any student who feels s/he may need an accommodation related to a disability is invited to contact me privately or 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/>.

Key: C&C = Cahn and Carbone; C&E = Carlson and England

■ **It is very important to read the relevant chapters before each class!**

Course Schedule

Week		Readings
1	Aug 23-25 Overview of the course An article on New York Times “Two classes in America, divided by ‘I Do’”	July 15, 2012
2	Aug 30-Sep 1 Social class and family patterns Moral demography Sexual history (Media Report Group I, II)	C&E Introduction C&C CH 1 C&C CH 2
3	Sep 6-8 The Marriage-Go-Round (Intro & Chapter 1) Age of division (Media Report Group III, IV)	Cherlin C&C CH 1, 2
4	Sep 13-15 Personality, politics, and religion Birth control use & early birth Paper 1 guideline: Q & A (Media Report Group V, VI)	C&C CH 3, 4 C&E CH 1
5	Sep 20-22 Contraception, Abortion Irrationality of adolescence The marrying laws (Media Report Group I, II)	C&C CH 5, 6, 7 C&C CH 8

Due Sep 20, INTERVIEW QUESTIONNAIRE, small groups (5%)

6	Sep 27-29 Partnership and marriage (Media Report Group III, IV)	C&E Ch 3; Ch 5
7	Oct 4-6 Custody and compromise Mothers, fathers, & family care (Media Report Group V, VI)	C&C CH 9, 10 C&E Ch 4
8	Oct 11-13 Mothers, fathers, & family care (Media Report Group I, II)	Lareau

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9	Oct 18-20	Exam; Video/You-tube (on Inequality)	
		Oct 18: MID-TERM EXAM (10 %): Weeks 1 through 7	
10	Oct 25-27	Socialization of children Engendering children (Media Report Group III, IV)	C&E Ch 6 Robyn Ryle
		Due Oct 25, Thursday: RESEARCH PAPER 1 (9-12 pages)	
11	Nov 1-3	Making ready for baby Public childcare programs; Parental Leave (Media Report Group V, VI)	C&C CH 11
12	Nov 8	Work and family Paid work and family life (Media Report Group I)	Heymann
13	Nov 15-17	Gender division of labor? Work & family: housework (2nd shift) (Media Report Group II, III)	Bianchi et al. Hochschild
14	Nov 22	Work & family: care work across borders (Media Report Group IV)	Ehrenreich
15	Nov 29-Dec 1	Family violence Regulating families and gender (Media Report Group V, VI)	Johnson C&E Ch 7
		Due Dec 1, Tuesday: RESEARCH PAPER 2 (9-12 pages)	
16	Dec 6-8	STUDENT PRESENTATIONS	
		Dec 15 (R) 12:00-1:15 FINAL EXAM (10 %): Weeks 8 through 16	
		Dec 15 (R) Due: AN E-COPY OF THE TWO REVISED PAPERS	