

MARRIAGE AND FAMILY: FEMINIST PERSPECTIVES

Women's Studies/Sociology 452

Fall Semester: 8/22-12/16, 2011

MWF 9:30a-10:20a

MIL 101

Education is the most powerful weapon which you can use to change the world.

If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his language, that goes to his heart.

Nelson Mandela

Generic Syllabus

Please note that this syllabus will change before the start of the new semester. This is a generic syllabus to give you an idea about the requirements and schedule for this class.

Instructor: Penny-Bee Kapilialoha Bovard

Office Hours: M/W 1:00p-2:00p and T/TH 10:00a-11:00a/or appointment

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COURSE OVERVIEW

This course addresses sex-role socialization, motherhood, work-family conflicts, alternative family structures and interpersonal relationships in U.S. and other countries. The course objectives are to (1) analyze current feminist and sociological theoretical perspectives and empirical research findings on the study of human relationships within courtship, marriage, and the family as influenced by culture and society, (2) analyze how culture and society affect our interpersonal choices, values, and beliefs, and (3) enable each student to integrate her or his knowledge and demonstrated understanding of the course content through written assignments.

COURSE GOALS AND OBJECTIVES

Utilizing critical thinking skills and the feminist perspective and sociological imagination, by the end of the semester students should be able to:

- Identify and explain dynamic nature of marriages, families, and intimate relationships;
- Discuss how to recognize, confront, and dispel prominent myths about marriages, families, and intimate relationships;
- Describe and explain how marriages, families, and intimate relationships around the world are increasingly affected by global events;
- Describe and explain the interactive relationships of race/ethnicity, class, gender, and sexual orientation;
- Demonstrate an informed openness regarding marriage, family, intimate relationships; and
- Evaluate and discuss a number of essential issues facing marriage and families.

One of the main goals of this course is to help students learn and apply critical thinking skills. Using critical thinking skills, students will utilize their specific “positionality” in learning and thinking about marriage and family within feminist perspectives. Therefore, a vital goal of this course is that students learn collaboratively, cooperatively, and actively. Five essential components must be present for small-group learning to be truly cooperative:

1. Clear positive interdependence between students;
2. Face to face interaction;
3. Individual accountability;
4. Emphasize interpersonal and small-group skills;
5. Processes must be in place for group review to improve effectiveness.

REQUIRED TEXTBOOKS

1. Mary Ann Lammana and Agnes Riedmann. 2012. *Marriages, Families and Relationships: Making Choices in a Diverse Society* 11th edition. Thomson Wadsworth. ISBN: 1-111-30154-9 [these readings are marked as MFR in the schedule].
2. Kathleen R. Gilbert. 2010. *Annual Editions: The Family* 11/12. McGraw Hill. ISBN: 978-00780-5077-0 [these readings are marked as AE in the schedule].

READINGS

All of the readings will be from the required texts. You might receive additional small reading assignments. Complete reading assignments prior to the ‘discussions.’

THE CLASSROOM EXPERIENCE

We learn with our minds, but also with our bodies, our emotions, and all of the life contexts that shape us outside of class time. What does it mean to learn in a context that might honor all of that? What is required of each of us for that to happen? I am committed to the ideal of fostering community and comfort for all in my classes. It is not something I can accomplish alone. By enrolling in this class, you are committing yourself to that endeavor. We will discuss ways of holding conversation that honor the range of opinions and experiences of the class members. We will spend time periodically throughout the course of the semester checking in with each other about how our classroom process is going. In my mind, respecting others means listening, asking thoughtful questions, and trying to understand even if we have an aversion. It also means that some people's voices are stronger and more confident than others. If you have a strong voice, use it for the cause of inviting others into the conversation. If you are more timid, take a risk, or ask me or someone else to support you in speaking up. Finally, in many conversations, there may be people who for any of number of reasons cannot share some of their experiences. Let us all be mindful of the different needs we have as learners, and conscious not only of our own learning needs but those of others around us. If you are uncomfortable or do not know how to manage an experience you are having in the classroom, please speak with me during office hours so that we can try to address it.

PLAGIARISM

The following definition is from the University of Hawai'i at Manoa 2009 catalog on Student Conduct and Discipline: The University of Hawaii explicitly prohibits cheating or plagiarism in the academic environment:

Cheating includes but is not limited to...submitting another's work as one's own; using prohibited sources of information during an examination; fabricating or falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record...Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing."

It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Any student determined to be in violation of the above code will receive an "F" in the course.

STUDENTS WITH DISABILITIES

If you feel you need reasonable accommodations because of the impact of a disability, please (1) contact the KOKUA Program (V/T) at 956-7511 or 956-7612 in room 013 of the QLCSS; (2) speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

ASSIGNMENTS AND CRITERIA USED IN GRADING

This upper division course is considered a collaborative learning experience between students and instructor. Therefore, both course assignments and subsequent evaluation or "grading" of student performance are viewed as a collaborative experience by the instructor. The instructor is considered to have more institutional power in the classroom by virtue of her role and position vis-à-vis the university as an academic institution. However, students have diverse backgrounds, experiences, training, and education that also differentiate them from the instructor and other students in terms of their own power and privilege in the classroom and in their already-existing knowledge of the course content. In preparing this course syllabus, the instructor's responsibility is to provide a range of learning opportunities that will enhance understanding and mastery of the student learning objectives outlined for this course. However, students are encouraged to join in the design and evaluation of all aspects of this course and their learning.

Course Assignments:

There are four assignments for this course. Listed below is a description of each assignment, learning objectives, and how the assignment will be evaluated. All assignments unless indicated are due on or before the end of class on the day/date listed.

1. Individual Quizzes – 20% overall grade: $5 \times 25 = 125$ points total
Learning objectives of assignment: To encourage reading and review of assigned readings throughout the semester.
Description of assignment: There are numerous reading assignments throughout the semester. To encourage students to complete the assigned readings and therefore to become more knowledgeable of the course content, there will be 5 quizzes worth a maximum of 25 points, each quiz scheduled throughout the semester. The quizzes will cover readings and lectures up to

the date of the quiz, and will consist of three sections. Section one consists of multiple choice, section two consists of true-false, and section three will be to complete the sentence items. A word bank will be included for the complete the sentence section of the quiz.

Individual quizzes will be taken in class and allotted 35 minutes to complete. Students will turn in all quizzes to instructor and then join their ho'olaulima groups. The rest of the class session will be devoted to ho'olaulima groups, and working together in your groups to answer additional quiz questions taken from the assigned readings in: ANNUAL EDITIONS: The Family 11/12. The individual student has the opportunity to gain up to an additional five points added to their quiz final grade. For example, if individual student received an 88% or B+ on individual quiz, and assigned ho'olaulima group answered all questions correctly, student would receive an additionally 5 points, or 93%, and an A- on individual quiz. However, to be able to earn additional points from ho'olaulima group quiz, the individual student must receive no lower than a 70% or C- on individual quiz. The ho'olaulima group has opportunity to gain from 0 to 5 additional points, depending on how many questions are answered correctly. Questions will be in the form of either, true-false, multiple choice, complete the sentence, or short essay. If you must be absent from class during the date of a quiz you must: (1) have a viable reason for missing the exam (determined by instructor) AND (2) provide a note from a doctor or other relevant professional. Make-ups for this assignment will be considered on an individual basis.

Evaluation of assignment: The instructor will evaluate this assignment based on (1) correct response to factual questions, (2) evidence of understanding, critical thinking and analysis in short answer questions.

2. Self-Reflection Papers – 20% of final grade = 125 points total

Paper #1 = 60 points, Paper #2 = 65 points

Learning objectives of assignment: To develop critical self-reflection, thinking and analysis skills; to develop concise writing skills; to demonstrate comprehension of major course concepts and topics.

Description of assignment: Students will complete two short reflection papers to assess your learning the course over the semester. Topics for each paper are as follows:

Paper #1: Introductory Self-Reflection on Marriage and/or Family

Paper #2: Course Self-Reflection on Marriage and/or Family

Each of these two papers should be no more than 2-3 pages, double-spaced, 1" margins, and 12-pt font. At the right-hand top of each page, include your name, and page number. The heading of each paper should include the course title and the paper assignment title, e.g., "WS/SOC 452, Fall 2011. Introductory: Self-Reflection." References may be used, but are not required; if you use references, please list them at the end of the paper.

Evaluation of assignment: The instructor will evaluate this assignment based on (1) completeness of response to required questions, (2) evidence of comprehension of question or reading, (3) evidence of critical thinking and analysis; (4) degree of self reflection, and (5) organization of paper, overall writing (grammar, spelling), and compliance with guidelines for papers (length, formatting, etc.). The final date for revisions is the last day of class. To be eligible for revisions, original papers must be turned in on time.

3. Ho'olaulima Media Analysis: Marriage and Family – 20% of final grade
Part One – 60 points, Part Two – 65 points = 125 points total

Learning objectives: Learn to critically observe the frequency and nature of popular culture's construction of marriage and family, analyze, share and write up 2-page analysis of media representation of marriage and/or family.

Description of assignment: Student groups will select a current example of the ways marriage and/or families are represented in popular culture such as: television, radio, video, magazines, newspapers, music, and sports. There are two parts of assignment:

- ☺ Part #1: Student collaborative community (ho'olaulima) group will prepare and present an analysis (15-20 minutes) of their media example to share in class, and follow with a class discussion. 60 points
- ☺ Part #2: Individual members of ho'olaulima group will submit an individual 2-page report of analysis. Both the in-class presentation and 2-page report must respond to the following four issues: 65 points

4. Final Examination Paper – 20% of final grade = 125 points

Learning objectives of assignment: To develop critical self-reflection, thinking and analysis skills; to develop concise writing skills; to demonstrate comprehension of major course concepts and topics.

Description of assignment: Marriage and Family Reflection Paper

Student will complete a final paper that will count as final examination. The final examination paper will be due the last day of class, Wednesday, December 7, 2011 at the beginning of the class period. The instructor will provide students with three final examination topics and questions, in which,

the student will choose one topic to answer in paper. Instructor will provide final examination topics and corresponding questions, one week prior to the due date. Papers will be 3-4 pages in length, and must answer all questions related to topic chosen by student.

Evaluation of assignment: Final examination paper is worth 20% of final grade, or 125 points. Paper must be submitted in hard copy format in order to get credit for this assignment. Papers must be handed in directly to the instructor of the day and time due. The instructor will evaluate this assignment based on (1) completeness of response to required questions, (2) evidence of comprehension of question or reading, (3) evidence of critical thinking and analysis; (4) degree of self-reflection, and (5) organization of paper, overall writing (grammar, spelling), and compliance with guidelines for papers (length, formatting, etc.). There are no revisions for final examination paper.

5. Class Participation/Attendance – 20% of final grade = 125 points

The student is expected to attend classes regularly, come prepared for class by completing the assigned readings, and actively participate in class discussions or activities. Students are expected to have no more than 6 unexcused absences throughout the course. Each absence after the 6th unexcused absence will result in a 2% deduction off the student's final grade. If a student is unable to attend class the student is expected to let the instructor know via email before the start of the class on that day.

6. In-Class Exercises – 10 Bonus points maximum

Throughout the semester, there will be various in-class activities for students to earn 10 points. These points may include such activities as: in-class exercises, activities or mini-quizzes; and take-home questions. In-class points may be related to readings or assignments due or distributed during that class period, or from previous lectures or readings. They may also relate to videos, news stories or other topics covered in class. These bonus opportunities will ONLY be available in-class during a specific period during the class hour; that is, you must attend class on the day and at the time the activity is offered to have points applied to your final grade.

Grading Policy

Percentage Final Grade Course Assignments

Attendance and Class Participation	20%
Individual Quizzes	20%
Self-Reflection and Course Self-Reflection Papers	20%
Ho'olaulima Media Analysis	20%
Final Examination Paper	20%

FINAL GRADE 100%

20% = 125 points

125 x 5 = 625 total points

Ho'olaulima Quizzes (5 points each/25 points maximum)

Individual In-Class Bonus Points (10 points maximum)

TOTAL = 35 onus points available

Course Grading Criteria

This course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an "A". This helps to prevent students from being penalized in the event that one or two students do exceptionally well. To assure a specific grade, consider the following scale:

97 - 100% = A+	543-525 points	67 - 69% = D+
625-607 points	80 - 83% = B-	437-419 points
94 - 96% = A	524-500 points	64 - 66% = D
606-581 points	77 - 79% = C+	418-400 points
90 - 93% = A-	499-481 points	60 - 63% = D-
580-563 points	74 - 76% = C	399-375 points
87 - 89% = B+	480-463 points	0-59% = F
562-544 points	70 - 73% = C-	374 points and lower
84 - 86% = B	462-438 points	

COURSE CONTENT AND CLASS SCHEDULE

DATE	CLASS SESSION CONTENT	READINGS FOR CLASS	ASSIGNMENTS DUE
WEEK 1 PART 1	EVOLVING	PERSPECTIVES	MARRIAGE/FAMILY
Aug 22 Monday	Review syllabus		
Aug 24 Wednesday	Ho'olaulima: "Get to Knowte-you Cards"		5x7 Note-card Definition Family
Aug 26 Friday	Defining Family "Expectations Trap" Ho'olaulima Group Discussions	MFR: Chap 1 AE: #8	
WEEK 2 Aug 29 Monday	Theoretical Perspectives	MFR: Chap 2	
Aug 31 Wednesday	Theoretical Perspectives	MFR: Chap 2	
Sept 2 Friday	"Get a Closer Look"	AE: #46	Sign-up: Ho'olaulima Media Presentation
WEEK 3 Sept 5 Monday	HOLIDAY	LABOR DAY	HOLIDAY
Sept 7 Wednesday	American Family Social Context	MFR: Chap 3	
Sept 9 Friday	"Four Myths Older Adults America's Immigrant Families"	AE: #23	
WEEK 4 PART 2	EXPLORING AND	ESTABLISHING	RELATIONSHIPS
Sept 12 Monday	Individual Quiz #1: MFR Chaps 1-3 Ho'olaulima Quiz #1: AE: #8, 46, 23		Individual Quiz #1: MFR Chaps 1-3 Ho'olaulima Quiz #1: AE: #8, 46, 23
Sept 14 Wednesday	Gendered Identities'	MFR: Chap 4	
Sept 16 Friday	AE:#2 "Dynamic Relationship between Globalization, Families"	AE: #2	

DATE	CLASS SESSION CONTENT	READINGS FOR CLASS	ASSIGNMENTS DUE
WEEK 5 Sept 19 Monday	Our Sexual Selves	MFR: Chap 5	
Sept 21 Wednesday	“Children of Lesbian and Gay Parents...”	AE: #19	
Sept 23 Friday	Video		Paper #1 Due
WEEK 6 Sept 26 Monday	Love & Choosing Life Partner	MFR: Chap 6	
Sept 28 Wednesday	“This Thing Love”	AE: #5	
Sept 30 Friday	Video		
WEEK 7 Oct 3 Monday	Individual Quiz #2: MFR Chaps 4-6 Ho’olaulima Quiz #2: AE# 2, 19, 5		Individual Quiz #2: MFR Chaps 4-6 Ho’olaulima Quiz #2: AE# 2, 19, 5
Oct 5 Wednesday	Marriage: Institution “Marriage & Family Scandinavian Experience”	MFR: Chap 7 AE: #1	
Oct 7 Friday	Ho’olaulima Media Presentation		
WEEK 8 Oct 10 Monday	Living Alone, Cohabiting, Same-Sex Unions, other Intimate Relationships	MFR: 8	
Oct 12 Wednesday	“Contributing to the Debate over Same-Sex Marriage”	AE: #14	
Oct 14 Friday	Ho’olaulima Media Presentation		
WEEK 9 Oct 17 Monday	To Parent, or Not to Parent	MFR: Chap 9	
Oct 19 Wednesday	“Not Always : The Happiest Time”	AE: #11	
Oct 21 Friday	Ho’olaulima Media Presentation		

DATE	CLASS SESSION CONTENT	READINGS FOR CLASS	ASSIGNMENTS DUE
WEEK 10 Oct 24 Monday	Quiz #3: MFR: Chaps 7-9 Ho'olaulima Quiz #3: AE # 1, 14, 11		Quiz #3: MFR: Chaps 7-9 Ho'olaulima Quiz #3: AE # 1, 14, 11
Oct 26 Wednesday	Raising Children in Diverse Society "Interracial Families"	MFR: Chap 10 AE: #3	
Oct 28 Friday	Ho'olaulima Media Presentation		
WEEK 11 Oct 31 Monday	Work and Family	MFR: Chap 11	
Nov 2 Wednesday	"The Opt-Out Myth"	AE: #31	
Nov 4 Friday	Ho'olaulima Media Presentation		Paper #2 Due
WEEK 12 PART 3	CHALLENGES	AND	OPPORTUNITIES
Nov 7 Monday	Quiz #4: MFR: Chaps 10-11 Ho'olaulima Quiz #4: AE # 3, 31		Quiz #4: MFR: Chaps 10-11 Ho'olaulima Quiz #4: AE # 3, 31
Nov 9 Wednesday	Communication in Marriage and Families "Sustaining Resilient Families..."	MFR: Chap 12 AE:#48	
Nov 11 Friday	HOLIDAY	VETERAN'S DAY	HOLIDAY
WEEK 13 Nov 14	Power & Violence in Families "Recognizing Domestic Partner Abuse"	MFR: Chap 13 AE:#24	
Nov 16	Family Stress & Crisis "Positives Caregiving"	MFR: Chap 14 AE: #37	
Nov 18	Ho'olaulima Media Presentation		

DATE	CLASS SESSION CONTENT	READINGS FOR CLASS	ASSIGNMENTS DUE
WEEK 14 PART 4	FAMILIES: NOW	AND INTO	THE FUTURE
Nov 21 Monday	Quiz #5: MFR: Chaps 12-14 Ho'olaulima Quiz #5: AE# 48, 24, 37		Quiz #5: MFR: Chaps 12-14 Ho'olaulima Quiz #5: AE # 48, 24, 37
Nov 23 Wednesday	Divorce: Before & After "Estranged Spouses Increasingly Waiting out Downturn Divorce"	MFR: Chap 15 AE: #45	
Nov 25 Friday	HOLIDAY	THANKSGIVING	HOLIDAY
WEEK 15 Nov 28 Monday	Remarriage & Stepfamilies "A Divided House"	MFR: Chap 16 AE: #43	
Nov 30 Wednesday	Aging Families "Trust and Betrayal in Golden Years"	MFR: Chap 17 AE: #35	Handout: Final Examination Paper/Questions
Dec 2 Friday	Ho'olaulima Media Presentation		
WEEK 16 Dec 5 Monday	Ho'olaulima Media Presentation		
Dec 7 Wednesday	Ho'olaulima Media Presentation PA'INA	 PA'INA	Final Examination Paper Due PA'INA
WEEK 17 Dec 12-16	FINAL EXAM WEEK	FINAL EXAM WEEK	FINAL EXAM WEEK

PLEASE TURN OFF ALL CELL PHONES AND PAGERS.
COMPUTERS TO BE UTILIZED ONLY FOR CLASS NOTES. ☺