

**Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006**



College/University The University of Akron

Course(s) Submitted(Title & Course #) 3850:340 The Family for  
Ohio Articulation Number OSS023 - Revised

Date 5-25-06

Name and title of individual submitting on behalf of the college/university

Name Dr. John Zipp Title Department Chair, Dept. of Sociology

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Credit Hours 3 qtr \_\_\_\_\_ sem X

Lecture Hours 3

Laboratory Hours \_\_\_\_\_ (if applicable)

Pre-Requisites(s) Course work (if applicable)

3850:100 or permission.

Placement Score (if applicable)

(Name of test)

(Domain) (Score)

Catalog/Course Description (Includes Course Title and Course #)

Analysis of family as a social system; historical, comparative and contemporary sociological approaches examined in relation to family structure and functions. Lecture.

## Texts/Outside Readings/Ancillary Materials

### **Course Readings** (Both texts are on Library Reserve):

Text- **Public and Private Families** (4rd Ed.)- Andrew Cherlin. McGraw Hill.

Reader: **Annual Editions: The Family** (32<sup>nd</sup> Ed., edited by K. Gilbert). McGraw Hill.

Online Power point class note slides <http://www3.uakron.edu/sociology/elman.htm>

## Course Objectives and/or Plan of Work

- 1. The major theoretical perspectives as they relate to marriage and the family, including Functionalism, Conflict Theory, and Symbolic Interactionism.**
- 2. The Socio-historical evolution of family forms and processes contributing to change in form over time,**
- 3. The interaction between work and family,**
- 4. Diversity in family form,**
- 5. The causes and consequences of family violence and/or crisis**
- 6. The role of family and family practices in child socialization,**
- 7. Causes and consequences of the social meanings given to gender and sexual orientation in families,**
- 8. The role of social structure, governmental policy, and systems of inequality on family form and dynamics.**

## Description of Assessment and/or Evaluation of Student Learning

### **Course Requirements:**

**Exams:** There will be two midterm exams and a final. Each midterm exam will be worth 15 points and the final 30 points for a total of **60%** of your total grade. The exams will be take-home exams and consist of short answer and essay questions. You will get the questions one week prior to each exam being due.

**Participation:** A once a week class puts great weight on your being present and prepared. If you come to class without completing the assigned readings you will not be able to follow the discussions or contribute to them. Your participation will **count 10%** toward your class grade. How can you score a full "10"? These are the questions I ask myself when I evaluate your participation grade:

1. Did you come to class consistently?
2. Did you demonstrate that you were prepared by making comments or asking questions?
3. Did you visit during office hours at least once in the semester?
4. Did you get actively involved in class exercises?

**You cannot get an A in the course** if 2 or more of the above can be answered "no" unless you have "perfect" grades in the remainder of the course.

**Paper:** you are required to do a 10-15 page family history paper in 2 stages (detailing how your family history has and is shaped by social factors and events) each stage counts for 15% of your grade, for a total of **30%** of your class grade. Some of the required class exercises are building blocks of this paper. You will receive more detailed instructions shortly.

**Grading:** The following system is used:

94-100 = A	80-82 = B -	67-69 = D+
90-93 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-62 = D -
83-86 = B	70-72 = C -	Below 60 = F

## Sample Syllabus

### **Sociology 340: Sociology of the Family**

Fall 2006 Cheryl Elman, Ph.D.

Monday-Wednesday 3:15 PM 111 Olin Hall

Office: 254 Olin Hall x 6894/ CheryL2@uakron.edu

Office Hours: 1:00-3:00 Monday. & Wednesday or appointment

#### **Course Background and Objectives:**

What is a family? Most of us sense that families and family relationships are changing greatly in today's world. But what were families really like in the past? And how and why are they changing? In only a few hundred years, in the U.S., there has been change in what families look like (family form), in what family members do (family functions), and in how people in families relate to each other (intra-familial dynamics) over the last few hundred years. How people view these changes is interesting as well: even those who might wish that change had NOT occurred (maybe to what families look like), do not really wish to turn back the clock to eliminate other changes (bring back all of the family functions of 200 years ago, such as being primary providers of medical care). Historians show us that no single family form, set of functions, or dynamic of social relations has exemplified a typical American family for a very long period of time. Why do these things change? What other trends and changes are important to understand? What are the implications of these changes for ourselves and others? In this course we will study:

**The major theoretical perspectives as they relate to marriage and the family, including Functionalism, Conflict Theory, and Symbolic Interactionism.**

**The Socio-historical evolution of family forms and processes contributing to change in form over time.**

**The interaction between work and family,**

**Diversity in family form.**

**The causes and consequences of family violence and/or crisis**

**The role of family and family practices in child socialization,**

**Causes and consequences of the social meanings given to gender and sexual orientation in families,**

**The role of social structure, governmental policy, and systems of inequality on family form and dynamics.**

A final course objective is to encourage you to think critically-- about the family in particular and about the social world in general. You will need to **show that you know the difference between fact and opinion** (although you are to be encouraged to form your own opinions, based on factual knowledge), to **compare and contrast different points of view,**

and to **apply what you learn when describing the world around you**. The issues readings and family history paper are designed to support learning, across all objectives. **I will poll the class on occasion to see how learning proceeds and reserve the right to modify the syllabus.**

**Course Readings:**

Text- Public and Private Families (4th Ed.)- Andrew Cherlin. McGraw Hill. (Book on Library Reserve)

Online Power point class notes/ reading assignments/ extra material on WEB-CT

**Attendance:** Class style will take both lecture and informal format: we will discuss readings, see videos, examine current events relating to the family, and participate in class exercises. **What you learn via classroom lecture and dynamic participation will not be identical to what you find in your readings. The tests will include information received in class; you are responsible for the class-based as well as text-based materials.** Your attendance record will be reflected in the participation component of your grade. You cannot participate if you do not attend class.

**Course Requirements:**

**Exams:** There will be one midterm exam and a final. The midterm exam will be worth 25 points and the final 30 points for a total of **55%** of your total grade. The exams will consist of short answer and essay questions. You will get study questions one week prior to each exam being due.

**Participation:** If you come to class without completing the assigned readings you will not be able to follow the discussions or contribute to them. Your participation- quality as opposed to quantity- will **count 10%** toward your class grade. How can you score a full "10"? These are the questions I ask myself when I evaluate your participation grade:

1. Did you come to class consistently?
2. Did you demonstrate that you were prepared by making comments or asking questions on a regular basis?
3. Did you visit during office hours at least once in the semester?

**You cannot get full credit** if the answer is "no" to 2 or more of the above..

**Graded Exercises:** You have 7 class exercises, each worth 5 points of your total grade (for a **total of 35%**). The length of each should be about 2 pages unless indicated. Please word process, double-space, use a regular font, 1" margins for each exercise. I will deduct 1 point a day for lateness; no exercises are accepted after the 3<sup>rd</sup> late day, barring medical excuse, severe hardship or emergency event.

**Grading:** The following system is used:

94-100 = A	80-82 = B -	67-69 = D+
90-93 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-62 = D -
83-86 = B	70-72 = C -	Below 60 = F

**Important dates:**

**September 4-** Last day to add a class without signatures.

**September 11-** Last day to drop a class without an advisor's signature.

**October 20** - Last day to withdraw from Spring Semester 2005 without instructor's signature.

**November 17-** last day to drop a class

(Reprinted from The University of Akron Office of General Counsel website.) Guidelines for Avoiding Plagiarism. <http://www.uakron.edu/ogc/PreventiveLaw/plagiarism.pdf>

Definition of Plagiarism. Plagiarism is the intentional or unintentional use of the words or ideas of another without acknowledging their source. (Aiding and abetting plagiarism of others is included.)

Under University Rule 3359\_41\_02, plagiarism constitutes a type of student misconduct that is punishable by formal disciplinary probation, suspension, or dismissal from the University. It is the responsibility of all University of Akron students to know what plagiarism is and how to avoid it.

### **Clicker Technology**

\_\_\_\_\_ At least 80 faculty across campus adopted a new technology, allowing us to embed questions in powerpoint presentations for feedback on learning and to do on-the-spot polling in the classroom, showing you responses in “real-time.” I ask that you purchase a clicker (at the UA bookstore), if you do not have one already. You will receive 2 points extra credit (added onto your final grade) for consistent clicker use in class (easy to leave at home!). **I do not use them for quizzes or record your responses to questions embedded in the powerpoints.**

\_\_\_\_\_ One creative use of clickers is to surprise you (you will know how the class feels about the issues) and open up space for reflection. Sometimes we think that we are alone in holding certain views; other times we think everybody holds our same views. Neither situation is likely the case! To take further advantage of the technology, I want your input. You can earn one more extra credit point (added onto to your final grade) by sending me, over the semester, 5 one line research questions and possible answers. we will practice construction in one of our class exercises in Week 3. I will use the questions for the class. You also get to conduct your own mini-poll. Note: if you email a question, be sure you get --and save-- my reply email of “thanks” or “got it” as a “receipt.”

**See the attached sheet for how to register at Einstruction.com and activate the clicker (free)**

### **CLASS SCHEDULE:**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
<b>Week 1:</b>		
August 28	<b>Course Introduction</b>	
August 30	<b>The Family:</b> What is it?	Text
(Cherlin) P. 4-8	Recent Changes in Family Structure.	Powerpoint Ch.1 Part 1
	We will start graded <b>Exercise #1</b> in class: a genogram of your family structure. Who would you add who is not “family” by the Census definition of “related by blood or marriage”? Due September 5.	(Optional genogram reading online }

Points to think about when reading and for class discussion: What is your definition of the family? Do you think your definition is that of most students? Mainstream in the U.S.?

**Week 2:**

September 4 Labor Day -No Class

September 5 **The Family, continued.**

Text  
(Cherlin) P.  
9-16

Genograms due

Powerpoint

Ch.1 Part 2

Cherlin suggests that Americans are “individualists”- what evidence does he give? Do you agree? Cherlin then differentiates “public” and “private” family functions. In what ways

families act as “public” entities? As private groups? Finally, do you think that individualism,

defined in the Chapter, makes it easier or harder for family members to fulfill public and/or private family functions?

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
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**Week 3:**

September 11 **How do we study families?**

Text (Cherlin):  
P. 16-33.

Methodological issues. Theoretical issues.

Power point

Ch. 1 part 3

In class exercise (can hand in toward extra credit): Research questions and hypotheses.

September 13 Continue Theoretical Issues.  
Start **History of the Family.**

Text (Cherlin) P. 36-  
58

Power point

Ch.2 -Pt 1

Points to think about for class discussion: What were some ways in which families in non-industrial societies were organized? What factors play a role in family structure changes? In terms of the United States past, what have been the traditional family functions? How did people treat each other (social relations)? How have functions, social relations changed? What are the key time points of change?

**Graded exercise #2.** As we work through the next few chapters, reflect on your family history. Relevant are social class, ethnic backgrounds and gender roles of family members. You can focus on one or more family members and discuss how their membership in specific social categories may have shaped individual and/or family circumstances. For example, you might note past collective family strategies and why they were undertaken; how family members from different class or ethnic backgrounds have adjusted; how gender socialization occurred; etc. Can be up to 3-4 pages. Due September 27.

**Week 4:**

September 18	<b>History of the Family.</b>	70	Text (Cherlin) P. 59-70 Power point Ch.2 -Pt 2
September 20	<b>Gender and Family Relations</b>		Text (Cherlin) P. 78-105 Power point Ch. 3
<p>This chapter and the online reading present theories that speak to the possible causes of gender differences in behavior. How do biological, psychological and sociological theories differ? Is it <u>harder</u> or <u>easier</u> to understand something when it may have multiple causes? Why? However gender differences do emerge, how is gender associated with family roles and interpersonal relations within families?</p>			
<b>Week 5:</b>			
September 25	Gender Ideology and Predisposition to Family Roles		Read/Scan: "Forerunners of Change" Myers and Booth JMF
	<b>2 short PBS Videos</b>		
We examine further socialization vs. social constructionist explanations of gendered beliefs.			
September 27	<b>Social Class and Family I</b>		Text (Cherlin), P. 110
	Second exercise due.		Power point Ch. 4 Part 1
<b>Date</b>	<b>Topic</b>		<b>Readings</b>
<b>Week 6:</b>			
October 2	<b>Social Class and Family II</b>		Text (Cherlin) P. 124-140
	Class exercise		Power point Ch. 4 Part 2
<p>Points to think about this week when reading this chapter and before the exam: How do you distinguish the social class of a person? Why? How much of a person's social class do you think is self-constructed? How much is "conferred" by outside factors or circumstances? How does family life, including interpersonal relations, reflect a family's place in a social stratification?</p>			
October 4	<b>Race/Ethnicity and Family Experience-</b>		Text (Cherlin) P. 144-178
	Exam Review		Power point Ch. 5
<p>Points to think about when reading: Have marriage and family patterns differed by ethnic/cultural background? How? How have they NOT differed (in what ways have they been the same)? Why the differences and similarities? What are the ethnic and religious background(s) of members of your ancestral family tree. How might such social categories have shaped their individual circumstances?</p>			
<b>Week 7:</b>			
October 9	<b>Exam #1</b> (in Class). Covers methods and Theory in Family Studies, Family History, Stratification by Gender, Class and Race/ethnicity and the Family .		

October 11      **Sexuality and Love**      Text P. 182-216  
Power point Ch. 6

**Graded exercise #3-** Premarital sex:: should teens be discouraged from this? At what age should they be free to pursue this? How should teens below your age cut-off be convinced to not have sex? What strategies do you think will work? Due Monday Oct 16.

**Week 8:**

October 16      **Sexuality and Love (cont)**  
In class discussion Exercise #3; Video Excerpt PBS- Let' Get Married

October 18      **Family Formation-Cohabitation and Marriage**      Text P. 222-236  
Power point Ch. 7 Part  
<http://www.solvedating.com/soulmatecalculator.asp>

**Graded exercise #4:** Calculate the probability of meeting your Soulmate. What happens if you increase the number of required characteristics? Does this exercise lead you to re-think or alter your qualifications for a mate? Do we have unrealistic expectations or are soulmates possible? Due Oct 23.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
<b>Week 9:</b>		
October 23	<b>Family Formation-</b> (Continued)	Text (Cherlin) P. 237-257
	Exercise 4 due	Power point Ch. 7 Part
<p>Questions to think about while viewing the video, reading this week's chapters: What is the role of love in marriage? Why are people increasingly forming long-term relations outside of marriage? Do they feel there is something "good" about cohabiting? "Bad" about marrying? Do couples behave similarly or differently in nonmarital vs. marital relationships? What unique benefits does marriage confer?</p>		
October 25	<b>Divorce</b>	Text (Cherlin) P. 402 - 416 Power point Ch. 12 Pa
<p>Questions to think about while reading this assignment and for discussion in class and in the Issues debate next week: What are personal risk factors associated with divorce? Social structural risk factors? What aspects of divorce are most stressful for adults? For children? What do we know about the long-term effects of divorce from research? Do you think social policies (state policies) are warranted to discourage divorce? If so, why and what types of policies? If not, why not?</p>		
<b>Week 10</b>		
October 30	<b>Divorce</b> (continued)	Text (Cherlin) P. 416-433.

November 1 **Remarriage and Stepfamilies**

Text (Cherlin) P. 436 - 463  
Power point Ch. 13

Questions to think about while reading, for discussion in class: Why does Cherlin call remarriage an 'incomplete institution'? Why do you think that remarriage rates decline and cohabitation rates increase following divorce? What are the effects of remarriage for adults? For children whose parents remarry? How should step-kin fit into the picture?

**Week 11**

November 6 **Children and Parents**  
PBS Video clip

Text (Cherlin) P. 294-304  
Power point Ch. 9

**TBA**

We will start graded Exercise 5 in class: If you could choose the characteristics of your children would you do so? What criteria would you use to choose? What kind of social world do you think would result? Due November 13.

November 8 **Children and Parents** (continued)  
PBS video clip

**Week 12:**

November 13 **Children and parents** (Continued)

Power point Ch. 9  
TBA

Exercise 5 due.

**Date**

**Topic**

**Readings**

November 15 **Domestic Violence-**

Text (Cherlin) P.  
368-397  
Power point Ch.11.

Important things to know/discuss based on reading and class: what is domestic violence? How common is it and what are the underlying interactional patterns? With regard to children, what do we know about the long-term effects of experiencing abuse? How will you determine where to draw the line between guidance and physical coercion in parental discipline? Why do family members participate in abusive behavior--what are some explanations?

**Week 13:**

November 20 **Work and Families**

Text (Cherlin)- P.  
262- 288

In class exercise.

Power point  
Ch. 8

Graded Exercise 6. Surprise, you are suddenly responsible for 24 hour care of a newborn child (or maybe you really are!). Examine your current schedule and describe how you will arrange (or have arranged) 24/7 child care, in terms of support time from others and altering your own roles to make time. Be aware that day care is NOT an option for newborns. Due November 27.

November 22 Home work day

**Week 14**

November 27 **Elderly and their Families**

Text (Cherlin) P. 332-363  
Power point Ch. 10

Be prepared to discuss whether/how we can balance the needs of children and the elderly via social policies. In times past parents guided the decisions that their adult children made-married or not- partly because of self-interest and adult children were obligated to obey. What binds adult children and their parents today? Should "obligation" matter?

Graded Exercise 7. Using the genogram from the beginning of the course compare yourself to previous generations in terms of education, likely job, likelihood of marriage, likely income, family size, attitudes toward family life. What is most different about you and your predecessors? Most similar?

November 29 **Family, State and Social Policy**  
468-490

Text (Cherlin) P.  
Power point

Chapter 14.

**Week 15:**

December 4 **Family and Work Policy- International Perspective.**

Power point TBA

December 6 **Finale: Social Change and Families**

Text (Cherlin) P. 4

522

What are your predictions about future changes in the family?

Additional Documentation

OH - BALDWIN- WALLACE COLLEGE - SEM (1913A) OH	TO	UNIVERSITY OF AKRON	EFFECTIVE DATES
SOC212		3850:340	Fall Semester 1998 - 9999
OH - BOWLING GREEN STATE UNIVERSITY OH	TO	UNIVERSITY OF AKRON	EFFECTIVE DATES
SOC 361		3850:340	Fall Semester 1982 - 9999
OH - CLEVELAND STATE UNIVERSITY	TO	UNIVERSITY OF AKRON	EFFECTIVE DATES
SOC 310		3850:340	Fall Semester 1998 - 9999
OH - KENT STATE	TO	UNIVERSITY OF AKRON	EFFECTIVE DATES

<b>UNIVERSITY</b>			
SOC 32560		3850:340	Fall Semester 1979 - 9999
<b>OH - LORAIN COUNTY COMM COLLEGE-SEMS</b>	<b>TO</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
SOCY 255		3850:340	Fall Semester 1998 - 9999
<b>OH - OHIO STATE UNIVERSITY (1913A) OH</b>	<b>TO</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
SOCIOL 430		3850:340	Fall Semester 1989 - 9999
<b>OH - OHIO UNIVERSITY (1913A) OH</b>	<b>TO</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
SOC 421		3850:340	Fall Semester 1967 - 9999
<b>OH - URSULINE COLLEGE (1931A) OH</b>	<b>TO</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
SO 408		3850:340	Fall Semester 1970 - 9999
<b>OH - WRIGHT STATE UNIVERSITY (1968A) OH</b>	<b>TO</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
SOC360		3850:340	Fall Semester 1980 - 9999
<b>OH - YOUNGSTOWN STATE UNIVERSITY OH</b>	<b>TO</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
SOCIO705		3850:340	Fall Semester 1967 - Summer Semester 2000
<b>OH - YOUNGSTOWN STATE UNIVERSITY (1945A) OH</b>	<b>TO</b>	<b>UNIVERSITY OF AKRON</b>	<b>EFFECTIVE DATES</b>
SOCIO3705		3850:340	Fall Semester 2000 - 9999

OBR Use

Action

Approved	
Additional Information Requested	
Rejected	
Date	