SYO 3100  Families and Social Change  Fall 2015
Section 04 (BEL 023) at 11:00 Tues. & Thurs.
Section 06 (HWC 3100) at 2:00 Tues. & Thurs.

Contact Information
Professor Irene Padavic
Office Hours: Tues. & Thurs. 12:20 - 1:30 and by appt.
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Course Description
This course explores families in the United States from a sociological perspective. We examine the family as an institution rooted in historical and social context, focusing on how society shapes family norms, opportunities, and behaviors. We emphasize the connection between social change (major historical transformations in society) and corresponding family changes. We also learn about individuals within families and how family relationships have changed over time.

Course Objectives
In order to meet this broad goal, the course has been designed to achieve several specific objectives. These objectives are (1) to provide information about historical and contemporary families in the United States, (2) to explore the relationships between individuals, families, and other social institutions, (3) to develop analytical and communication skills that will enable you to examine and assess divergent ideas and perspectives on contemporary family issues.

Liberal Studies Statement
The Liberal Studies Program at Florida State University has been designed to provide a perspective on the qualities, accomplishments, and aspirations of human beings, the past and present civilizations we have created, and the natural and technological world we inhabit. This course has been approved as meeting the requirements for Liberal Studies Area III, History and Social Science, and in combination with your other Liberal Studies courses, provides an important foundation for your lifelong quest for knowledge.

Required Materials
All readings are electronically-available on Blackboard under the "course library" tab. These readings are required. When PDF pages appear sideways on your screen, you simply right click and then click "rotate" a couple of times and they'll be readable.

Official Copyright Notice: This course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not.
Grading
Grades will be based on 3 multiple-choice-plus-short-essay exams (25% each) and on the final paper described below (25%). The grading scale is as follows:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92.99</td>
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<tr>
<td>B+</td>
<td>87-89.99</td>
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<td>B</td>
<td>83-86.99</td>
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<td>B-</td>
<td>80-82.99</td>
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<td>C+</td>
<td>77-79.99</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
<td>67-69.99</td>
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<td>D-</td>
<td>60-62.99</td>
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<td>F</td>
<td>below 60</td>
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All written work in the course—which includes your final paper and exam essay questions--will be called your “writing portfolio.” The rubric for grading the writing portfolio appears at the end of this document.

Final paper: This 6-8 page paper compares what you know about family change in society to family change in your own family. You will conduct interviews with people of different generations in your own family (or a friend’s family) and link class material to what you learn from the interviews. It is much better if you conduct the interviews face-to-face, so you should plan to see family members (parents and/or grandparents or a friend’s) at some point this semester. See Blackboard (under “assignments”) for details of what I am looking for in this paper and how I determine paper grades.

Course Policies
Treat everyone in the class with respect, regardless of their beliefs.

If you want to use a laptop, please sit in the back two rows so that others won't be distracted by images.

Turn off your cellphones during class.

Regularly check your official FSU email account and the course Blackboard page.

It is University policy that emails on course Blackboard sites must be directly related to the class.

Submit the final paper both online (via Turnitin on Blackboard, under “Assignments”) and as a hard copy in class. Half a letter grade will be deducted each day for late papers.

In order to take a make-up exam you must have a written medical or emergency excuse. All makeup exams will be in essay form.

Class attendance is mandatory. For excused absences you need a written medical or emergency excuse. You are allowed three unexcused absences. After that, I deduct ½ a final grade point for each unexcused absence. Thus, for example, a fourth unexcused absence means that a final grade of 83 becomes a final grade of 82.5 (taking it from B to B-).

Academic Honor Policy
Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: [http://www.fsu.edu/~dof/honorpolicy.htm](http://www.fsu.edu/~dof/honorpolicy.htm)
Academic Dishonesty
Students must abide by the highest standards of academic integrity. Any form of academic dishonesty will result in a "zero" for that particular assignment or an "F" for the course, at the instructor’s discretion. Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way may be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy (http://www.fsu.edu/~dof/forms/honorpolicy.pdf).

Americans with Disabilities Act
Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Student Disability Resource Center, and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities visit http://www.fsu.edu/~staffair/dean/StudentDisability/.

Religious Holidays
Students are allowed to miss class due to observance of religious holidays, but they are still responsible for all materials assigned outside and covered in class on the day(s) missed. You must talk with your instructor in advance of missing a class for religious holiday observance reasons.

Syllabus Change Policy
The syllabus and course calendar are guides for the course and are subject to change with notice.

You also must adhere to College of Social Science Polices as outlined here: http://e-soc.net/

OUTLINE

Readings are to be completed by the first class meeting of the week.

Objective: To understand that family forms tend to adapt to the demands of their environment. To understand the sociological perspective (the "sociological rainbow") and apply it to social problems, including the problem of gender inequality. To understand the meaning of structure, functions, norms, and roles in the family context. To introduce the 4 basic family eras the course will cover (clan, patriarchal, nuclear, and post-nuclear).


Objective: To understand how geopolitical concerns drove family patterns for African clan families while economic concerns drove the patterns for patriarchal families. To understand the extent to which kin ties are still important in African-American and other ethnic minority families. To understand the powerful role of the community in the patriarchal family.


3. Week of September 7. **Childhood Throughout the Ages**
Objective: To understand the meaning of childhood in the different eras.


4. Week of Sept. 14. **Relations between the Sexes in Marriage and Courtship Then and Now**
Objective: To understand that economics, not emotion, bound together husbands and wives in the patriarchal era. To understand the gendered division of labor in that period. To understand what factors were important in choosing a spouse and the mechanisms that brought couples together. To understand contemporary mate selection, particularly the concept of homogamy.


5. Week of Sept 21. **Catch up and exam**

**EXAM ON THURSDAY**

6. Week of Sept. 28. **Love Scripts across Time and Moving from Patriarchal to Nuclear Families**
Objective: To understand that how people frame their feelings of love depends on the time period and the country they live in. To understand the importance of the end community control in allowing the emergence of the nuclear family.

“Bridal Wave,” Bitch Magazine. 2004

7. Week of Oct. 5. **Characteristics of the Nuclear Family and the Social Construction of Gender**
To understand the concepts of “separate spheres” and “complementary division of labor” for husbands and wives in the nuclear family. To understand where our modern notions of appropriate femininity and masculinity originated and how institutions recreate them.


8. Week of Oct 12. **Nuclear Family Life outside the Middle Class**  
Objective: To understand how the separate spheres ideology played out for working-class white people and for African-American women and men in the 19th and 20th centuries. To consider the impact of social class, race, and immigration status.


Objective: To understand recent trends in work and family (particularly mothers’ entry into the labor force) and how this has impacted the household division of labor. To understand couples’ difficulty in managing the change and the recent trend towards greater equality. To understand employers’ slowness to implement work-family balance policies. To compare the US orientation to the European one.


10. Week of October 26. **Moving from the Nuclear to the Post-Nuclear: Intimate Life**  
Objective: To understand the changes in attitudes and behavior that constituted the second sexual revolution for both unmarried and married people. To consider whether a double standard for women and men still exists.

EXAM ON TUESDAY

Thursday’s lecture begins the final part of the course

11. Week of November 2. **Post-Nuclear Family Pattern**  
Objective. To understand the post-nuclear arrangement in which families are less about obligation and more about choice, which makes them inherently less stable. To understand trends since 1965 in fertility, cohabitation, alternative families, out-of-wedlock births, people living alone, female labor force participation, and divorce.


12. Week of Nov. 9. Contemporary Dilemmas: Divorce
Objective: To know the reasons behind the increase in divorce. To understand the losses (besides emotional) that divorce brings to adults. To understand the effect of divorce on children.


Objective. To understand trends and causes of contemporary child poverty in the U.S. To situate current economic conditions in historical context.


14. Week of Nov. 23.

No class Tuesday or Thursday (Thanksgiving)

15. Week of Nov. 30. Future of the Family
Objective: To consider the possibility of family change.

Hard copy of paper is due on Thurs., December 3, either turned in during class or by 4:30 in BEL 526. You must also submit it electronically on turnitin (via Blackboard).

Final exam for the 11:00 class is Wednesday, Dec. 9, at 12:30.
Final exam for the 2:00 class is Friday, Dec. 11 at 3:00.

YOU MUST TAKE THE EXAM WITH YOUR SECTION. If you are in the 2:00 class, you take the exam on Friday of exam week. I know this is inconvenient, but no exceptions, since it’s a University rule.
General Writing Portfolio Rubric: Your final paper and the essay portion of exams will be graded with letter grades ranging from an A to a D/F, and will be assessed based on the following general criteria:

A: Thesis is well developed and clearly focused. Supporting evidence or arguments are thorough and relevant. Conflicting evidence or arguments are consistently acknowledged. Appropriate sources are cited to support statements. The paper is well organized, with correct grammar and spelling. The paper closely adheres to the assignment.

B: Thesis is well developed, but may not be as clearly focused as in the top category. Supporting evidence or arguments are less thorough and/or relevant than in the top category, but are still substantial. Conflicting evidence or arguments are usually acknowledged. Appropriate sources are cited to support statements. The paper is well organized and clearly, if not elegantly, written. The paper fairly closely adheres to the assignment.

C: Thesis is adequate, but may need further explication or definition. Supporting evidence or arguments are adequate but somewhat sketchy, or their relevance is not always made clear. Conflicting evidence or arguments are given little acknowledgment or are not dealt with successfully. Appropriate sources are not always cited. The paper is adequately organized, but may contain enough structural flaws or mechanical errors to significantly distract from the content. The paper does not adhere to all aspects of the assignment.

D/F: Thesis is unclear or missing. Supporting evidence or arguments are irrelevant or missing. Conflicting evidence or arguments are missing or not clearly developed. Appropriate sources are not cited. The paper is not adequately organized and has many mechanical errors. The paper does not adhere to the assignment.