SYO 3100  Families and Social Change    Fall 2016
Section 04 (BEL 180) at 11:00 Tues. & Thurs.
Section 05 (BEL 023) at  2:00 Tues. & Thurs.

Contact Information
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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 for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience.

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.
Course Disclaimer
Lectures, readings, videos, and discussions may include graphic descriptions of sexual activity and use sexual slang (such as when quoting research respondents), and the course also includes material about women’s subordination around the world. This material may make some students feel uncomfortable, and students who are concerned about this possibility may want to discuss their apprehensions with me before they commit to taking the course.

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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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<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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<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>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>
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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 the exam-based 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 (which can go no longer than 10 pages) 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 and involve no personal financial gain. That means you cannot try to sell your notes on Bb.

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 excuse, and the absence must be for one of the reasons listed in the University policy (below). All makeup exams will be in essay form.

University Attendance Policy
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.
**This course attendance policy:** Class attendance is mandatory and is assessed in each class session. For excused absences you need a written medical or emergency excuse. You are allowed three “free” unexcused absences. After that, I deduct $\frac{1}{2}$ 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−.) Note that the point of having three “free” unexcused absences is to use them for unexpected events that aren’t covered by University excuses. Such things would be car breakdowns, being sick but not badly enough to visit the doctor, inability to find a parking place, etc. Do not waste these 3 absences by sleeping late, since then you will not have any of the “freebie” absences available when you need them.

**Academic Honor Policy:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy))

**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://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy](http://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy)

**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.
Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.
This syllabus and other class materials are available in alternative format upon request.
For more information about services available to FSU students with disabilities:
Student Disability Resource Center
874 Traditions Way, 108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice), (850) 644-8504 (TDD), sdrc@admin.fsu.edu
[http://www.disabilitycenter.fsu.edu/](http://www.disabilitycenter.fsu.edu/)

**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**
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
OUTLINE

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

1. Week of August 29. **Orientation to Course and to Families in World History.**
   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).

2. Week of Sept. 5. **Comparison of Clan and Patriarchal Family Patterns. The Residual Effects of African Culture on African-American Families. The Relationship between Patriarchal Families and the Community.**
   Objective: To understand how geopolitical concerns drove family patterns for African clan families while economic concerns drove the patterns for Eurasian patriarchal families. To understand the extent to which kin ties are still important in African-American and other ethnic minority families. To examine the prevalence of inter-racial marriage. To understand the powerful role of the community in the patriarchal family.

3. Week of September 12. **Childhood Through the Ages**
   Objective: To understand the meaning of childhood in the different eras.

4. Week of Sept. 19. **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 26. **Catch up and exam**

   **EXAM ON THURSDAY**

6. Week of Oct. 3. **Love Scripts across Time**
   Objective: To understand that how people frame their feelings of love depends on the time period and the country they live in. To consider the post-nuclear trend of hooking-up.


7. Week of Oct. 10. **Characteristics of the Nuclear Family and the Social Construction of Gender**

Objective: To understand the importance of the end community control in allowing the emergence of the nuclear family. 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 re-create them.


8. Week of Oct 17. **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 Oct.31. **Exam and catch-up.**

**EXAM ON TUESDAY**

Thursday’s lecture begins the final part of the course

11. Week of November 7. **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. 14. **Contemporary Dilemmas: Divorce and Remarriages**

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. To understand problems in remarriage and step-families.


13. Week of November 21. **No class Tuesday or Thursday (Thanksgiving)**

14. Week of Nov. 28. **Contemporary Dilemmas: Child poverty and Welfare**

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


15. Week of Dec. 5. **Future of the Family**

Objective: To consider the possibility of family change.

**Hard copy of paper is due on Thurs., December 8, either turned in during class or by 5:00 in BEL 526. You must also submit it electronically on turnitin (via Blackboard, under “assignments”).**
Final exam for the 11:00 class is FRIDAY, Dec. 16, at 3:00.
Final exam for the 2:00 class is TUESDAY, Dec. 13 at 5:30.

YOU MUST TAKE THE EXAM WITH YOUR SECTION. If you are in the 11:00 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 grades ranging from A to 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/essay is well organized, with correct grammar and spelling. The paper/essay closely adheres to the assignment. Papers in this A range will have 20 or more links between course concepts and data from your interviews.

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/essay is well organized and clearly, if not elegantly, written. The paper/essay fairly closely adheres to the assignment. Papers in this B range will have 12-19 links between course concepts and data from your interviews.

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/essay is adequately organized, but may contain enough structural flaws or mechanical errors to significantly distract from the content. The paper/essay does not adhere to all aspects of the assignment. Papers in this C range will have 7-11 links between course concepts and data from your interviews.

D: 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/essay is not adequately organized and has many mechanical errors. The paper/essay does not adhere to the assignment. Papers in this D range will have 5 or 6 links between course concepts and data from your interviews.

F: No content appears or is largely incorrect in addressing the subject matter. Papers in this F range will have fewer than 5 links between course concepts and data from your interviews.