

MFTH 6700 Family Sociology

CRN	Subj	Crse	Sec	Credits	Title		Campus	
		Start Date	End Date	Days	Times	Bldg	Room	
80660	MFTH	6700	A	3.00	Family Sociology		Main Campus	
		Aug 12, 2013	Dec 02, 2013	T	01:00 pm - 03:45 pm	MFT	00140	
Instructor(s): Ginger E Macheski								

Professor: *Ginger Macheski*

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 OFFICE HOURS: T/R 9am – 9:30 am T 11am-12pm
 W 1pm-2pm R 12am-2pm
 and by appointment.

CATALOG DESCRIPTION:

MFTH 6700 Family Sociology

3-0-3

Also offered as SOCI 6700. The social context of contemporary issues facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single-parenting, work families, sexual orientation, non-traditional families and other relevant issues.

Lecture: 3.00 to 9.00

College: College of Arts & Sciences

Department: Dept of Soc/Ant/Crm

STUDENT LEARNING OUTCOMES:

1. Practice from a culturally sensitive lens.
2. Practice from a systemic lens.
3. Be prepared to obtain entry-level employment in mental health agencies.
4. Claim the professional identity of Marriage and Family

COURSE DESCRIPTION AND LEARNING OBJECTIVES:

We all come from a family. This makes family a comfortable and known institution to each of us. Yet few of us understand our families as a product of human action. The particular form families have in any society is the result of specific historical, social, political, and personal conditions. Thus each family has a historical, social and political character grounded the context of a larger society and culture, as well as individual and interpersonal dynamics. The major task of this course is to explore the larger institutional context dimensions of family life. The following objectives will run throughout the course:

- 1.) SOCIAL HISTORY. Students will be learning to locate the historical and cultural

dimensions involved in the social construction of Western family systems.(Student Learning Outcomes: 1)

2.) RELATIONSHIP OF THE INDIVIDUAL TO SOCIAL STRUCTURE. Students will understand how to frame the psychosocial dynamics involved in family social processes in terms of a larger societal context both in terms of harmony and consensus and of conflict i.e. family violence. (Student Learning Outcomes: 1, 2)

3.) POWER, POSITION, AND INEQUALITY. Students will be able to articulate the ways in which stratification systems - including gender, class, and race relations; intersect and structure family life both in terms of opportunities, culture, and in terms of individual experiences within these systems. (Student Learning Outcomes: 1, 2)

4.) INSTITUTIONAL CONNECTIONS. Students will learn to trace the cross institutional intersections between family and other social institutions. For example, how family is affected by economic organization and how family in turn effects the organization of the economy. (Student Learning Outcomes: 1, 2)

5.) IDEOLOGY, SOCIAL STRUCTURE, AND POLICY. Students will distinguish between ideologies of family life and structures of family life and come to understand how political debates on future family policies and public policy are located in the cultural, ideological and structural realms. (Student Learning Outcomes:1,2)

By the course's end you should be able to articulate the sociological and institutional dimensions of family systems and apply them meaningfully to the world around you.

Selected Educational Outcomes: Students completing the Marriage and Family Therapy Master of Sciences degree program will demonstrate mastery in the following:

2. Applying a systems/relational understanding to the assessment and treatment of mental health and emotional problems.

3. Considering the relevance of ethnicity, race, gender, socioeconomic status, and culture when developing treatment plans.

COURSE FORMAT: Our classroom time will be varied. We will have lecture, audiovisual materials and discussion. Class dynamics are an especially important part of a class like this course. Active, prepared participation is essential for productive class dynamics. Active participation will be facilitated by students preparing weekly readings for discussion. Our format will vary, but will always include some lecture and some student discussion and often a student presentation.

Please see DISCUSSION PROTOCOLS (on Blazeview) for on line participation guidelines.

ATTENDANCE: In a class that meets only once per week (and only fifteen times during the semester) regular and active attendance becomes essential to master the course material. Thus class attendance is expected.

COURSE READINGS: This book is available for purchase at the bookstore:

Susan J. Ferguson. 2011. *Shifting the Center: Understanding Contemporary Families*. 4th edition. Mountain View, CA: Mayfield Publishing Co.

In addition, a number of assigned articles are available on Blazeview online.

Our class materials are located in a combined section

COURSE EVALUATION:

Exams: Students will be doing three essay exams in this course each worth 100 points respectively. The first exam is before midterm. All of the questions will involve critically analyzing, comparing and applying course material. Total 300 points.

On Line Reading Critique and Question Entries: Various class assignments, readings, and materials are available on line. You may access them through our course webpage on Blazeview accessed through the V.S.U. homepage.

Each week students are to complete an entry for all the readings assigned for that week.

For **each** article assigned for the week, you must post an entry of that identifies several criticisms or questions for discussion on the content of the reading.

On- line entries are due by Saturday at 11:59pm each week submitted in the discussion provided.

No late postings or postings contributed off line will be accepted.

Only postings done in a timely manner in the appropriate discussion will be evaluated.

No assignments will be accepted as emails.

Students must also read all the postings done by their classmates.

Students must do **EIGHT** entries out of a possible 13. Each entry will be given up to 15 points for a possible 120 points total.

Discussion Moderator: To facilitate class discussion of readings, two or three graduate students will be responsible each week for the discussion of the assigned readings.

This responsibility includes:

preparing a succinct outline of the article and short summary of the issues raised about each article by students online,
outlines and summaries done by separate group members must be combined into one Word file.

this file should be sent to all members of the class through e-mail as an attachment in Blazeview **by 5pm Monday** the day before our class meeting,

use the weekly class subject and date in the subject of your email.

and function as class expert, i.e. actively lead the class discussion to keep the discussion on track and ensure the main points of the article are raised.

Up to 30 points for meeting this responsibility.

Applied Presentation: Students (in small groups) will research current information on policies and programs that relate to course material. They will use this material to create a presentation to give to their classmates. A handout will be distributed to further explain this assignment. Potential topics may be seen in the presentation file on Blazeview. Up to 100 points will be assigned for completing this task.

Grades will be based upon a total of 550 points and follow a straight scale, i.e. 550 points x 90%+ = A etc.

ACADEMIC INTEGRITY :

“All students are expected to do their own work and to uphold a high standard of academic ethics.”
From VSU’s Academic Integrity Code. The full code is available at:

ACADEMIC HONESTY

STUDENTS ARE EXPECTED TO MAINTAIN THE HIGHEST PROFESSIONAL STANDARDS IN REGARDS TO ACADEMIC HONESTY!

ALL WORK BY OTHERS MUST BE APPROPRIATELY CITED. EXCESSIVE PLAGIARISM OR ANY OTHER LACK OF ACADEMIC HONESTY WILL RESULT IN A FAILING GRADE AT LEAST FOR THE ASSIGNMENT IF NOT THE COURSE!

CLASSROOM CONDUCT EXPECTATIONS*: A college classroom requires a higher level of courtesy and mutual respect. Everyone in a classroom is there for the purpose of learning, and no one should be able to deprive another person of the chance to learn. Expressions of rudeness and even of carelessness negatively impact other’s learning. Therefore it is expected that as a student this course that you will:

- Be attentive and courteous during class.
- Complete the assigned work according to the course schedule, and
- Do all your own work and will not present anyone else’s work as your own (this is also covered by the VSU Student Code of Conduct).

Some more specific principles of civil conduct expected in this classroom are:

- Do not cut classes, come in late or leave early.
- Likewise, it is inappropriate to talk with classmates while the professor (or another student who has the floor) is talking.
- It is also entirely unacceptable to use a cell phone during class. This includes texting.
- Submit work and take tests on schedule.
- While in class, students are expected to participate actively in discussion, or other activity at hand.
- Avoid such unrelated activities as reading newspapers, magazines, or unrelated books, doing homework assignments for this or other classes, balancing checkbooks, sleeping, etc.
- Classroom use of your own laptop computer is permitted for notetaking. Other computer use, i.e. social networking, email, etc. is disruptive to those around you and discouraged.

Students who do not abide by these expectations may be invited to leave the class. Continued misconduct may lead to removal from the course and initiation of procedures described in the VSU Student Code of Conduct.

* *Excerpted from the 1998-1999 College of Charleston Student Handbook with modifications.*

Department of Sociology, Anthropology, and Criminal Justice with Marriage and Family Therapy.
Statement on
Disruptive Student

Disruptive behavior is student behavior in a classroom or other learning which disrupts the educational process. Disruptive class behavior may include but is not limited to the following behaviors: verbal or physical threats, repeated obscenities, unreasonable interference with class discussions, unauthorized use of a cell phone, or inappropriate use of computer in class, leaving and entering class frequently in the absence of notice to the instructor, of an illness or extenuating circumstance, and persisting in disrupting personal conversations with other class members. Student disruptive behaviors may also include threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. Sanctions for such behaviors will be enforced in accordance with the Valdosta State University Student Handbook, Faculty Handbook, and may include dismissal from the course and the program.

CLASS COMMUNICATION: Open and frequent communication between students and the faculty is essential to a successful class experience. Students may communicate with the faculty supervisor:
by phone (at either -office or home , telephone numbers provided at beginning of this syllabus)
or electronically either through the course BlazeVIEW page email.

(It is the policy of the university that all electronic VSU-related correspondence should be conducted via VSU email addresses for both student and instructor.)

SPECIAL NEEDS: Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

WEB POLICIES : All course materials (syllabi, project handouts, review guides, etc.) course readings and journal assignments will be found on-line at the BlazeVIEW site. Students may use any VSU computer lab to access this resource.

Home Computers Use: Students also may access the materials/assignments from their home computer. Each student, who chooses to work off campus on class assignments, is responsible for establishing VSU BlazeVIEW access on his/her own personal computer. On -line guides, FAQ's and VSU help desk employees are available to assist in this process. . Assistance can be found through the VSU IT help desk at Odum Library or at 245-4357 or the BlazeVIEW – My Courses page. Online look for help at:

<http://www.valdosta.edu/vista/students.shtml>

The course instructor is not able to assist in home computer set up and problem solving. (The most frequent problem students encounter is the inability to add attachments. This is usually the result of a problem with the JAVA version used. Look at FAQ's to solve this problem.)

BlazeVIEW Downtime: Occasionally the web support program, BlazeVIEW, or the VSU homepage will be unavailable online. Students must plan their on line participation to account for this possibility. Instructors are notified if availability is severely curtailed (unavailable over a time period of several hours). If this happens, deadlines will be extended and students will be notified via course E-mail. In all other circumstances, students are expected to meet course and assignment deadlines.

TECHNOLOGY PROBLEMS: *This class makes regular use of VSU's Blazeview program. This is available through the internet on the VSU homepage. While it may take some effort to set up the computer you have access to for use with the program, there should be a short learning curve. It is your responsibility, with the assistance of help menus and the VSU IT help desk to solidify your access to this program at your end. Individual computer failure will not be accepted as an excuse for late work. Computers are available round the clock at the VSU Odom library. If the system is down due to a hardware access issue at the college, time will be added to the assignment deadlines to account for this problem.*

COURSE OUTLINE

Week #1: Tuesday, August 13th: INTRODUCTION TO COURSE:

Distribution of course syllabi. Introduction to participants and Blackboard. Sign up for presentation groups. Presentation groups meet.

Week # 2 Tuesday, August 20th: I. WHAT IS FAMILY: INTRODUCTION TO THE TOPIC AND CONCEPTS

- Ferguson "Introduction to the Study of Families." P.1 - 6 in F.
- Gittens. "The Family in Question" #1 in F.
- Baca Zinn "Feminist Rethinking from Racial-Ethnic Families" #2 in F.

Week #3: Tuesday, August 27th: II. THE SOCIOLOGICAL STUDY OF FAMILY LIFE - MODELS, CONCEPTS AND METHODS

- Giele "Decline of the Family: Conservative, Liberal, and Feminist Views" in Skolnick and Skolnick.ed. FAMILIES IN TRANSITION 9th edition. New York: Longman.
- Talcott Parsons and C. Bales 1955. Ch.1 "The American Family: Its Relations to Personality and to the Social Structure" in FAMILY, SOCIALIZATION, AND INTERACTION PROCESS. New York: Free Press. P. 3-34. (SKIM)
- Cherlin "The Deinstitutionalizing of Marriage." #14 in F.
- Hill "The Politics of Theorizing African American Families." #7 in F

Week # 4: Tuesday, September 3rd : III. FAMILY HISTORY: CAPITALISM, INDUSTRIALISM, AND THE MAKING OF MODERN WESTERN FAMILIES.

- Coontz "Historical Perspectives on Family Diversity." #5 in F.
- Martha May. 1987. "The Historical Problems of the Family Wage: The Ford Motor Co. and the Five Dollar Day." PP 111-131 in Gross and Gerstell ed. FAMILIES AND WORK. Philadelphia: Temple University Press.
- Glen "Split Household, Small Producers, Dual Wage Earners" #8 in Susan J. Ferguson. 2007. *Shifting the Center: Understanding Contemporary Families*. 3rd edition. Mountain View, CA: Mayfield Publishing Co
- Dill "Fictive Kin, Paper Sons, and Compadrazgo" # 6 in F.

Week #5: Tuesday, September 10th: IV THE (MIS)MEASURE OF FAMILIES

- Luker. "Dubious Conceptions: The Controversy Over Teen Pregnancy" #44 in Susan J.Ferguson. 2001. *Shifting the Center: Understanding Contemporary Families*. 2nd edition. Mountain View, CA: Mayfield Publishing Co.
- Seltzer "Families Formed Outside of Marriage." # 18 in F.
- Adams and Coltrane "Framing Divorce Reform." #36 in F.

Week #6: Tuesday, September 17th: GENDER- THE BASIS OF FAMILY ORGANIZATION.

- De Leonardo "The Female World of Cards and Holidays" #39 in Susan J. Ferguson. 2001.

Shifting the Center: Understanding Contemporary Families. 2nd edition. Mountain View, CA: Mayfield Publishing Co.

- Walzer and Oles “Accounting for Divorce: Gender and Uncoupling Narratives.” # 38 in F.
- Hamilton and Armstrong “Gendered Sexuality in Young Adulthood” #11 in F.

EXAM #1 Due Monday, September 23rd by 5pm

Week #7: Tuesday, September 24th: DIVERSITY IN AMERICAN FAMILIES: Social Class and Race

Presentation: Family Structure and Poverty and Children: Causes and Effects

Video: Six American Families: The Burks of Georgia.

- Lareau “Invisible Inequality: Social Class and Childrearing in Black and White Families” #
- Ran “As American as Apple Pie: Poverty and Welfare” #51 in F.
- Edin and Kefalas “Unmarried with Children: #53 in F.

Week #8: Tuesday, October 1st: DIVERSITY IN AMERICAN FAMILIES: Ethnicity

Video: Daughter of Danang

- Bahr “The Strengths of Apache Grandmothers: Observations on Commitment, Culture, and Caretaking.” #34 in F.
- Fong and Yung “In Search of the Right Spouse” #13 in Susan J. Ferguson. 2001. *Shifting the Center: Understanding Contemporary Families*. 2nd edition. Mountain View, CA: Mayfield Publishing Co

.Thursday, October 3rd Semester Midterm – Last day to drop classes.****

Week #9: Tuesday, October 8th: DIVERSITY IN AMERICAN FAMILIES: Same Sex Families

Presentation: Same Sex Family Issues and Public Policy

- Sullivan “The Emergence of Lesbian-Coparent Families in Postmodern Society” #3 in F.
- Stacey and Biblarz. (How) Does the Sexual Orientation of Parents Matter? #30 in F.
- Stiers. “From this day Forward: Commitment, Marriage, and Family in Lesbian and Gay Relationships.” #20 in F.

Week #10 Tuesday, October 15th: FAMILY AND ECONOMY: DOMESTIC AND PUBLIC CONNECTIONS: MARKET VS HOME LABOR

- Hoschild “The Emotional Geography of Work and Family Life” #41 in Susan J. Ferguson. 2007. *Shifting the Center: Understanding Contemporary Families*. 3rd edition. Mountain View, CA: Mayfield Publishing Co.
- Stone and Lovejoy. “Fast-Track Women and The “Choice” to Stay Home” #46 in F.
- Carrington “No Place like Home: The Division of Domestic Labor in Lesbigay Families. “ #49
- Gerson and Jacobs “The Work-Home Crunch.” #45 in F.
- Tichenor “Gendered Bargain: Why Wives Cannot Trade Their Money for Housework.” # 48

Week #11: Monday, October 22nd: FAMILY AND ECONOMY: DOMESTIC AND PUBLIC CONNECTIONS: CONTEMPORARY ISSUES

Presentation: Is Family Friendly Work the Answer? Work Organizations and Public Policy

- Mitchell “Work and Family Benefits” in Blau and Ehrenberg
- Peters “The Role of Child care and Parental Leave Policies in Supporting Family and Work Activities.” in Blau and Ehrenberg.
- Bergmann “Work-Family Policies and Equality Between Women and Men” in Blau and Ehrenberg.
- Crittenden “The Mommy Tax” #42 in F.
- Dreby “Negotiating Work and Parenting Over the Life Course: Mexican Family Dynamics in a Binational Context.” # 47 in F.

EXAM #2 due Monday, October 28th by 5pm

Week #12: Tuesday, October 29th: THE PSYCHOSOCIAL INTERIORS OF FAMILY LIFE.

Presentation: Blended Family Issues and Solutions

- Schwartz “Peer Marriage” #14 in Susan J. Ferguson. 2007. *Shifting the Center: Understanding Contemporary Families*. 3rd edition. Mountain View, CA: Mayfield Publishing Co
- Ahrons and Rodgers “The Remarriage Transition.” #13 in Skolnick and Skolnick ed. *FAMILIES IN TRANSITION* 9th edition. New York: Longman.
- Peter Berger and Hansfried Kellner. 1983. “Marriage and the Construction of Reality.” p.388-391 in Howard Robboy and Candace Clark eds. *SOCIAL INTERACTION: READINGS IN SOCIOLOGY* 2nd ed. New York: St. Martin’s Press

Week 13#: Tuesday, November 5th: FAMILY INTERIORS: CRADLE OF LOVE OR CRADLE OF VIOLENCE.

Presentation: Family Violence: Evaluation of Remedies and Policies

- Yllo “Gender, Diversity, and Violence: Extending the Feminist Framework.” #41 in F.
- Krishman et. al. “Lifting the Veil of Secrecy” #42 in F.
- Renzetti “Toward a Better Understanding of Lesbian Battering” #43 in F.
- Barnett, Miller-Perrin, and Perrin. “ Abuse of Elders” #44 in F

Week #14: Tuesday, November 12th THE SOCIAL CONSTRUCTION OF CHILDHOOD & PARENTING.

Presentation: Who is Taking Care of Our Children: Childcare Issues

- Cherlin and Furstenberg, Jr. “The Modernizations of Grand parenthood. #3 in Susan J.Ferguson. 2001. *Shifting the Center: Understanding Contemporary Families*. 2nd edition. Mountain View, CA: Mayfield Publishing Co.
- Hertz “The Father as an Idea” #26 in F.
- Pugh “Consumption as Care and Belonging” #32 in F.
- Coltrane “Fathering: Paradoxes, Contradictions, and Dilemmas.” #24 in F.
- Hammer “What it Means to be a Daddy: Fatherhood for Black Men Living Away From Their Children.” #25

Week #15: Tuesday, November 19th: CONTEMPORARY POLITICS, POLICIES, AND FUTURE DIRECTIONS.

Presentation: US/ World Family Policy Comparison

- Clawson and Gerstel “Caring for Our Young: Child Care in Europe and the United States.” #44 in Susan J. Ferguson. 2007. *Shifting the Center: Understanding Contemporary Families*. 3rd edition. Mountain View, CA: Mayfield Publishing Co.
- Hays “Flat Broke with Children: The Ground Level Results of Welfare Reform.” #52 in F.
- Rainwater and Smeeding “Is There Hope for America’s Low Income Children?” #54 in F.
- Furstenberg “Values, Policy and the Family.” #4 in F.
- Ruhm, Christopher and Jacqueline Teague. 2005. Chapter 5 “Parental Leave Policies in Europe and North America” in Francine Blau and Ronald Ehrenberg eds. *Gender and Family Issues in the Workplace*. New York: Sage. p.133-156

Week # 16: Thanksgiving Holiday – No class

Week # 17: Monday, December 1st: Exam # 3 due by 5pm.