Marriage and Family (Sociology 305)
Spring 2010
MF: 11:00 AM – 12:20 PM
Nicarry 205

Professor: Michele Lee Kozimor-King, PH.D.
Office: Nicarry 225
Office Phone: 361-1571
Email: kozimor-kim@etown.edu
Office Hours: Mon. 12:30-4:30 pm; Tues. 2:00-3:00 pm; Fri. 12:30-1:30 pm
(Other hours gladly made available by appointment!)
Home Phone: 732-8851 (Please do not call past 9 pm)

REQUIRED TEXTS:


New York: Free Press. (Love)

Choice of one of the following SUPPLEMENTARY Texts (for the Book Review Assignment and Content Analysis Research Paper):


COURSE DESCRIPTION:
This course examines selected topics and research in the interdisciplinary field of marriage and family studies with an emphasis on the growing area of work-family issues. During the semester, students will explore how the definitions and functions of families are changing by researching demographic trends, theories, myths, and media representations. The three major schools of thought concerning the current state of marriage and the family today will be investigated. Students should leave this course with a basic understanding of the historical context of marriage and family; familiarization with the tools used to study marriage and family issues; a general
knowledge of how gender, social class, family structure, and race impact definitions of marriage and family; and a heightened awareness of the interactions between the work and family responsibilities.

LEARNING OUTCOMES:

1. Students will become familiar with and achieve a working definition of the core concepts and theories of the sociological study of marriage and the family.

2. Students will be able to critically examine marriage and family facts, figures, and statistics found in everyday life.

3. Students will apply the sociological perspective to interpersonal, marital, and family relationships.

4. Students will develop the necessary skills to analyze, display, present, and interpret marriage and family data.

5. Students will strengthen writing skills through the preparation of a professional quality paper.

6. Students will examine the growing field of work-family studies.

7. Students will learn to create a scholarly research poster through the presentation of the results from the content analysis research paper.

8. Students will present their paper at the Mid-Atlantic Undergraduate Social Research Conference, Scholarship Day at Elizabethtown College, or at in a class-based research poster session.

CLASS POLICIES AND REQUIREMENTS:

Attendance:
Attendance is an important part of learning for everyone involved in this class therefore it is expected. Although attendance is mandatory, it will not be explicitly taken each class. Attendance is more than physical presence. Students must come to class having read the assigned material and finished any required assignments. Throughout the course, attendance may be rewarded in the form of extra credit. Supplementary materials will occasionally be handed out in class for one day. If you miss a class, make arrangements to obtain the missed materials from a classmate (not the professor). NO NOTES WILL BE GIVEN OUT BY THE PROFESSOR. Occasionally, it may be necessary to make changes on this syllabus or in due dates of papers or exams. Notice of these changes will be given in class and will be posted under the heading of announcements on Blackboard. Missing class is no excuse for missing a quiz or handing a paper draft or homework assignment in late.
Assignments (50 points)
All students are required to complete two experiential learning assignments throughout the semester. One assignment requires the student to use the *Alfred P. Sloan Work and Family Research Network* ([http://wfnetwork.bc.edu/](http://wfnetwork.bc.edu/)) to identify a current work-family issue the student is interested in. Then, using the Network’s Work-Family Leaders Database, the student will identify 2-3 possible work-family experts to interview based on their profiles. The interview will be conducted by phone (or through email) and will identify current work-family problems and solutions. The second assignment requires the student to compose a scholarly book review of a supplementary text from the list above. Students may elect to present their results from the research paper at the Mid-Atlantic Undergraduate Social Research Conference or at Scholarship Day in place of the second (book review) assignment. Assignments will help to integrate the material covered in class, encourage students to become active participants, and reinforce the connection between concepts and life experiences. The first assignment sheet is included with this syllabus. The second will be handed out in class during the appropriate time in the semester.

Research Paper and Scholarly Research Poster: (150 points)
The largest component of the grade will be the research paper and scholarly research poster. The student will examine the representation of marriage and/or family in one form of media using content analysis. Hypotheses will be created based on information presented in one of the supplementary texts chosen by the student. The following are required sections of the paper with the due dates:

**Required Elements of the Paper:**

- Media and Text Selection (5 points)  
  Due: January 29
- Introduction (15 points)  
  Draft Due: Feb. 26
- Literature Review (25 points)  
  Draft Due: Mar. 15
- Hypotheses and Research Methods (10 points)  
  Draft Due: Mar. 26
- Results (20 points)  
  Draft Due: April 23
- Final Paper (2 Copies) with Title Page (25 points)  
  Due: May 11

Optional Poster or Paper Presentation at Mid-Atlantic Undergraduate Social Research Conference or Scholarship Day Requirements (Substituted for Second Assignment {25 points}):

- Abstract to be submitted to Dr. Kozimor-King  
  10 points  
  3/25
- Abstract to be submitted to MAUSRC  
  TBA
- Abstract to be submitted to Scholarship Day  
  TBA
- Presentation at MAUSRC  
  15 points  
  4/15
- Presentation at Scholarship Day  
  15 points  
  4/27

The paper requirements sheet is attached to this syllabus.
**Late Drafts/Assignments/Homework:**
Students should work diligently throughout the semester to complete assignments on time; however, statistical problems, data mishaps, and computer malfunctions have been known to occur. For this reason, drafts of the research paper will be assigned with an approximate due date. In addition, since the purpose of research paper is to apply techniques and concepts learned in class to each individual project, students may revise and resubmit research paper drafts until they have mastered the concepts and/or are satisfied with the grade. **Drafts of the assignments will NOT be accepted late unless a student receives prior permission from the professor. There will be no revisions or resubmissions of assignments.**

**Extra Credit** (up to 5 points)
Extra Credit opportunities will be given throughout the semester in class to stimulate and encourage class attendance, reward participation, and reinforce the material. Copies of current newspaper articles, interesting websites, and other forms of media (such as taped television programs) which tie into the class material will always be accepted for extra credit (the number of points will depend on the submission). Extra credit points will be added directly to your final point total. No other forms of extra credit will be assigned.

**Blackboard and Class Directory**
The educational tool Blackboard is available for this class. Students are encouraged to check the announcements section of blackboard for this course to receive notices about changes to the schedule or syllabus, helpful recommendations about assignments, etc. If you miss a class, be sure to check blackboard as soon as you are able. Additionally, blackboard will be used to list grades periodically. Each student will have a folder in the class directory for this class found on the J: Drive. Please save all work for this class in the class directory folder so that the professor will have access to it at all times. Power Point presentations for lectures, assignment sheets, PDF journal articles, sample papers, and other helpful handouts will be saved in the class folder. These items may or may not appear in Blackboard.

**ANTICIPATED GRADING SCALE (250 total points possible):**

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<th>Points</th>
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<td>234+</td>
<td>A</td>
<td>188-194</td>
<td>C+</td>
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<td>225-233</td>
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<td>183-187</td>
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<tr>
<td>212-224</td>
<td>B+</td>
<td>176-182</td>
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<tr>
<td>205-211</td>
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<td>170-175</td>
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<td>195-204</td>
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******THIS SCALE WILL NOT BE CURVED *****
**Grade Records**

I will NOT give grades or point totals out over the phone or through email. Your grades and point totals will be periodically handed out in our classroom and scores will be posted on blackboard for you to compare with the grades you have recorded below. Homework, paper drafts, and the lab quiz will be handed back in class. Extra credit assignments will only be handed back if there is a problem with the assignment. Please be sure to record your grades below so you can keep informed of your status in this class. Also, you will be required to bring a copy of this grade record with you to office hours or appointments when you have questions or concerns about your grades or progress.

**GRADE RECORD:**

- Research Paper _____________________/ 100
- Poster _____________________/ 50
- Assignment #1 _____________________/ 25
- Assignment #2 _____________________/ 25
- Exam _____________________/ 50
- + Extra Credit _____________________/ 5

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Total Points _______________/ 250

**HONOR CODE**

While collaboration in this course is encouraged, each student is responsible for their own work on the assignments, exam, research paper, and presentation. Acts of cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, and submitting the work of another person are just a few examples of academic dishonesty which will not be tolerated in this class. Since this class is a sociology class, please use ASA (American Sociological Association) format for citation on assignments for this class. Please refer to the American Sociological Association for specific guidelines. Students should be familiar with and adhere to the provisions of Elizabethtown College’s policy on Academic Integrity. Failure to adhere to these rules will result in no credit for the assignment and may result in further penalties.
DISABILITIES
If you have a documented disability and need reasonable accommodations to fully participate in course activities or meet course requirements, you must

(1) contact the Director of Disability Services, Dr. Kristin Sagun, in the Center for Student Success, BSC 228, by calling (717)361-1227 AND

(2) meet with me, the professor, within two weeks of receiving a copy of the accommodation letter from Disability Services to discuss your accommodation needs and their implementation.

COURSE OUTLINE: (Subject to Change)

Section I: Introduction, Research Methodology, and Theory: Jan. 22 – Feb. 8
Required Reading: M&F - Chapter 1, 2, & 3
Introduction and Orientation to the course
Researching Marriage and Family Issues
Becoming Involved in this Class
Why Sociology?
Defining Marriage and Family
Myths about Marriage and Family
The Changing Family
Three Perspectives on the Changing Family
Theoretical Frameworks
Historical Perspective
Racial and Ethnic Families

** Special Topics: Defining Family in the U.S. Census; Content Analysis

Research Paper: Media and Text Selection Due: January 29

Section II: Developing Relationships: Feb. 12 – Feb. 22
Required Reading: M&F – Chapter 5, 6, & 7
Socialization
Gender Roles
Media Representation
Intimate Relationship (Love and Liking)

*** Special Focus on Marriage and Family in the Media
Section III: Committed Relationships: Feb. 26- March 19

*** Spring Break 3/8 & 3/12 ****

Required Reading:  M&F – Chapter 8, 9, 10, 14, & 15
Love Between Equals (entire text)

Dating and Mate Selection
Singlehood
Cohabitation
Civil Unions
Marriage
Remarriage
Divorce
Marital Satisfaction
Hypotheses
Writing an Abstract

**** Special Topic: Peer Marriage

Research Paper: Introduction Draft Due:  Feb. 26
Literature Review Draft Due:  Mar. 15

Section IV: Work and Family: March 22 – April 1(Thursday)

Required Reading:  M&F – Chapter 13
Additional Reading TBA

Division of Household Labor
The Second Shift/The Time Bind
The Superior Wife
Dual-Earner and Dual-Career Couples
Work-Family Balance/Conflict: Balancing or Juggling?
Decline of Leisure/Overworked American
Commuter Marriages
The Mommy Track and Daddy Penalty
FMLA
The Wage Gap
Changes in the Working Mother Role
Poverty/Thresholds/Median HH Income
Welfare History and Current Policies

Assignment #1(Work-Family Interview) Due: April 9

Abstract to be submitted to Dr. Kozimor-King Due:  March 25
Abstract (individual and/or Poster) to be submitted to Scholarship Day: TBA
Abstract to be submitted to MAUSRC Due Date TBA
Research Paper: Hypotheses and Research Methods Draft Due:  Mar. 26
Section V: Parenting and Other Challenges: April 12 - 30
Required Reading: M&F – Chapter 11, 12, & 14
   Additional Reading TBA

Costs of Children
U.S. Fertility Patterns/Global Fertility Patterns
Ideal Family Size
Infertility
Adoption
Abortion
Parenting Roles, Theories, and Differences
Family Violence
Domestic Violence
Child Abuse and Maltreatment
Elder Abuse and Neglect

**** Special Topics: Comparing Parenting Programs (Love Languages, Family Rules, Smart Discipline); Only-Child Families

MAUSRC: Thursday, April 15 (tentative)
Scholarship Day: Tuesday, April 27

Section VI: Growing Concerns: May 3- May 7
Required Reading: M&F – Chapter 17 & 18
Discussion of Book Reviews
Our Aging Society
Retirement Expectations and Realities
Death and Dying
Widowed and Single in Later Life
Health Issues

***** Special Topic: The Sandwich Generation

Assignment #2 (Book Review) Due: May 3

Final Research Paper/Poster Presentation Due (2 copies of Paper):
Tuesday, May 11; 11:00 A.M. – 2:00 P.M.

NOTES AND ADDITIONS TO SYLLABUS:
Content Analysis of Marriage and/or Family in the Media
The point total for this project is 150 points.

The Research Paper (100 Points)
Begin this assignment by choosing to focus on one form of media (i.e. magazine advertisements, movies, reality TV, commercials, songs, etc.) and one supplementary text’s description of the state of marriage and/or family in the U.S. Begin your paper with an interesting introduction of how marriage/family is defined, why it is an important area of study today, and the three perspectives on the changing family (pp. 16-24 in M&F). Use statistics and concepts from class material including the texts, films, etc. to support your statements.

Next, compile a literature review (5-10 articles/scholarly books including the supplementary text you have selected) of how marriage and/or family life is changing in society and how it is presented in the media. Be sure to examine why the media is considered to be an important socialization agent of marriage and family expectations, myths about marriage/family, gender roles, love, intimacy, sexuality, communication, balancing work and family, divorce, remarriage, etc. State the theoretical perspective (see pp. 33-43 in M&F), thesis, hypotheses, and main conclusions from the supplementary text you have selected. Based on the supplementary text, formulate the hypotheses for your content analysis. In other words, specifically state what you expect to find in your study.

Design and conduct a content analysis of marriage and/or family in your chosen media (I will discuss how to do this during the second week of the course). In your paper, discuss how you specifically conducted your research (your research methods). Finally, discuss your results. What did you find? How did your results compare to those you examined in your literature review? Compare your results to the supplementary text you selected to read and class material. Present your findings in a table or graph with an accompanying discussion. How did the media portray marriage and/or family? Did your results support your hypotheses? What were some of the strengths and limitations of your study? If you had to do this project again, would you do it differently?

Required Elements of the Paper:

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<thead>
<tr>
<th>Component</th>
<th>Due:</th>
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<tr>
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Scholarly Research Poster and Presentation (50 points)
Each student will be required to assemble a scholarly research poster of their paper which will be presented during the final exam period (Tuesday, May 11; 11:00 A.M. – 2:00 P.M.). During the final exam slot, each student must bring their poster with them to display (the location will be announced at a later date). A short 3-5 minute presentation of the methods and results will be required of each student. The presentation should be based on the items displayed on the poster. Power Point or overheads will not be available. Following all student presentations, each student is to stand by his/her poster so fellow classmates, Sociology/Anthropology faculty, and the professor can ask questions about the research. Following the poster presentation session, posters will remain with Dr. Kozimor-King for grading.

The presentation and question/answer session will receive a score out of 15 possible points. The poster itself is worth 35 points.

*** IMPORTANT NOTE: Students are encouraged to submit their paper and/or poster for the Mid-Atlantic Undergraduate Social Research Conference (MAUSRC) on April 15 or at Scholarship Day on April 27. Presenting at the MAUSRC or Scholarship Day (including the writing of an abstract) may be used as a substitute for the Book Review Assignment (25 points).

Optional Poster or Paper Presentation at Mid-Atlantic Undergraduate Social Research Conference or Scholarship Day Requirements

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<td>Presentation at MAUSRC</td>
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<tr>
<td>Presentation at Scholarship Day</td>
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*** REMINDER: Students are encouraged to keep their posters for submission to the Undergraduate Student Research Poster Competition at the Building Strong Families Conference being held at Elizabethtown College on October 19, 2010. Dr. Kozimor-King is able to hold posters over the summer for students who wish to submit them to the conference.
Assignment #1: Work-Family Scholar Interview Assignment
Due Date: April 9

This assignment is worth a total of 25 points.

The goal of this assignment is two-fold: (1) to hear the views of a respected scholar/expert in the field of work and family about a contemporary work-family issue, and (2) to provide a sociological analysis of scholar's views. Read this entire hand-out before beginning the task. Please read Chapter 13 in M&F before beginning this assignment.

THE INTERVIEW

We will discuss interview methodology in class prior to the start of this project. People often think that interviewing must be very easy, but nothing could be further from the truth. A number of principles dominate the interview process. Follow the guidelines below.

GUIDELINES

A. Select a Work and Family Leader from the Alfred P. Sloan Work and Family Research Network’s Who’s Who in Work and Family Database (http://wfnetwork.bc.edu/). Before you select an individual to interview, browse the site to determine what specific work-family issue you would like to know more about. Then, read the profile of a number of individuals until you find 2-3 that you would like to interview.

B. Determine whether you are going to complete a phone or email interview. Contact the leader your have chosen requesting the interview. In your initial contact, explain the assignment, how you obtained their name, a little bit about the class, and some biographical information about yourself. State that you will not reveal his/her identity to your professor. **Give him/her your four central questions** (see below), and allow him or her the opportunity to refuse to participate if he/she wishes. Under no circumstances should you coerce or harass anyone into cooperation. If the individual does not respond within a week, choose another work-family leader from the database and repeat this process. Finally, request 30 minutes and ask for a date and time for the interview if you are conducting a phone interview. If you will be sending the interview through email, tell the individual how long you expect it to take.

C. When you are starting the interview, repeat your four central questions, but before pursuing these, obtain some biographical information, such as the person's age, educational experiences, specific occupational title, marital status, where they were raised, where they live now, how they became interested in work-family issues, how long they have been work-family scholars, etc. Spend about 15 minutes (or the email equivalent) learning "about" your interviewee and their scholarly history. Encourage him or her to share with you any information about him or herself that s/he feels is important.
The formal portion of the interchange consists of the following four, open-ended questions:

1. From your professional and/or personal experience, what is the single greatest problem facing working families today?

2. Could you tell me about some of the experiences you’ve had or research you've done that influenced you to choose _________ as the single greatest problem?

3. In your professional opinion, can the problem you have identified be addressed or alleviated in the near future? If yes, how? If not, why not?

4. We have been studying three perspectives on the changing American family. Based on your work-family research, would you say the family is deteriorating, changing, not deteriorating, or that the family is stronger than ever?

In pursuing your first question, be sure that your respondent focuses on ONE problem only and that this problem is specific enough for you to compare with class material later. For example, if someone states the most serious problem facing their group is unequal distribution of household labor, you need to ask "what do you mean by household labor" or "could you tell me about what kinds of difficulties result from unequal distribution"? Do not proceed to the second question until you are certain that the material you have obtained so far will help you in this assignment.

The main purpose of the second question is to help you better understand what the respondent means. Hopefully s/he will give you some concrete examples of "the problem." The main purpose of the last question is to "close the interview" in an emotionally appropriate way. You have asked your interviewee to open up to you; now you need to conclude the interchange in a responsible fashion.

C. Do not lead your respondent. Do not tell him/her what you think or phrase questions in a way that gives your interviewee a clue to your opinions. Since most people want to please, once a respondent gets a notion of what it is you want to hear, that's all you will hear. At the same time, you can support and encourage your respondent by repeating back what you think you have heard, and ask for confirmation of its accuracy.

D. Take only brief notes during the interview. On the one hand, interpersonal relations are ruined if you appear completely silent and write constantly. On the other, a few key words jotted down will prove helpful in recalling the interchange later on.
THE WRITE-UP

Your write-up will consist of five parts (see below). It is best to at least write up the dialogue portion as soon as possible after the interview. The entire paper usually runs 6-8 pages, depending on what transpires and how sensitive you are in your analysis. Under no circumstances should you include the respondent's real name in the write-up. The professor has no interest in who your respondent is. Rather, you must protect that person's privacy by not identifying him or her.

1) Introduction

Begin with an introductory paragraph that describes your respondent (age, sex, educational credentials, specific job title, the occupation to which he/she belongs, etc) from their database profile, interview, and any research you may conduct. You should have at least 2-3 pages of description/history of the individual and their professional credentials. Also, use this section also to describe the "tone" of the interview exchange. Was the respondent happy to talk? Hard to draw out? Reluctant to stop? Be sure to identify when and how the interview took place.

2) The dialogue:

Write this portion out like a drama, beginning questions and answers with Q. and A., respectively, but limit this portion to your key questions. The dialogue should also convey to the reader something of the "flavor" of the interaction between yourself and your respondent. This should serve as a summary of your interview session.

3) Comparison:

Examine the interview for examples of class material/concepts including work and family in society, socialization, economic challenges, division of household labor, women’s participation in the labor force, work policies, theories, types of marriages, theoretical frameworks, myths about marriage and family, etc. Define the concepts when you use them and give specific examples from your interview.

4) Conclusion

Finally, close your paper with a paragraph that summarizes what you have learned from this assignment. What was the most difficult aspect? What was the most surprising? How has this added to your knowledge about work and family?

Papers should run from 6 to 8 double-spaced typewritten pages. Do NOT put the paper in a folder or binder. Rather, make a cover sheet with your name, a title, and the date, and staple the pages together.