

Sociology 30.4
Family and Society
Spring 2005
Tuesdays & Thursdays 8:00-9:15am
Peabody 203



Instructor: Dr. Lisa Pearce
Office: 204 Hamilton Hall
Phone: 966-1450
Email: ldpearce@unc.edu
Office Hours: Thurs 2-4pm (or by appt)

Teaching Assistant: Matt Ezell
Office: 214 Hamilton Hall
Email: ezzellm@email.unc.edu
Office Hours: Tues 9:30-11am (or by appt)

Course Description

In this course, we will examine past and present forms of family from around the world using a sociological perspective. This requires us to think beyond our own families of experience and consider the larger picture. We will examine how families are defined and how this has changed over time. We will explore how family life is continually shaped by broader social forces and institutions including culture, social class, gender, religion, work, government, and the economy.

Course Goals

This course is designed to teach students how to...

- think sociologically about family life
- apply major sociological theories to understand family dynamics
- research sociological questions about family and society
- evaluate and present sociological findings about family life

Course Materials

For this course, there are three required books you must acquire and several readings available to download via the course website. The course schedule outlines when each reading should be completed.

Life in Black and White: Family & Community in the Slave South
Brenda E. Stevenson
Oxford University Press, 1996
ISBN: 0195118030

Invitations to Love: Literacy, Love Letters, and Social Change in Nepal
Laura M. Ahearn
University of Michigan Press, 2001
ISBN: 0472067842

Unequal Childhoods: Class, Race, and Family Life
Annette Lareau
University of California Press, 2003
ISBN: 0520239504

Course Website <http://www.unc.edu/~ldpearce/soci30>

On the course website you will find instructor and T.A. information, links to the syllabus, an online course schedule where some readings are available to download, read and/or print, details about the group project assignment, exam study guides, and other useful links. The online course schedule will be the most up-to-date version of class topics, readings, and deadlines.

Course Requirements

Reading Journal: To help guide students in preparation for each class, they are required to complete a reading journal entry before each class. Journal entries can be written by hand in a spiral notebook, or typed, printed, and kept securely in a binder. Journals must always include at least ONE analytical comment (either critiquing the author's analysis, or offering an original analysis of the data), at least ONE question you could ask in class (either a discussion question or a question of clarification), and at least ONE word from the reading for which you did not know the meaning, but have looked up and written a definition. Students must bring their journals

to each class. What students have written in their journals will help them be prepared to lead and/or contribute to class discussion. All journals will be collected randomly twice in the semester. If a student is absent or does not have his/her journal in class, he/she may turn in his/her journal at the next class, but will automatically receive a 10% penalty for each class day that passes and the journal is not turned in. Journals will receive a score between 1 and 100 reflecting the level of critical thinking, quality of writing, and completeness of all entries.

Exams: There will be four exams in this course. Please note their dates on the course schedule. Mark your calendars now, so there are no scheduling conflicts. I do not give make-up exams. If you anticipate having a problem making it to an exam, you should drop the course now. If you miss an exam due to illness or emergency, contact me by phone or email as soon as possible. I reserve the right to determine whether or not an additional paper or other assignment might be assigned in lieu of a legitimately missed exam. Do NOT assume a makeup option will be granted. The four exams are not explicitly cumulative in that they do not ask specific questions about materials covered by previous exams; however, there will be some connection of concepts, theories, and methods throughout the course, and these may appear on the exams. Before each exam, students will receive a long list of study questions. The exam will be made up of a few questions taken directly from these study guides.

Group Research Project: Each student is required to participate in a group research project which will culminate in the submission of a group project portfolio and class presentation. All groups will research some aspect of the meaning of marriage to twenty-something-year-old college students. Students will be assigned randomly to groups of 6-7. Groups will be allowed to tailor their own topic within that larger focus. Groups will prepare an annotated bibliography (due Feb 1), present their idea and research plan to the class (Feb 1), turn in their interview guide (due Feb 24), conduct 2 interviews per person, transcribe all interviews, write a paper (1) describing the specific research question they set out to answer, (2) the background and previous research informing that question, (3) the methods with which they investigated the question, and (4) their findings, and conclusions. Each team will also give a 15 minute presentation of their findings to the class on either Apr 21, 26, or 28. Copies of all interview transcripts, the final paper, and a list of three suggested exam questions based on the group presentation are all required components of the group project portfolio (due Apr 14). The final paper should be at least 20 (but not more than 40) pages double-spaced, 12-pt font, 1-inch margins. The group projects will be graded on a scale of 1 to 100. At the end of the project all group members will provide evaluations of each others' efforts, and this will be taken into account when assigning individual project grades. Individual members of the same group may not necessarily receive the same grade as each other.

Class Attendance & Participation

I strongly advise you to attend every class. It will be impossible to do well in this course without attending regularly. Material will often be taught in class that is not covered in the class readings. Questions about this material will be on the exams. In addition to attending class, I expect all students to be active learners. Often class will include discussion, debates, and other activities, and I will be watching for those that give extra effort to participate in class. I will base 10% of your grade on classroom participation and effort.

Grades

Final grades will be determined by creating a final score for your reading journal (that is an average of the two scores you receive), a final score for your exams (that is calculated by dropping your worst score and averaging the other three), your group project final score, your class participation score, and weighting each of these by the following percentages.

Reading Journal	30%
Exams	30%
Group Project	30%
Class Participation	10%

Percentages in this class correspond to the following letter grades.

93-100%	A
90-92%	A-
88-89%	B+
82-87%	B
80-81%	B-
78-79%	C+
70-77%	C
62-69%	D
<62%	F

Honor Code

Academic dishonesty will not be tolerated in this class. Students must adhere to the University Honor Code at all times.

It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.

If you are uncertain what constitutes your own work, please consult me. Students will sign a pledge on all written work stating, "On my honor, I have neither given nor received unauthorized aid on this assignment." The first time you will write the entire pledge. From then on, you may just write "Pledge" and sign your name. For more details, see <http://honor.unc.edu/honor/code.html> .

On-Campus Resources

The following resources are available on-campus to help improve your learning and writing:

The Learning Center (Academic Counseling, Reading Program, Supplemental Instruction, Tutoring):
Phillips Annex 962-3782

The Writing Center (Individual Consultation, Grammar Hotline, Resource Library): Phillips Annex 962-7710

(Course Schedule on reverse side)

COURSE SCHEDULE

DATE		TOPIC	ASSIGNED READING	
Jan	13	TH	Course Overview	none
	18	T	Studying Families Sociologically	LIBW: Introduction and Chapters 1-3
	20	TH	Theoretical Perspectives	Exploring Family Theories, Chaps 1,4,5,8 (CW)
	25	T	Early American Family Life	LIBW: Chapters 4-5
	27	TH	Early American Family Life (cont.)	LIBW: Chapters 6-8
Feb	1	T	GROUP PROJECT WORK DAY	none
	3	TH	Gender and Family Life	tba
	8	T	GROUP PROJECT WORKSHOP	none
	10	TH	American Family Life through Time	Embattled Paradise, Skolnick, Chaps 1,2,8 (CW)
	15	T	EXAM 1	
	17	TH	Family Life In Nepal	Religion & Family Size Ideology, Pearce (CW)
	22	T	Romantic Love	ITL: Part 1
	24	TH	Romantic Partnering	none
Mar	1	T	Marriage	ITL: Part 2
	3	TH	Cohabitation	Cohabitation in the U.S., Smock (CW)
	8	T	"Modernization" and Family Life	ITL: Part 3
	10	TH	EXAM 2	
	15	T	SPRING BREAK	
	17	TH	SPRING BREAK	
	22	T	Childbearing/Fertility	Childbearing, O'Connell (CW)
	24	TH	Premarital Childbearing	Dubious Conceptions, Luker, Chaps 1 & 6 (CW)
	29	T	Social Class and Family Life	none
	31	TH	Childrearing	UC: Chaps 1-2
Apr	5	T	Children's Time and Activities	UC: Chaps 3-5
	7	TH	Socialization	UC: Chaps 6-7
	12	T	Families and Institutions	UC: Chaps 8-11
	14	TH	Intersection of Race/Ethnicity & Class	UC: Chap 12
	19	T	EXAM 3	
	21	TH	Group Presentations	tba
	26	T	Group Presentations	tba
	28	TH	Group Presentations	tba
May	7	Sat	EXAM 4 (9am)	