Teaching Portfolio

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# Philosophy of Teaching

Make Yourself (Un)comfortable!: A Teaching Philosophy by Stephanie Hansard

The sociological imagination asks us to connect the personal with the social and to make the familiar strange. This process is at once comforting and discomforting. To recognize oneself in broader social patterns often brings clarity and validation. At the same time, questioning and critiquing the institutions and narratives which one has previously taken for granted can feel unbalancing, confusing, and even painful. In teaching sociology, I attempt to make my students both comfortable and uncomfortable. Through my lectures, my assignments, and my evaluations, I work to make students comfortable with sociological concepts, while at the same time challenging their perceptions of the social world around them. By the conclusion of each course, I want my students to feel hopeful and awake to possibilities. I want them to be able to question and challenge the realities around them and to imagine other alternatives.

My first goal in the classroom is to make my students feel comfortable. I want to make my students feel comfortable in two ways: First, I want them to feel comfortable in the sense of feeling welcome, included, and respected in the classroom. I want them to experience the sociology classroom as a place where it is safe to ask challenging questions and to draw connections between sociological concepts and their lives. In order to do this, I establish policies in my syllabus outlining appropriate and respectful behavior. From the first day, I set a tone of respect and consideration for students’ ideas, experiences, and challenges. I make space in discussion for disagreement, critique, and diverse viewpoints. I also put effort into providing a wide variety of scholarship from scholars with diverse backgrounds in my lectures and reading assignments. For example, when discussing gender in both Introductory Sociology and Families and Society, I introduce the concept of masculinities scholarship within sociology. I have found that this approach to teaching gender prevents defensiveness and apathy from men in the classroom while also giving women a break from being the object of inquiry. Since masculinities is a novel approach to gender for most of my students, the discussions generated by this lecture are always exciting. Having laid this foundation, I can then incorporate Michael Kaufman’s “The Social Construction of Masculinity and the Triad of Men’s Violence” into the section of the course dealing with family violence. This strategy ultimately supports my goal of enabling students to imagine alternative realities. We conclude the section on family violence with a discussion of mens’ roles in undoing family violence and each of possibilities for undoing the various inequalities which often underly family violence.

Second, I want to make students feel comfortable with the concepts and tools sociologists use in analyzing the social world. In each section of each course, I introduce sociological research related to the topic of discussion. Sometimes I assign students to read a journal article or chapter. Other times I present an overview of the study in my lecture. I then invite students to look critically at the research. I ask them to relate the research findings to conventional wisdom (“Is this different from what you expected?”). I also ask them to challenge the methods and the assertions of the research (“Do you agree with these conclusions?” “How do they know?”). I also lead my students to think theoretically. Lectures, discussions, activities, and quizzes reinforce understanding and application of sociological theories. I want students to feel comfortable speaking with authority about theories and their application. Quiz questions in which students are required to apply, compare, and critique sociological theories and methods provide more concrete evidence of their mastery of these concepts. I also see evidence of students’ mastery over concepts during class discussion. During the first few discussions of each semester, students typically address their questions and critiques to me. However, within a few weeks, students begin responding to one another - answering other students’ questions and critiquing other students’ arguments. When teaching statistics in the spring of 2015, I was especially concerned about my ability to give students a sense of mastery over the course material. However, when students were able to complete homework assignments which required them to independently choose variables from the General Social Survey and write syntax to conduct hypotheses tests, I knew I had succeeded at giving them the tools they needed to apply course concepts outside the classroom.

While I want my students to feel comfortable with their mastery of sociological concepts, theory, and methods, I also want to make them uncomfortable with some of the realities of the social world around them. In order to achieve this goal, I use macro-level data to impress upon them the reality and scope of inequality. Most students, for example, are shocked to learn how commonplace hunger and food insecurity are in the United States. I also use micro-level examples which connect these large-scale phenomena to lived experience. For example, a BBC documentary which interviews working-poor families living with hunger relates the data to lived experience. I also encourage students to provide examples from their own experiences and relate them back to the larger concepts we are discussing.

Another way in which I make my students uncomfortable is by requiring them to take the position of the “other.” The most successful assignment in achieving this goal is my course paper for Families and Society. In this assignment, each student is randomly assigned a profile of another person (examples include “A female Presbyterian priest whose first assignment is in central Kansas” and “A male African American professor who has tenure at Harvard.”). In writing their papers, students are asked to imagine that within the next five years, they will fall in love with the person described in the profile and form a family with this person. They are then asked to use course concepts to analyze the private and public advantages and disadvantages their new family would face. This puts most students in the position of imagining the life of a family very different from their own. Each semester, some students object to being assigned a same-sex partner. This gives me an opportunity to discuss the importance of perspective-taking and imagining realities other than one’s own. Almost all students write in the reflection portion of their papers that they learned a lot from thinking about a family in a social position other than their own. This assignment, which serves as the final course paper, requires students to apply course concepts and incorporate research in discussing both their own family of origin and their hypothetical family of orientation. Students’ responses to this assignment consistently impress me by providing insightful and realistic discussions of how social structures and social forces shape family life.

By the end of each course, I hope my students feel comfortable with sociological theories and concepts. I hope they also feel some level of discomfort with the inequalities in the social world around them. But most of all, I hope they feel hopeful that another world is possible and inspired to work toward solutions. In each section of the course, I ask students to discuss how the social problems facing our society can be solved and what role sociological research can play in creating those solutions. When I sense that students are becoming overwhelmed or discouraged by the information they are learning, I introduce a mantra which I have borrowed from Pete Seeger: “There is no hope... but I may be wrong.” I remind them that, if they are uncomfortable with the way things are, they have the ability to work toward change. My job is to give them the knowledge, the tools, and the confidence to engage social issues and work toward change.

# Teaching Responsibilities

I have been teaching at the undergraduate level since the summer of 2013. During this time, I have developed and taught multiple sections each of Introduction to Sociology, Families and Society, and Social Statistics. In 2016, I served as the Teaching Associate for the Department of Sociology at Georgia State University. In this capacity, I provided peer-mentorship and evaluation to new graduate student instructors. I have also developed three additional courses which I will teach in the 2017-2018 school year: Race and Ethnic Relations and Poverty Studies in the fall of 2017; an exploration course on Sociology of Religion and Mental Health in January of 2018; and a course in Medical Sociology in the spring of 2018. Syllabi for courses I have taught and developed are included in Appendix B. Below are brief descriptions of each course I have developed and my strategies for teaching them.

Introduction to Sociology

I developed and taught three sections of Introduction to Sociology at Georgia State University. I will also teach two additional sections in the 2017-2018 academic year. I use lecture and learning exercises to provide students with a broad survey of the discipline of sociology. I believe that, rather than being a boring utility course, Introduction to Sociology can be a powerful and empowering experience for students. By teaching introduction courses passionately, I inspire students to view their lived experiences in terms of social structure and social interaction. One method I use to accomplish this is creating an intensive and iterative writing project in which students receive step-by-step guidance in researching a sociological question of personal interest to them. Ultimately, I approach my teaching of Introduction to Sociology as an opportunity to spark students’ interest in sociology and equip them to investigate sociological questions through research.

Families and Society

Since the spring of 2014, I have taught five sections of Families and Society. I find this course to be a unique challenge, since students inevitably enter the classroom with deeply ingrained preconceptions of family and the family’s proper role in society. I approach this course as an opportunity to challenge student’s notions of what a family is and how families function in society. In my teaching philosophy document, I discuss my goal of making students uncomfortable by challenging their common-sense understandings of society. On the first day of each course, I ask students to generate definitions of family. Usually these definitions are highly conventional, involving relationships by blood or marriage. On the last day of the course, we revisit these definitions and students find that their new definitions of family have drastically expanded to include families of choice, fictive kin, multiple generations, and new ideas of family members’ roles and responsibilities. In order to accomplish this goal, I have created and refined a course project which requires students to examine course topics from the perspective of a family other than their own. Students are randomly assigned a vignette of a romantic partner with whom they must create an imaginary family. Each student then uses the perspective of this fictional family to reflect on course topics. In Appendix B, I have included an example of a student’s reflection paper which represents a successful completion of the assignment. This assignment exemplifies my approach to teaching families and society. According to a midterm assessment survey, 56% of students said that the assignment encouraged them to develop their sociological imagination. Students also described the assignment as “challenging” and “interesting.” I especially enjoy teaching Families and Society because it provides an opportunity to introduce students to theories and research which expand their horizons, challenge their preconceptions, and encourage them to see the social in the personal.

Social Statistics

Teaching social statistics is an exciting experience for me. I have taught three sections of social statistics, including one section which I took over when another instructor left during the semester. In that instance, I had the challenge of adopting the previous instructor’s curriculum and providing students with a sense of continuity in an already-stressful course. However, when I teach social statistics using curricula I have developed, I enjoy facing students’ math anxiety head-on and giving them the tools they need to conduct sociological research. I approach social statistics by acknowledging that many of my students may have math-related anxiety and by giving them strategies to reduce it. For example, I assign a statistics journal in which students journal about each course concept. Each journal entry included definitions, example problems, and formulas, as well as students’ personal reflections on learning the concept. Students are allowed to use these journals on exams, which greatly reduces test anxiety. I also require students to use SPSS to conduct statistical analyses on data taken from the General Social Survey. Students gain a deeper understanding of course concepts when they are able to use real data to conduct the analyses they are learning to calculate by hand. I find the process of guiding students through learning social statistics singularly rewarding, especially since students almost always exceed their own expectations for the course.

Graduate Teaching Associate  
As the graduate teaching associate for the Department of Sociology at Georgia State University, I was responsible for serving as a teaching assistant for the two-section pedagogy sequence offered to graduate students. I assisted in facilitating classroom discussion, conducting teaching observations, and providing feedback to new graduate student instructors. I also served as a peer mentor for graduate student instructors. In this capacity, I assisted other graduate students with issues related to classroom management, student evaluation, grading disputes, and academic dishonesty. In my role as teaching associate, I also organized an expert panel on meeting the needs of students with mental illness. The panel, which included staff from the Dean of Students office, the Counseling and Testing Center, and a mental health expert in the sociology department, was open to sociology faculty, staff, and graduate students. I also assisted faculty in creating a set of best practices for making course materials accessible to students with neurological disabilities. My experience as the teaching associate gave me the opportunity to support other graduate students’ teaching and to assist in teaching pedagogy. This experience also helped me to grow as an undergraduate teacher since it exposed me to the challenges of other instructors’ classrooms apart from my own.

Race and Ethnic Relations

In fall 2017, I will teach a course on race and ethnic relations at Birmingham-Southern College. This course is designed to show the social construction of race and ethnicity as well as the structural reality of discrimination based on race and ethnicity. My syllabus for this course is in Appendix A. While the textbook and readings for the course focus on the United States, it is structured as a Global Contexts course. Students will use research to compare and contrast an issue related to race or ethnicity between a U.S. and non-U.S. cultural context. I will also use lectures and discussion to highlight global contexts for race and ethnicity. Through this course, students will gain an understanding of the socially constructed nature of race and ethnicity, the structural nature of racism, and various sociological theories of race and ethnic relations.

Poverty Studies

Introduction to Poverty Studies is required of students taking part in the Shepherd Center Consortium on Poverty. Students participating in this course will go on to complete service internships and complete more advanced training in poverty studies. The course I will be teaching in fall of 2017 will be structured as a lecture with a substantial service learning component. Assigned readings include a textbook on the sociology of poverty as well as several monographs and research articles. The service learning component of the course will involve students partnering with a community organization serving adults experiencing homelessness to create a project proposal for a foot care clinic. Students will also partner with a day treatment program serving adults who have severe mental illness to create photo identification cards for treatment recipients. Through these community partnerships, students will apply what they learn from readings and lectures to service work which will create value for the community partners. The syllabus for this course is included in Appendix A.

Sociology of Religion and Mental Health

In January of 2018, I will teach an explorations course addressing the topic of clergy as an access point to mental health care. The goal of an explorations course is to engage students in researching a topic they may not otherwise encounter during their undergraduate education. As part of this course, students will conduct interviews with multiple clergy members in the Birmingham area regarding their experiences and challenges in referring congregants to mental health resources. I will use readings and lectures to introduce students to the important role religious leaders often play in mental health care. I will also directly supervise students in conducting qualitative research, including interviewing, transcribing, coding, and analyzing interviews. A second team of students in this course will survey mental health care providers to compile an indexed resource guide to be used by clergy in referring congregants to mental health services. From this course, students will gain intensive training in qualitative research methods, as well as substantive knowledge of issues related to mental health care access.

Medical Sociology

In the spring semester of 2018, I will teach a course in Medical Sociology. I will teach this course as a lecture and discussion-based class. While it will provide a broad overview of the topic of medical sociology, the course will focus largely on medicalization, social control, and social stigma. It will also include readings and discussion related to health disparities and access to health care. Finally, it will include readings and discussion on disability, ableism, and the medicalization of aging. My syllabus for Medical Sociology is included in Appendix A. From this course, students will gain a theoretical understanding of the social construction of disease, as well as social causes and social consequences of health and illness.

# Student Evaluations of Instructor

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Summer  2013  Intro | Fall  2013  Intro | Fall  2013  Intro | Spring 2014  Fam | Summer  2014  Fam | Fall 2014  Fam | Spring  2015  Stat | Fall 2015 Fam | Fall 20151  Stat | Spring 2016 Fam | Fall 2016  Stat | Spring 2017  Fam | Mean |
| Explained the goals of this course clearly. | 4.8 | 4.8 | 5 | 4.8 | 4.9 | 5 | 4.5 | 4.8 | 4.5 | 4.8 | 4.5 | 4.9 | 4.8 |
| Explained the grading system clearly. | 4.8 | 4.8 | 5 | 4.8 | 4.8 | 5 | 4.7 | 4.7 | 4.5 | 4.8 | 4.5 | 4.9 | 4.8 |
| Gave assignments related to the goals of this course. | 4.4 | 4.7 | 4.9 | 4.7 | 4.8 | 5 | 4.6 | 4.8 | 4.6 | 4.8 | 4.5 | 4.9 | 4.7 |
| Followed the plan for the course as established in the syllabus. | 4.4 | 4.6 | 5 | 4.8 | 4.7 | 5 | 4.4 | 4.7 | 4.4 | 4.6 | 4.5 | 5 | 4.7 |
| Was well prepared. | 4.6 | 4.8 | 4.9 | 4.7 | 4.8 | 5 | 4.3 | 4.7 | 4.4 | 4.6 | 3.9 | 4.8 | 4.6 |
| Spoke in a way that communicated the subject in an understandable manner. | 4.6 | 4.8 | 5 | 4.7 | 4.8 | 5 | 4.1 | 4.8 | 4.3 | 4.8 | 3.8 | 4.9 | 4.6 |
| Responded constructively and thoughtfully to questions and comments. | 4.7 | 4.8 | 4.9 | 4.7 | 4.8 | 5 | 4.4 | 4.8 | 4.6 | 4.8 | 4.1 | 4.8 | 4.7 |
| Used class time effectively. | 4.6 | 4.8 | 5 | 4.7 | 4.7 | 5 | 4.1 | 4.7 | 4.5 | 4.5 | 4.1 | 4.8 | 4.6 |
| Had designated office and student appointment hours | 4.6 | 4.8 | 5 | 4.7 | 4.8 | 5 | 4.7 | 4.8 | 4.6 | 4.8 | 4.6 | 4.9 | 4.8 |
| Assigned grades fairly. | 4.6 | 4.8 | 4.9 | 4.7 | 4.8 | 5 | 4.5 | 4.7 | 4.4 | 4.9 | 4.5 | 4.9 | 4.7 |
| Returned test results in a reasonable period of time. | 4.7 | 4.8 | 4.8 | 4.7 | 4.8 | 4.9 | 4.5 | 4.7 | 4.4 | 4.7 | 4.3 | 4.8 | 4.7 |
| Met the class according to the published Schedule of Classes. | 4.6 | 4.8 | 4.7 | 4.8 | 4.8 | 5 | 4.7 | 4.8 | 4.6 | 4.8 | 4.6 | 4.9 | 4.8 |
| Stimulated my thinking and gave me new insights into the subject. | 4.6 | 4.8 | 4.9 | 4.7 | 4.8 | 5 | 4.3 | 4.7 | 4.3 | 4.8 | 4.2 | 4.8 | 4.7 |
| Related well to students. | 4.6 | 4.7 | 5 | 4.7 | 4.8 | 5 | 4.5 | 4.7 | 4.6 | 4.8 | 4.2 | 4.9 | 4.7 |
| Motivated me to learn. | 4.5 | 4.8 | 4.9 | 4.7 | 4.8 | 4.9 | 4.3 | 4.7 | 4.4 | 4.9 | 4.3 | 4.8 | 4.7 |
| Assigned readings that contributed to what I learned. | 4.7 | 4.8 | 5 | 4.7 | 4.8 | 5 | 4.4 | 4.7 | 4.5 | 4.8 | 4.4 | 4.8 | 4.7 |
| How would you rate the overall teaching effectiveness of the instructor? | **4.4** | **4.8** | **4.8** | **4.6** | **4.8** | **4.9** | **4.3** | **4.7** | **4.5** | **4.7** | **4.2** | **4.9** | 4.6 |

Spring 2016

1.Stephanie made everyone feel very comfortable with every subject taught. Sometimes there were touchy subjects, but she shared personal experiences to make students feel comfortable to share and expand the discussion.

2.I loved this class and Hansard! This class was surely one that I enjoyed going to. Her thoughtfulness and intelligence were very pleasing aspects of the course and she tried her hardest to provide research data and teach us about sociological methodology and techniques (most that I have never experienced before in a class).

3.This was my last semester at Georgia State and Stephanie was one of the best professors I have had the chance to work with through out my entire time here.

4.Stephanie Hansard has a great personality and a positive attitude. She was always enthusiastic about teaching her students, and was very passionate about the subject matter. She provided a fun but structured environment which was conducive to her students learning. The only constructive criticism I can provide is that she does not respond to emails in a timely matter, but overall she was always available during office hours and was eager to assist her students in class and during her office hours.

5.Excellent Professor!

6.Great personality and knowledge of subject.

7.Professor Hansard was not responsive via email.

8.Stephanie is very knowledgeable and class rarely ever felt boring. I loved the discussion atmosphere. I was finally able to understand what a sociological imagination is and have a much better understanding of the family unit and its function in society.

Fall 2016

1.Stephanie was great! I was so nervous on the first day of class. She was very patient and always made herself available to students. Her main goal was that we understood concepts! I never thought I could be successful in Stats. I am so glad that I had this course with her! She helped me to be confident in approaching the subject. Stephanie if you read this, THANK YOU. I wish you the best with your future, enjoy your holiday!

2. overall decent course. Understood a lot better than last course,

3.Stephanie is a wonderful person. You can tell she's very invested in the welfare of her students. However, her teaching style is confusing. Her frequent mistakes when simply copying information on to the board is frustrating as we try to comprehend what she's saying and she makes a mistake that counteracts what we've been trying to learn. She needs to be more organized and sure of what she's doing. Her homework assignments need to relate to material being taught in class rather than application of software. As her lectures are confusing, more reinforcement/practicing of concepts is needed before the tests.

4.I loved her teaching methods, I went in scared not knowing what to expect and came out to be my best experience in social stats

5.Stephanie is a brilliant person and a nice young lady. She has such a wide knowledge of Socio and can share her knowledge, but teaching it seem to be a bit difficult. I feel that GSU has placed graduate students in positions they should not be in due to their personal lives and their volume of work, trying to prepare for PHD's. It takes away from the teacher full ability to teach thoroughly and the students to learn extensively.

6.She seemed confused most of the time, and had multiple errors both on class work and exams. Stephanie does not clearly and accurately answer questions, and leaves students more confused than before. This class was a real challenge, and I had to seek the help of a tutor in order to assist my classmates.

7.Love. Love. Love. Love Stephanie and you can tell her that. She made this class less stressful and made it so easy to learn. I would not have done as well without a teacher like her.

8.extremely nice, very caring, truly enjoyed her class

9.Be more organized.. post grades within a reasonable period.. very motivating and caring.. worked well with students but I'm glad it's over

Spring 2016

1.Class time could have been spent learning more of the material before the quiz. Many times after we took a quiz we would be learning about the chapter and it was not helpful.

2.Professor Hansard is very knowledgable of what she is teaching. She is great at what she do. She stimulates her students to mind by providing various view points about different topic. She is a great asset to Georgia State.

3.Love the way you teach your class. I like that you don't have tests but a quiz every week. That made me enjoy your class more because I was not always worrying about tests. Having a quiz every week made me pay attention every week instead of not paying attention and cramming before a test.

4.Very entertaining/funny and made everyone understand that material. Among the best I've had!

5.Awesome instructor. She understands and relates to the being a college student. I was able to learn more based off her class structure. Able to learn and enjoy the material better.

6. Stephanie Hansard is great at facilitating difficult discussions and encouraging a positive classroom setting. She offers relatable and interesting examples. She also encouraged us to explore further readings and research. It was a pleasure to have her as an instructor for the semester.

7.Great professor!

8.Very inviting and friendly personality that made for a fun-filled yet educational learning environment...

Fall 2015

1. She is awesome. Very relatable and conversational style. Five-star.

2. Professor Hansard was wonderful! She graded quickly and fairly, provided constructive feedback on papers, always made sure there was class discussion so that we were actively involved with the material, and was incredibly kind to her students.

3. Great professor. Helps in any way possible and always reasonable.

4. She was born to be a teacher. She is very effective,

5. she was great

6. She's really awesome and easy to talk to!

7. I've never really liked my professors at State, but she is my favorite. Her sense of humor makes the course very engaging and her lessons are very thorough. She makes sure that the students understand the concepts she teaches, and she revisits any topics that students are iffy on. Overall, I could not have asked for a better professor. She makes me glad I changed my major, and encourages me to do better in life. I have nothing but praises for her!

8. Honestly, Stephanie was the greatest instructor i have had thus far in my undergraduate study here at GSU. If more instructors were more relatable and as enthusiastic as Stephanie 9/10 times their success rate here at the university would be sky-rocket high!

9. Very fair!

10. Stephanie truly loves what she does, and it shows. She's so personable and relates to students and people exceptionally well. I really got the biggest bang for my buck this semester. Stephanie's teaching style, communication skills, and vibrant personality really left a lasting impression on my overall college experience. She's the best! .

11. Loved the delivery of this course.

12. great professor

13. One of my favorite teachers! I'll come visit you sometime in your office hours!

Fall 2015[[1]](#footnote-1)

1. Very appreciative of you for stepping up to take over this class. It kept me on track to graduate in May 2016.

2. I am glad she stepped in to help finish this course.

3. none

4. Stephanie, came and took over for my previous teacher in the middle of the semester. Kept everything the same as the previous teacher for us, so we would not get lost. Overall pretty good teacher

5. I appreciate her taking this class even when she didn't have to in order to prevent each of us from having to repeat the course because our precious teacher left. That shows her character and she is very considerate

6. Did really well for coming in mid semester. Very lax & I enjoyed it a lot ! Thanks so much

Spring 2015

1. Stephanie is a lovely and knowledgeable instructor. Think could use assistance on how to explain a bit better to students that are not statistically inclined.

2. Amazing professor!

3. The teacher was very encouraging to all the students. She had fixed times for meeting her in her office, but she was ready and willing to meet students in her office any time with prior appointment. Many of the students availed of that opportunity. The subject of statistics is very difficult by nature. The teacher made it very easy for the students. I found her very encouraging through out the course.

4. Great attitude toward teaching

5. Amazing teacher!

6. The course is challenging, but Ms. Hansard did her best. She is always willing to help when called upon by a student. She is a very nice instructor who seeks the welfare of her students. Statistics is a hard course, therefore, I would suggest that it is offered as a lower level general pre-requisite. Students should be given the opportunity to decide whether they want to take Statistics first before deciding to major Sociology. Most students decide to do social sciences because they do not want to be bothered with math. Reserving Stats as a 3000 level course puts most students in a predicament, where it is already late to change their majors. I failed Stats the first time and wasted my money. I am glad I passed this time.

[[2]](#footnote-2)7. Mr. Hayes was amazing, I have been in the work force for over 25 years and thought I knew what I need to know, but Mr. Hayes educated me on things I had already been through and thought I handled them well, he gave me a different perspective on everything. [Note: This is clearly an evaluation of another instructor, but I included it here for the sake of including all evaluations].

Fall 2014

1. I enjoyed Stephanie and her class a lot. She was a fun professor and I enjoyed the set up and framework of the semester as well.

2. Ms Hansard was very remarkable and outstanding. I definitely enjoyed taking her class and I must I was very influenced by her by the end of the semester. She was a joy to work with.

3. Wonderful instructor. I actually enjoyed going to this class.

4. Her class structure is awesome!

5. Excellent discussion in class.

6. She is excellent. Loved her teaching style.

7. Loved this class. Stephanie is smart, funny, and engaging. She handles controversial and sensitive topics with aplomb. I would love to take a course with her in the future.

Summer 2014

1. Amazing teacher ! All her assignments helped with the course and life situations as well. Would love to take another course by her !

2. I emailed the teacher several times with questions and never received any responses.

3. I believe that our teacher taught the course in a way that didn't over complicate things. She also brought connections back to her life occasionally in which we could better understand the concepts. Also her opening up helps students to feel safe to share our own life experiences that pertain to the studied topics, which creates great discussion.

4. What a wonderful course and professor

5. Stephanie did a great job teaching this course, especially considering this was her first time teaching it. The hypothetical family paper assignment was very unique and super fun to write. Yes, I said a paper was fun to write. She's very relatable, did a good job explaining course concepts, and encouraged class discussion.

6. Stephanie is a WONDERFUL professor! She understands and wants to know everyone's opinion and stories in regards to the topics at hand. She is also really funny haha. I enjoyed her class immensely and from it learned about the family in the private and public sphere. Everyone should take her class. There were some sensitive topics brought up, but it got the class to thinking and that generated great discussions!

7. Great teacher!

8. One of the best professors I've ever had.

9. One of the best professors I've had at GSU. She relates well with students and teaches accordingly. She makes all students feel comfortable and the classroom is a safe place to learn. This is my second class with her and I would take her a million times again.

Spring 2014

1. She tends to wander off in lectures sometimes, but besides that she's a great professor.

2. She made the class interesting, and easy to follow. I was actually entertained while in class and learned the information well.

3. I thoroughly enjoyed taking Professor Hansard's course. She is truly a great teacher!

4. Great teacher! One of my favorites!

5. Super helpful and very knowledgable

Fall 20133

1. Very interesting class. I'm glad to have taken SOCI 1101 with Stephanie because she makes the subject interesting to learn.

2. The best teacher I've had a GSU!

3. She's very nice and understanding and really cares about the way her students feel about what's going on in class.

4. Very great professor! Definitely one of my favorites that I've had the pleasure to have during my tenure here at GSU.

5. This was one of the most interesting classes I have ever taken!

6. She made the class very enjoyable. Her method of teaching is great and I actually learned and retained information from this class.

7. Absolutely incredible

Fall 2013[[3]](#footnote-3)

1. I loved the course and I loved my professor. She kept my attention and graded fairly and in the best interest of the entire class. I learned so much!

2. Good Professor

3. She is truly a wonderful instructor and I recommend that everyone take care.

4. This was a very effective class and I learned a lot. Mrs. Hansard was an excellent teacher who explained everything clearly.

5. Amazing instructor, I would never had guessed that she was an graduate student. She was a fantastic teacher, I learned a lot from her. lectures were never boring. Love the fact that she included her life in the discussions and also included us in discussions that sometimes ended in crazy fun debates. All and all I loved the class.

6. She's the best!!!

Summer 2013

1. I just wish she emailed back in a timely manner.

2. Stephanie was an amazing instructor!!! She was my favorite instructor of the semester and sociology was my favorite class. She taught me how to think outside of the norm. This was a great class!

3. She was great! Related to and engaged the students very well.

4. Great teacher

5. I thoroughly enjoyed this class and Stephanie was a wonderful teacher!

6. Great professor. Related well with students by telling personal stories. Made course interesting. Good sense of humor.

7. Mrs. Hansard was by far the best teacher i have ever had. Very knowledgeable of the subjects and more importantly she cares about her students. She cares that they learn and spends time ensuring they do. GREAT TEACHER!!!!!

8. Miss Hansard was an AMAZING professor. Always motivating her students to learn and challenge themselves. She was always willing to go the extra mile to help her students reach their full potential. She encouraged class participtaion and allowed students to freely voice their opinions even if perhaps she did not agree with them. I am so greateful to her, she is definitely a one-of-a-kind!

9. She was, by far, the best teacher I have had. Understands the subject and is passionate about it

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# Sample Course Materials: Families and Society

*The following materials represent my teaching of a course in Families and Society in the spring of 2016. I have included the course syllabus, PowerPoint slides and lecture notes for a sample lecture on gender and the family. I have also included the twelve quizzes which constitute my objective evaluations of students’ learning. Finally, I have included the instructions for the reflection paper project which constitutes my subjective evaluation of students’ learning.*

| Families and Society Course Syllabus Families and Society (Soci 3301)  Spring 2017 | |
| --- | --- |
| CRN 18502 | |
| Instructor: | Stephanie Hansard |
| Meeting Time: | TR 2:30PM-3:45PM |
| Location: | Langdale Hall Room 403 |
| Office Hours: | TR 1:15PM-2:15 (and by appointment) |
| Office Location: | Langdale Hall Room 1066 |
| Email: | [Shansard2@gsu.edu](mailto:Hansard.GSUSociology@gmail.com) |

**Course Description**

The family provides rich opportunities for sociological inquiry. Our family lives are deeply private, consisting of our most intimate relationships and our most personal experiences. At the same time, the family is a public social institution governed by social norms, bounded by laws, and surrounded by intense political debate. In this course, we will explore the social institution of the family in terms of both small-scale interpersonal interactions and large-scale social and political issues. We will use reading, discussion, writing, and other activities to develop a sociological understanding of the dynamic social institution of the family.

**Course Objectives**

During this course, students will:

* 1. Gain a sociological understanding of the family as a social institution
  2. Develop an understanding of the public and private aspects of family life
  3. Apply sociological theory to the family and intimate relationships
  4. Engage with the sociological imagination while investigating the realities of family life

**Required Texts**

Cohen, Philip J. 2014. The Family: Diversity, Inequality, and Social Change. W.W. Norton & Company, 0393933954.

In addition to the textbook, I will assign additional required readings as indicated on the course schedule. These readings will be available on iCollege.

**Evaluation**

* + Quizzes - 50% of course grade
  + Response papers - 40% of course grade
  + Participation and contribution - 10% of course grade

Quizzes

There are no exams in this class. Instead, you will take twelve quizzes throughout the course. By giving more small quizzes, I am able to make each quiz count for a lower percentage of the course grade. I hope this will reduce any anxiety students may feel about being tested.

You will be taking a quiz for about fifteen minutes at the beginning of each Monday class meeting. Each quiz will include ten multiple choice questions. While quizzes will mainly focus on material covered in the previous two class meetings, some older material may also be covered. For example, material related to theory, methods, and connections between course concepts are likely to reappear throughout the semester. Quizzes will include information presented in lectures, activities, and films, as well as information from assigned readings. You are responsible for material presented in class, whether or not it is in the readings. Likewise, you are responsible for material in the readings, whether or not it is discussed in class. If you miss a class meeting, please arrange to get notes and discuss them with your classmates before asking me questions about what you’ve missed.

Each student’s two lowest quiz grades will be dropped. Since I drop two quiz grades, I will not allow makeup quizzes for any reason, except as required by the university.

Reflection Papers

Throughout this course, you will turn in 6 reflection papers. Each reflection paper will require a perspective-taking exercise in which you apply the sociological imagination to social issues or sociological concepts related to families. These papers will not be a simple summary of the week’s readings, and you should plan to spend a significant amount of time preparing them. Each paper should be approximately three pages long and should reference at least three academic sources. **You may use academic sources assigned as course readings, but you may not cite the textbook for this course as one of your required sources.** Be sure to include full ASA style references for all sources. Of the six papers you submit, your five best grades will count toward your final grade. Therefore, each paper will count for 8% of your final grade. Papers must be submitted on Dropbox by 2:15PM on the day they are due. Late papers will not be accepted for any reason, except as required by the university.

Attendance and Participation

In order for this course to be successful, we must all actively participate and contribute to the learning process.

Students are expected to attend each class meeting, having read and reviewed the material, and having completed assignments as outlined in the syllabus. In order to actively participate, you must be physically present and mentally focused during each class meeting. I should not see your phone, tablet, or laptop during class (except as part of a disability accommodation). I will take attendance during each class. Each student is allowed to miss two class meetings without penalty. Beginning with the third absence, your attendance and participation grade will be penalized by one letter grade for each class meeting missed. That is, if you miss three class meetings, you cannot earn above a B for attendance and participation. If you miss four class meetings, you cannot earn above a C. **If you are absent for more than 5 class meetings during the semester, you will receive a failing participation grade, and I also reserve the right to withdraw you from the course.** Note that if you sleeping, disruptive, distracted by technology, arrive significantly late, or leave significantly early, I will mark you absent for the day.

Some of the ideas discussed in this class may be controversial or sensitive for some students. While all scholars have the freedom to disagree with each other and to criticize ideas, we must avoid making attacking and discriminatory remarks about each other. **Language which is discriminatory, threatening, or attacking toward individual persons or groups of people will not be accepted in this class, and may result in a failing participation and contribution grade and further disciplinary action. This shall include, but is not limited to personal insults, racial or ethnic slurs, or slurs based on religion, ability, gender, sex, or sexuality. If you have any questions about inappropriate language, please discuss them with me outside of class.**

Excused Absences

Each student may miss two class meetings without penalty, no questions asked. However, no absences beyond the second absence will be considered “excused” except for the three reasons required by the university. These reasons are: 1) University business; 2) Religious observance; and 3) Legal obligation. The university considers legal obligations to include jury duty, legal subpoenas, and military duty (such as deployment or reserve service). It is my personal policy to consider any situation in which a student is detained by the police, required to appear in court, or otherwise unable to attend class because of legal authorities as a legal obligation. If you miss class for any of these reasons, please provide me with proper documentation as soon as possible.

**Grading**

All assignments will be graded as a percentage of 100 points and weighted as described on Page 2 of this syllabus.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 97-100 | A+ | 87-89 | B+ | 77-79 | C+ | 60-69 | D |
| 93-96 | A | 83-86 | B | 73-76 | C | 59 or below | F |
| 90-92 | A- | 80-82 | B- | 70-72 | C- |  | |

**Contacting Your Instructor**

The best way to get in touch with me is **via email.** Please use the email address provided in the syllabus. Please include our course name or number in the subject of your email. Kindly remember that I am allowed 24 hours to respond to your email. If you have not heard from me within 24 hours, please re-send your email. You may also contact me **in person.** My office is located on the 10th floor of Langdale Hall inside the sociology department. I am always available to meet with students in my office during office hours. I am also available outside of my regular office hours by appointment. The worst way to get in touch with me is **via phone**. You are welcome to call the number listed for me in the campus directory, but since I share an office and a phone line, the odds that I will receive your call are not good.

**Integrity and Academic Dishonesty**

This course is designed to allow each student to succeed with reasonable effort. Therefore, I expect that all work you turn in to me will be an honest reflection of your individual effort and knowledge. Cheating and plagiarism are dishonest and will not be tolerated. Cheating includes, but is not limited to, copying another person’s quiz answers, using unauthorized resources during a quiz, or having another person do your work for you. Academic dishonesty includes submitting work you’ve used in other courses, in whole or in part, without the express permission of both instructors. Plagiarism includes representing someone else’s ideas or work as your own. For examples, please refer to my handout on avoiding plagiarism. If I have evidence that you have engaged in academic dishonesty, you will receive a grade of zero on all plagiarized assignments and may be dropped from the course. The Department of Sociology requires that, if I suspect you of academic dishonesty, I must file academic dishonesty charges against you. You have the right to appeal academic dishonesty charges. I expect that each student in this course will act with integrity and that I will have no reason to deal with academic dishonesty. If you have any questions or concerns about what constitutes cheating or plagiarism, please address them with me immediately.

**Disability**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services (Suite 230 of the New Student Center). Students may only be accommodated upon issuance by the Office of Disability Services of a signed accommodation plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. If you need help accessing disability services, please let me know.

**Personal Counseling**

During times of change and transition, such as beginning or completing college, many people experience high levels of stress. Additionally, some of the topics discussed in this course may bring up difficult emotions for some people. If you feel you need help dealing with stress or other mental or emotional challenges, I encourage you to get in touch with the Counseling and Testing Center at GSU. Phone: 404-413-1640, Suicide Crisis Line: 800-715-4225.   
If you need help accessing these services, please talk to me.

**Special Accommodations**

If you know that you are going to be absent for one or more class meetings due to university business, religious observances, or legal obligations, please inform me in writing as early as possible. I must be notified of religious observances no later than the second week of class.

**Withdrawals**

The semester midpoint, Tuesday, March 1, is the last day to withdraw from a full semester class and receive a possible grade of W, except for hardship withdrawal. Students can use PAWS to withdraw before the midpoint. After the midpoint of the term, voluntary withdrawals cannot occur.

**Course Evaluation**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**Changes to Syllabus**

This syllabus outlines my plan for teaching this course. As the course progresses, changes to the syllabus may become necessary. I will discuss any and all changes to the syllabus with the class before they take effect. I will not change the syllabus in any way which could make the course harder for students after the withdrawal period.

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| Date  (Day)  Topic | Readings Before Class Meeting | Agenda |
| 1/10  (Tues.)  Introduction | Syllabus | -Welcome!  -Discuss Syllabus  -Discussion Guidelines |
| 1/12  (Thurs.) |  | -Discussion: What is a family? |
| 1/17  (Tues.) | Cohen Ch.1 | -Quiz 0 (ungraded)  -Lecture: Sociology of the family |
| 1/19  (Thurs.) |  | -Discussion: How do sociologists study the family? |
| 1/24  (Tues.) | Cohen Ch. 2 | -Quiz 1  -Lecture: The Family Through History |
| 1/26  (Thurs.) | iCollege: Hull, Meier, and Ortyl – “The Changing Landscape of Love and Marriage.” | -Discussion: Is the family public or private? |
| 1/31  (Tues.) | Cohen Ch. 3 | -Quiz 2  -Reflection Paper 1 due on iCollege by 2:15 PM  -Lecture: Race, Ethnicity, and Immigration |
| 2/2  (Thurs.) | iCollege: Perry and Bright – “African American Fathers and Incarceration” | -Discussion: Families, immigration, incarceration. |
| 2/7  (Tues.) | Cohen Ch. 4 | - Quiz 3  -Lecture: Families and Social Class |
| 2/9  (Thurs.) |  | -Discussion: Life chances and social mobility |
| 2/14  (Tues.) |  | - Quiz 4  -Reflection Paper 2 due on iCollege by 2:15 PM  -Lecture/Discussion: Life chances |
| 2/16  (Thurs.) |  | -Discussion: Families, poverty, and inequality |
| 2/21  (Tues.) | Cohen Ch. 5  -Lecture: Families and Gender | -Quiz 5 |
| 2/23  (Thurs.) |  | -Discussion: How do families reproduce gender? |
| 2/28  (Tues.) | Cohen Ch. 6 | -Quiz 6  -Reflection Paper 3 due on iCollege by 2:15 PM  -Lecture: Families and Sexuality  -Semester Midpoint! Last day to drop with a grade of W! |
| 3/2  (Thurs.) | iCollege: “Hidden Lives: Three in a bed” (video) | -Discussion: Families, sex, and structure |
| 3/7  (Tues.) | Cohen Ch. 7 | -Quiz 7  -Lecture: Love and Romantic Relationships |
| 3/9  (Thurs.) |  | -Discussion: How do romantic relationships reinforce social structure |
| 3/14  (Tues.)  No Class | Spring Break |  |
| 3/16  (Thurs.)  No Class | Spring Break |  |
| 3/21  (Tues.) | Cohen Ch. 8 | -Quiz 8  -Reflection Paper 4 due on iCollege by 2:15 PM  -Lecture: Marriage and Cohabitation |
| 3/23  (Thurs.) | iCollege: TBA | -Discussion: Dating, mating, and inequality |
| 3/28  (Tues.) | Cohen Ch. 9 | -Quiz 9  -Lecture: Families and Children |
| 3/30  (Thurs.) | iCollege: UN Convention on the Rights of the Child | - Discussion: Children’s changing roles |
| 4/4  (Tues.) | Cohen Ch. 10 | -Quiz 10  -Reflection Paper 5 due on iCollege by 2:15 PM  -Lecture: Divorce, Remarriage, and Blended Families |
| 4/6  (Thurs.) |  | -Discussion: The new extended family? |
| 4/11  (Tues.) | Cohen Ch. 12 | -Quiz 11  -Lecture: Family violence and abuse |
| 4/13  (Thurs.) | iCollege: Kaufman - “The Construction of Masculinity and the Triad of Men’s Violence” in Kimmel and Messner Ch.1 (pp. 4-15) | -Discussion: Undoing family violence |
| 4/18  (Tues.) | Cohen Ch. 13 | -Quiz 12  -Reflection Paper 6 due on iCollege by 2:15 PM  -The Future of the Family |
| 4/20  (Thurs.) | Last Day of Class | -Discussion: Change and stability in the family |

## Families and Society Lecture 7: Gender

*The following is a lecture on the topic of gender and the family. I have included both a PowerPoint presentation and lecture notes. I typically post all PowerPoint slides for a course on the course website. While I do not typically post or share my lecture notes, I make them available to students who require the use of screen reading software. Thus, I have included slide titles and image and video descriptions in my lecture notes to make the lecture accessible to students with disabilities.*





























Families and Society Lecture 7

Slide 1

* Today’s agenda:
  + Review quiz
  + Lecture: Gender and the family
  + Discussion: Masculinity and the study of gender

Slide 2: Gender and the Family

* Sex vs. Gender: The terms sex and gender have different meanings, but they are often conflated
  + Sex is anatomical/biological: It refers to the appearance of the human body as well as to the arrangement of chromosomes. Anatomically, males have testes and penises, females have ovaries and vulvas/vaginas. Chromosomally, males are XY, while females are XX.
  + Gender is social/interpersonal: Gender has to do with the ways in which we act out being “men” and “women.” Sex is stable over time and place, but gender is defined by culture. Gender is socially enacted.
* What is the relationship between sex and gender?
  + Does sex determine gender? Sex and gender are highly correlated. Most people who are male enact masculine gender, and most people who are female enact feminine gender, but it is not clear that sex causes gender. Gender is ascribed to us at birth based upon our sex. We are socialized from before we are born to enact gender based upon our sex.
  + Is gender independent of sex? Again, it is not clear that gender is independent of sex. Since almost all of us are socialized to express gender based on our sex at birth, it is incredibly difficult to say what the connection is. Some scientists believe there are innate differences between male and female brains which determine gendered behavior. Others say there are not (either that the differences do not exist, or that the differences are not innate, or that the differences do not determine gendered behavior).
  + How do we deal with natural variation in sex? As many as 1 in 1000 individuals have intersex conditions. More common than albinism or congenital deafness. Almost all intersex individuals express either masculine or feminine gender. This may be because they feel more masculine or feminine, or because parents decide to raise them as one gender or the other.
* We’re sociologists! As social scientists, we are not primarily concerned with biology, neurology, anatomy, etc. We are interested in the ways people interact around concepts of sex and gender.
  + How are meanings constructed around anatomical sex? We are interested in the significance people ascribe to sex and gender. What differences are attributed to sex? What behaviors are seen as masculine/feminine? How are those behaviors valued by society?
  + How are gender roles created, enforced, and reproduced? Social scientists are concerned with the relationship between power and gender. We look at ways in which gender is structured hierarchically and how assumptions about men and women are based in power. We also look at ways in which people are socialized to reproduce gender roles. As well as how people rebel against traditional gender roles.

Slide 3: How do people do gender?

* Learn socially constructed meanings surrounding sex from the society around them. They learn what gendered behaviors are expected of their sex and how to enact them.
* Perform behaviors based on those meanings in daily interactions.
* Behaviors are challenged, policed, and reinforced throughout life. We don’t perform these gendered behaviors in a vacuum. We receive constant social feedback from those around us. Feedback may be positive or negative. Through social interaction, we may find our performance of gender rewarded/reinforced or challenged/corrected
* Where do we learn these behaviors? Everywhere! We learn from many “agents of socialization” including:
  + School
  + Media
  + Peers
  + Family!

Slide 4: How do families do gender

[Image description: One-frame comic. An anthropomorphic fork and knife are speaking to a pair of anthropomorphic chopsticks. The knife asks the chopsticks “So, which one of you is the fork?” The chopsticks look unhappy.

Gender informs our understandings of family roles such as husband vs. wife, mother vs. father, son vs. daughter, etc.

* What does it mean to be a “husband” or a “wife”?
* What does it mean to be a “mother” or a “father”?
* What does it mean to be a “son” or a “daughter”?
* How do these roles vary by gender?
* How do these roles create gender?
* How are gender roles negotiated within families?

Slide 5: Sociological theories of gender

* Marxist/Conflict theory focuses on gender as an axis of power and oppression
* Gender is a source of false consciousness. Like all divisions other than class struggle, Marx viewed gender discrimination as a source of false consciousness.
  + Prevents class consciousness among the proletariat. By creating divisions between men and women, the bourgeoisie prevents the proletariat from developing class consciousness.
  + Perpetuates bourgeois interests by exploiting the labor of women and making entire families dependent on wage labor. By paying women less/devaluing women’s work, the bourgeoisie make men highly dependent on wage labor to support families. This exploits the family structure for profit.
* Gender/Sexism is a source of alienation within families because it removes men from their family and makes women dependent on men for survival.

Slide 6: Sociological theories of gender

* Functionalist theory says that our society is complex and functions because of division of labor (organic solidarity).
* In a complex modern society, gender provides a convenient means for the division of labor. Women do the reproductive labor of keeping the household running while men do the productive labor of earning money.
* Women’s work maintains social networks. Women are often responsible for managing the family’s social life. Women call on the phone, plan social visits, exchange child care, take children to activities, etc.

Q: How much was this true in your family? Did your father take an active role in social life?

* Women and men play different roles in socializing children (according to functionalist theory). Mothers provide nurturance and day-to-day care. Fathers provide discipline and social sponsorship.

Slide 7: Sociological theories of gender

* Symbolic Interactionist. Remember this is the theory that deals with meanings, symbols, roles, and reflected appraisal/looking-glass self.
* Gender is a system of socially constructed meanings and symbols. Think about some symbols of gender and what they mean.

Ex: Baby dolls given to little girls represent nurturance and caregiving

* We learn to do gender through reflected appraisal and redefine through interactions. How do we learn how to be a boy or a girl? Through watching men and women around us.

Ex: Little girls dressing up in Mommy’s clothes/makeup/perfume; Little boys walking around in Daddy’s shoes.

Ex: Adults telling us something is “not ladylike” or “for girls.” All these behaviors are available to people regardless of gender, but we are taught how to “act our gender.”

* Family is our first setting for learning gender. We receive our first messages about gender from our families. We begin school with a firm idea of our gender. Our parents and siblings are our first significant others.

Slide 8: Sociological Theories of Gender

* Feminist/conflict: While there are many different feminist theories, here we are talking about feminist conflict theory. According to certain feminist theories, gender within the family is hierarchical and harmful to women.
* Gender is a system of rigid gender roles which ensure that men maintain control over women by giving men powerful roles and women less powerful complementary roles. In other words, women are treated as secondary to men.
* Misogyny is inherent in traditional gender roles within the family. For example, consider family names. Women and children are expected to take the name of the husband/father. Women are de-identified in a way. Women’s work within families also tends to be work that is more redundant, less valued, and uncompensated. Girls are socialized to take on women’s tasks early, thus reproducing gender inequality.
* Traditional gender roles are harmful for men, but deliberately oppressive to women. Many feminists argue that rigid gender roles harm everyone. For example, men who choose to stay home with children instead of working for pay are often looked down upon. However, this is a side effect of a system intended to benefit men. Men who choose women’s work are seen as aberrant because they are taking a lower position.

Slide 9: Masculinity and the family: Fathers, brothers, sons, etc.

* Why study masculinity? Masculinity studies is a branch of gender studies which seeks to make masculine gender an object of study. Normally, when we study an axis of advantage and disadvantage, we study the disadvantaged group (e.g. non-white people, persons with disabilities, and poverty; as opposed to white people, able-bodied persons, and wealth). Masculinity studies seeks to study the more powerful group: Men.
  + Problematizes masculine gender. To problematize means to treat as a proper object of study. It means to think critically about men’s gender and men’s lives.
  + Necessary in order to understand power relations. Without understanding the more powerful group, it is impossible to fully understand a power dynamic.
  + Makes men’s experiences with gender visible. We often treat men and masculine gender as an unmarked category. We often take it for granted and talk about gender only in terms of femininity. Masculinity studies brings men to the forefront.
* Challenges with studying masculinity. Masculinity studies is fairly new and still presents several challenges.
  + Problems of “studying up” exist in masculinity studies as when studying any powerful group. Most social scientists “study down.” We study people less powerful. This is partly because less powerful people are more willing to talk about their realities. More powerful people may not want to talk to researchers because they feel it is beneath them, because they feel there is nothing to discuss, or because they feel they will not benefit from sharing their experiences.
  + Requires reframing old questions to focus on men, rather than women. For example, we are used to asking “Why do women stay with men who beat them?” We are not used to asking “Why do abusive men often kill women who leave them?” We are used to asking “Why do women work a ‘second shift’ in the home?” We are not used to asking “What are men doing after work and before bed?”
  + Researching with compassion is necessary in approaching masculinity studies. Just as we feel responsible as researchers to less powerful research participants, we are also responsible to more powerful participants.

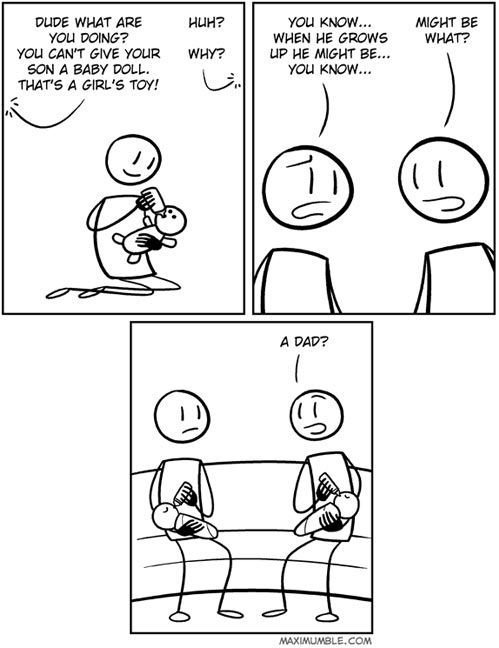
Slide 10: Sons and Brothers

* As a way of understanding masculinity in the family, let’s discuss how boys are socialized within the family.
* Adults socialize children based on gendered expectations. Even parents who are not especially rigid with gender roles have different expectations of children’s needs and desires based upon their perceived gender.
  + [Gender socialization](https://www.youtube.com/watch?v=fwiY2JQRz5U) [Video description: Adults were recruited on Craigslist to look at pictures of babies and share their thoughts about the babies. The adults were shown the same baby dressed and posed as a boy and as a girl. They attributed different character traits, personality, interests, and future careers to the baby depending on whether the baby was posed as a boy or as a girl.]
  + Boys comforted less than girls when they cry or when they are hurt. Boys are more often allowed to cry or told to stop crying. Question: What lesson do children learn about crying through this kind of treatment? Girls learn that crying will get them sympathy and comfort. Boys are taught that crying is either useless or bad.
  + Boys fed more. Studies of families eating practices have found that boys are given more food than girls and are encouraged to eat more.
* Reproduction of hegemonic masculinity within family
* Hegemonic masculinity is the idea that masculinity requires very specific kinds of behaviors and attitudes. It can be thought of as the idea of the REAL MAN, where “REAL MEN” do things a certain way, and anyone who does things differently is not a “REAL MAN.” Boys are socialized into this idea of hegemonic masculinity within the family.
  + Boys do less housework than girls (about 24% less). Boys are less likely to be given household chores. When boys are given household chores, they are more likely to be given tasks that are occasional, such as taking out the garbage or helping with yard work. Girls are more likely to be given routine tasks such as helping with laundry or doing the dishes.
  + Boys are less likely to be assigned “caring” tasks. Boys are less likely to be made responsible for caring for pets and smaller children compared with girls. Sisters are more often asked to care for their younger siblings, as opposed to brothers.
  + Boys learn sharply prescribed “masculine” behaviors. Boys are taught from an early age that certain things are not appropriate for boys/men. For example, boys are generally not encouraged to play with dolls or to do nurturing play. (e.g. Action figures are for fighting with, not for cuddling or taking care of). Boys are discouraged from crying, from being overly affectionate, and from doing anything perceived as “girly.”
  + Contrast: A girl may not be given a toy car, but if she played with her brother’s toy car, nobody would be especially upset. Whereas, if a boy played with his sister’s dolls, he might be scolded.

Slide 11: Comic strip of boys playing with dolls

[Image description: Three-frame comic strip. The first frame shows a small child smiling while pretending to feed a bottle to a baby doll. Out of frame, a man says “Dude what are you doing? You can’t give your son a baby doll. That’s a girl’s toy!” The second man responds “Huh? Why?”

The second frame shows the two grown men’s faces as they talk to each other. The first man says “You know… When he grows up, he might be… You know…” The second man says “Might be what?” The third frame shows the two men’s whole bodies and reveals that they are both sitting on a sofa holding infants and feeding them bottles. The second man says “A Dad?”]



This comic is a good illustration of how hegemonic masculinity often differs from men’s real lives. Even though men may engage in actions like child care or housework, they may still construct these activities as “women’s work.” One way we see this is when men do housework, they may talk about it as “helping their wives.” In other words “Sure, I’m doing the dishes, but it is really my wife’s job. I am just helping.” What is another example of this? (Men “babysitting” their children? Men being “romantic” by cooking dinner? Kids getting excited when their father helps with bedtime or bath time?)

Slide 12: Husbands and Fathers

Once men are socialized into masculine gender roles as children, they enact these roles in their own families as adults.

* Compulsory heterosexuality and hegemonic masculinity. Compulsory heterosexuality is the clearest example of how hegemonic masculinity shapes men’s experience of family. According to hegemonic masculinity “REAL MEN” are straight. Not only are they not gay, they are actively interested in having sexual relationships with women. Men are under pressure to date women and are generally expected to form families with women.
* Breadwinner role in male/female relationships. Men are also generally expected to take on a breadwinner role in male-female relationships. Most men still out-earn most women. It is seen as unacceptable or unmanly for men to be financially supported by their wives.
  + Linked to reduced marriage satisfaction. The male breadwinner role has been linked to lower marital satisfaction for both men and women. Male-female couples in which responsibilities are shared equally tend to be happier for both partners.
  + Still normative but no longer practical. As women gain in educational attainment and as real wages stagnate, the male breadwinner/female homemaker family is no longer a reality for most male-female couples in the U.S. 90% of married women work outside the home. However, it is still seen as desirable for men to out-earn their female partners and for women to “have the option” to stay home with children.
  + Race-class specific. The male breadwinner/female homemaker has always been available primarily to white upper and middle class families. Black women and other women of color have historically worked outside the home in higher proportions than white women. And as we’ve discussed, the idea of a stable nuclear family is often more available to white families because of job opportunities, mass incarceration, and the necessity of moving for work.
* Housework and chore-sharing. Despite the persistence of hegemonic masculinity, studies show that families are increasingly sharing chores and housework more evenly than in previous decades. There are several benefits to sharing chores and housework, apart from ideals of gender equality. For example, chore sharing is linked to less frequent family conflict and more frequent sexual intercourse.
  + Linked to less family conflict
  + Linked to more frequent sex

Slide 13: Men, Love, and Intimacy

Another way in which hegemonic masculinity affects men’s family lives is in the realm of love and intimacy.

* Hegemonic Masculinity and intimacy avoidance. Men are socialized to be less emotionally engaged and to express fewer emotions in relationships. Question: What emotions are considered “manly?” (Anger, pride, stubbornness) How do these emotions serve men in relationships?
  + Outsourced emotional work. Emotional work is work that involves using your emotions to invest in others (e.g. worrying about a sick child; comforting a hurting friend). It may also involve managing the emotions of others (e.g. cheering up a sad child; calming an angry partner). Since men are socialized not to express the full range of emotions, much of the emotional work of the family falls to women. Women may find themselves doing all the tasks that involve emotional engagement, including managing their partner’s emotions. Men may find themselves cut off from these experiences.
  + Less social support. Because men are socialized to express independence and to hide vulnerability, they often maintain fewer close friendships and receive less social and emotional support compared with women.
  + Reduced life-expectancy. Men experience reduced life expectancy compared with women. Some sociologists think men’s reduced life expectancy can be explained by their lack of social and emotional support and their reluctance to go to the doctor when they are ill.
* Negotiation of gender roles in non-heterosexual marriages. Non-heterosexual partnerships offer a counterpoint to gender roles within heterosexual marriages. Studies on gay men and lesbian families have shown some interesting differences.
  + Division of housework more equitable. Same-sex partners are more likely to share household chores equally than heterosexual partners.
  + More likely to divide chores than share chores. They are still more likely to divide chores than to share chores (as in, one person does the laundry, another person does the dishes; rather than working on the same chore together).
  + Parental roles less dependent on gender. Men in same-sex couples are more likely to nurture and care for children. Women in same-sex couples are more likely to discipline and play with children, for example.

Slide 14: Four-frame comic strip (Cyanide and Happiness)

[Image description: In the first frame, one man approaches another man, who is holding a tray of rolls. The first man asks “Ooh, are those rolls?” In the second frame, the second man says “Yep! My wife baked them this morning. They’re traditional gender rolls.” The first man takes a bite of a roll. In the third frame, the first man says “These are pretty awful.” In the fourth frame, the second man says “Yeah, she should leave the cooking to me.”]



In conclusion, the family is where we first learn to do gender. We observe and internalize gender roles from our families, and we continue to act them out throughout our lives. Several sociological theories can be applied to gender within the family, including conflict theory, functionalist theory, symbolic interactionism, and feminist theory. One way to study gender within the family is through a lens of masculinity. Examining gender within the family helps us to understand how our families shape our social selves, as well as how the social world around us shapes our ideas about family. Any questions?

## Families and Society: Quizzes 1-12

*The following twelve quizzes represent the objective evaluations for a course on Families and Society. Each quiz included ten multiple choice questions worth ten points each. Each quiz is worth 5% of the course grade (the lowest two quiz grades are dropped). Note that Quiz five includes only five questions. The week prior to Quiz 5 was used to wrap up a unit on social inequality and the family. I did not teach enough new information or assign enough readings to warrant a ten-question quiz that week. I still made each question worth the standard ten points (rather than twenty) so that students would not be penalized for having a wrap-up week.*

*The multiple choice quizzes are supplemented by writing assignments due each week, described in the next section.*

Quiz 1

1. According to Cohen, a group of people to whom you feel related, and whom you expect to consider you part of their family as well, is your \_\_\_\_\_\_\_\_\_\_.
   1. legal family
   2. personal family
   3. fictive kin
   4. consanguine kin
2. If I want to research the general differences in income and wealth among families of different race-ethnic groups, I should probably conduct \_\_\_\_\_\_\_\_\_.
   1. survey research
   2. in-depth interview research
   3. focus group research
   4. time-use study research
3. A research method which analyzes materials created for purposes other than research (children’s books, for example) is called \_\_\_\_\_\_\_\_.
   1. participant observation
   2. participatory action research
   3. survey research
   4. content analysis
4. Which of the following is NOT a way in which families interact with the state?
   1. Tax benefits
   2. Marriage licenses
   3. Paying for child care
   4. Adoption law
5. The idea that families exist as they do because they fulfill necessary social functions is associated with which of the following theories?
   1. Functionalist/Consensus
   2. Conflict/Marxist
   3. Feminist
   4. Postmodern
6. Which of the following theories related to families focuses on the intersection between race and gender?
   1. Postmodern
   2. Life-course perspective
   3. Black feminist thought
   4. Symbolic interactionism
7. One perspective from which sociologists study families is the \_\_\_\_\_\_\_\_, which is “the study of how family behavior and household structures contribute to larger population processes.”
   1. life course perspective
   2. demographic perspective
   3. feminist perspective
   4. forced perspective
8. A \_\_\_\_\_\_\_ is a group of people who live and eat separately from other people.
   1. census family
   2. bread-winner/homemaker family
   3. legal family
   4. household
9. \_\_\_\_\_\_\_\_ theory contends that families are a site of economic exploitation.
   1. Symbolic Interaction
   2. Conflict
   3. Postmodern
   4. Consensus
10. The sociological imagination requires us to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and to \_\_\_\_\_\_\_\_\_\_\_.
    1. make the familiar strange; see the social in the personal.
    2. make the familiar strange; overanalyze popular culture until it is no fun.
    3. make love, not war; see the social in the personal.
    4. make lemonade out of lemons; see the silver lining in the clouds.

Quiz 2

1. Which is true of early human families?
   1. There is no evidence that early humans had families at all.
   2. Early humans had formal systems of marriage and inheritance.
   3. Early humans cooperated to care for children and older adults.
   4. There is clear evidence that human families were patriarchal.
2. A family system in which one man has multiple wives is called \_\_\_\_\_\_\_\_\_\_.
   1. polyandry
   2. heterogamy
   3. monogamy
   4. polygamy
3. A married couple living with their own children and no extended family is a \_\_\_\_\_\_\_ family.
   1. nuclear
   2. homogamous
   3. exogamous
   4. sitcom
4. The idea of romantic/erotic love as an appropriate part of marriage in Western society was popularized during the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. middle ages
   2. Victorian era
   3. 1950s
   4. Renaissance
5. \_\_\_\_\_\_\_\_\_ is a legal doctrine in which wives were incorporated into their husbands’ citizenship (and did not have their own citizenship).
   1. Patriarchy
   2. Heterogamy
   3. Coverture
   4. Modernity
6. Which of the following is NOT true of enslaved African families in the U.S.?
   1. Enslaved couples generally had access to legally recognized marriage.
   2. Enslaved parents were often separated from their children.
   3. Enslaved families often went to great lengths to stay together or reunite.
   4. Enslaved adults were often married to people they did not choose.
7. The idea of \_\_\_\_\_\_\_\_\_\_ emphasizes wives’ work in the home as separate from husbands’ work for pay in the industrial world.
   1. pure relationship
   2. partible paternity
   3. family wage
   4. separate spheres
8. A companionate marriage is characterized by \_\_\_\_\_\_\_\_\_\_\_.
   1. a dedication to childrearing above all else
   2. friendship and romance between partners
   3. a strong sense of religious duty
   4. cooperation for survival and procreation
9. In Hull, Myer, and Ortyl’s (2010) article, “The Changing Landscape of Love and Marriage,” the authors discuss Anthony Gidden’s theory of “the deinstitutionalization of marriage.” According to this theory, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. people are less interested in romantic relationships than they were in the past.
   2. people have more options for how to marry and have relationships than in the past.
   3. the state no longer issues marriage licenses, and marriage is no longer legal.
   4. people only marry for institutional reasons, such as tax benefits.
10. In the same article, the authors discuss Andrew Cherlin’s theory that Americans engage in a “carrousel of intimate relationships” because \_\_\_\_\_\_\_\_\_.
    1. Americans embrace contradictory ideals of marriage and individualism.
    2. Americans are more attractive than they used to be, so people have more options.
    3. marriage is becoming deinstitutionalized, so no one is getting married anymore.
    4. cultural norms around marriage are becoming too strict for people to tolerate.

Quiz 3

1. Approximately \_\_\_\_\_ of adults in the U.S. said they would be “fine with it” if a member of their family married a person of another race-ethnicity.
   1. 20%
   2. 40%
   3. 60%
   4. 80%
2. A group of people who share an identity based on a language, religion, ancestral origin, or traditional practices is \_\_\_\_\_\_\_\_\_\_.
   1. a race
   2. an ethnicity
   3. a family
   4. a nationality
3. \_\_\_\_\_\_\_\_\_\_\_ is the practice of marriage and reproduction within one’s own distinct group.
   1. Exogamy
   2. Endogamy
   3. Heterogeneity
   4. Heterosexuality
4. In U.S. culture, whiteness is often treated as an unnamed category. This means that whiteness \_\_\_\_\_\_\_\_\_\_\_.
   1. is treated as a default or neutral category, and thus is not talked about.
   2. is such a problematic concept that no one dares to talk about it.
   3. is so simple and uncomplicated there is no reason to talk about it.
5. Which of the following is NOT an example of intersectional oppression?
   1. A woman who is black and from a working class background is given a job interview and then not hired because she “does not fit the corporate culture.”
   2. A man who is gay and has a physical disability is told he does not qualify for an online dating service.
   3. A man who is white and middle class is accepted to university with a merit based scholarship.
   4. An interracial lesbian couple is denied a home loan despite having adequate income and excellent credit.
6. Approximately \_\_\_\_\_\_\_\_\_ of U.S. families are projected to be Hispanic/Latino by the year 2050.
   1. 20%
   2. 30%
   3. 40%
   4. 50%
7. Which of the following is TRUE of gender differences in rates of inter-racial/inter-ethnic marriage?
   1. White men are more likely than white women to marry someone of a different race or ethnicity.
   2. Asian men are more likely than Asian women to marry someone of a different race or ethnicity.
   3. Black men are more likely than black women to marry someone of a different race or ethnicity.
   4. Latino men are more likely than Latina women to marry someone of a different race or ethnicity.
8. Two major sociological theories exist to explain black/African American family patterns. One is that black families have been systematically separated through forces such as slavery, segregation, employment discrimination, violence and mass incarceration. The other is that \_\_\_\_\_\_\_\_\_\_\_.
   1. black women enact extended kinship networks brought to the U.S. by enslaved West Africans.
   2. black women prefer not to date and marry black men and marry men of other race-ethnicities instead.
   3. black Americans are simply not interested in marriage and family and would rather remain single and child-free.
   4. black families are separated by the Illuminati and the New World Order. Lizard People.
9. Anti-miscegenation laws prohibited \_\_\_\_\_\_\_\_.
   1. marriage between people of the same gender.
   2. marriage between first cousins.
   3. marriage between people of very different ages.
   4. marriage among more than two people.
10. The “One Drop Rule” existed to ensure that \_\_\_\_\_\_\_\_\_\_.
    1. descendants of U.S. citizens were guaranteed citizenship.
    2. descendants of white and non-white individuals were not considered white.
    3. the blood type of every U.S. citizen was included on their birth certificate.
    4. every U.S. veteran who was injured in battle receives medical care.

**Quiz 4**

1. Sociologists typically measure Socioeconomic Status by combining \_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_.
2. age; gender; occupation
3. income; education; occupation
4. education; religion; class
5. occupation; race; class
6. According to family sociologist Andrew Cherlin, \_\_\_\_\_\_\_\_ is the best measure of a family’s class status, because it represents \_\_\_\_\_\_\_\_\_.
7. education; earning potential
8. occupation; respectability
9. debt; stability
10. wealth; inheritance
11. Social mobility is one’s ability to \_\_\_\_\_\_\_\_\_.
12. move to a nicer neighborhood than the one they currently live in
13. “pass” as a person of a higher class status in social situations
14. go to school in a better school system than one is zoned for
15. attain a higher class status than one’s parents
16. According to Marx, the bourgeoisie exploits the families of the proletariat by \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
17. making women dependent upon men, thus making men dependent upon employers.
18. raising the prices of consumer goods so that workers cannot afford them.
19. denying the children of the proletariat access to cultural opportunities.
20. stealing all the Christmas presents from all the Whos down in Whoville.
21. According to \_\_\_\_\_\_\_\_\_, families reproduce class status through lifestyle – practices, experiences, manners, tastes, etc.
22. Durkheim
23. Foucault
24. Weber
25. Bourdieu
26. What does the Gini index measure?
27. An individual’s class status (1 represents upper class status and 0 represents extreme poverty.
28. The number of persons living in poverty (1 represents the entire population living in poverty and 0 represents a society in which no one lives in poverty.
29. The amount of inequality in a society (1 represents complete equality and 0 represents complete inequality).
30. The amount of social mobility within a society (1 represents the highest possible mobility and 0 represents no mobility at all).
31. Different types of families experience different rates of poverty. The highest rate of poverty is found among \_\_\_\_\_\_\_\_\_\_\_\_, with 34% of this family type experiencing poverty.
    1. married couple families
    2. unmarried female-headed families
    3. unmarried male-headed families
    4. unrelated individuals
32. According to Durkheim, families reproduce class through \_\_\_\_\_\_\_\_\_.
    1. socializing children to fulfill similar social functions to their parents.
    2. exploiting their children’s labor and turning them into workers.
    3. teaching their children manners and mannerisms associated with class.
    4. educating their children about intersectional privilege and oppression.
33. The poverty line is \_\_\_\_\_\_\_\_\_\_\_.
    1. the level of income above which people can afford have a decent and comfortable living.
    2. a theoretical line dividing those who identify as “middle class” from those who identify as “lower class.”
    3. the level of income below which the federal government defines a family or individual as poor.
    4. the fence around a gated community.
34. The poverty line is based on which of the following metrics?
    1. Food
    2. Housing
    3. Education
    4. Clothing

Quiz 5

1. Factors determined before a person’s birth which shape his or her access to resources and opportunities are called \_\_\_\_\_\_\_\_\_\_\_.
   1. life trajectory
   2. life-course
   3. life chances
   4. lifestyle
2. Parents’ wealth can shape their children’s financial outcomes in each of the following ways, except \_\_\_\_\_.
   1. financial assistance in early adulthood
   2. inheritance of property after parents’ death
   3. access to valuable social networks
   4. caking their children harder working adults
3. One way in which poverty affects family life is through stress. Increased stress can lead to \_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. higher rates of asthma
   2. higher rates of family violence
   3. lower quality education
   4. parents loving their children less
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an example of race intersecting with class to shape economic outcomes.
   1. Lending policies which prevented black families from purchasing homes and building equity
   2. Policies allowing women to earn degrees from universities once reserved for men
   3. Providing rent subsidies to renters below a certain income level
   4. Requiring employers to offer six weeks of paid leave to women who have new babies
5. \_\_\_\_\_\_\_ is the amount of money someone earns in a given time period; \_\_\_\_\_\_\_ is the value of someone’s assets minus their debts.
   1. Income; wealth
   2. Wealth; poverty
   3. Income; inequality
   4. Wealth; class

There are no more questions on this quiz. Each question is worth 10 points. The lowest score you can earn on this quiz is 50.

Quiz 6

1. According to \_\_\_\_\_\_\_\_\_\_\_, gender divisions prevent men and women of the proletariat from recognizing their shared class status and forming class consciousness.
   1. Marx/Conflict Theory
   2. Durkheim/Structural Functionalism
   3. Symbolic Interactionism
   4. Lifecourse Perspective
2. Which of the following is an example of intersectional oppression?
   1. Black men are more likely than white men to be incarcerated.
   2. Women earn less money than men, on average.
   3. Black women are more likely than white women or black men to experience intimate partner violence.
   4. After World War II, white veterans benefitted from a series of government programs which excluded black veterans.
3. Jane has a disability. The fact that jane comes from a family with high socioeconomic status gives her many resources to cope with my disability. This is an example of \_\_\_\_\_\_\_\_\_\_\_.
   1. multiple oppressions.
   2. a disadvantaging status and an advantaging status.
   3. double jeopardy.
   4. an advantaging status and another advantaging status.
4. Racialized socialization is the process by which parents of color socialize their children to face the realities of racism. This process is consistent with \_\_\_\_\_\_\_\_\_ theory.
   1. Marx/Conflict Theory
   2. Durkheim/Structural Functionalism
   3. Symbolic Interactionism
   4. Lifecourse Perspective
5. Why is an intersectional approach essential to understanding inequality?
   1. Because we need to understand which form of oppression is worse than all the others.
   2. Because we need to prove that everyone is essentially equal and and inequality is imaginary.
   3. Because we need to understand how different forms of oppression interact to shape life experiences.
   4. Because we should always do whatever Patricia Hill Collins tells us to. No further argument is necessary.

6. Which of the following is NOT a feminist argument related to the wage gap?

a. Women are often paid less than men for the same work due to sexism.

b. Women are often discouraged from taking on high-risk/high-reward tasks.

c. Women’s work is systematically undervalued because it is done by women.

d. Women naturally prefer safer, less challenging, lower paid work.

7. Gender is \_\_\_\_\_\_\_\_\_.

* 1. a set of categories based upon real or perceived anatomical differences.
  2. social meanings and behaviors constructed around ideas of sex.
  3. socially constructed, and thus has no real effects on people’s lives.
  4. innate and naturally occurring.

1. According to \_\_\_\_\_\_\_\_ theory, gender is a source of alienation within families.
   1. symbolic interaction
   2. functionalist
   3. postmodernist
   4. conflict
2. People learn to “do gender” through \_\_\_\_\_\_\_\_\_.
   1. the process of reflected appraisal with significant others.
   2. government propaganda
   3. formal schooling and the official curriculum
   4. summer camps

10. An example of a “double bind” faced by mothers in the workforce would be \_\_\_\_\_\_\_\_\_.  
 a. Employed mothers are stereotyped as neglecting their children, while unemployed   
 mothers are stereotyped as lazy and unintelligent.

b. Childcare is so expensive that many mothers cannot afford to work and pay for childcare.

c. Mothers are expected to be good at working and at caregiving, which is very demanding and highly stressful.

d. Mothers are expected to prioritized child-rearing and caregiving in ways which fathers are not expected to do.

Quiz 7

1. Which range represents the percentage of U.S. adults (ages 18-24) who identify as “homosexual or bisexual”?

1. 0-2%
2. 3-5%
3. 6-10%
4. 11-15%

2. Which of the following is true of transmission of HIV in new AIDS cases in the US?

a. Among men, most new cases come from injection drug use.

b. Among women, most new cases come from injection drug use.

c. Among men, most new cases come from sex with women.

d. Among women, most new cases come from sex with men.

3. \_\_\_\_\_\_\_\_\_.This is an example of a sexual double standard.

1. Ninety-one percent of Americans think that married people having affairs is immoral.
2. Many men find sexually aggressive women to be off-putting, and many women are embarrassed to approach men for sex.
3. More Americans identify teen sexuality as a problem than same-sex sexuality.
4. Many American parents are uncomfortable discussing sex with their children.

4. Sociologists researching children of lesbian couples have found \_\_\_\_\_\_\_\_\_\_\_\_\_.

1. that the children have similar health and educational outcomes to children of man-woman couples.
2. that the children are significantly more likely to be gay or lesbian than children of man-woman couples.
3. that the children are less close to their parents than children of man-woman couples.
4. very little, since little research has been done due to difficulties in researching lesbian families.

5. Which of the following is NOT true of gay male families?

1. They have much lower rates of intimate partner violence compared with man-woman couples.
2. They tend to have higher household incomes than man-woman couples.
3. Their children are more likely to be bullied at school than the children of man-woman couples.
4. Less research has been done on gay male families because of stigma and difficulty faced by gay men in having children.

6. In countries where comprehensive sex education in schools is the standard, \_\_\_\_\_\_\_\_.

1. teenagers begin having sex at significantly earlier ages than in the U.S.
2. teenagers begin having sex at significantly later ages than in the U.S.
3. STDs, unwanted pregnancies, and abortions are rarer than in the U.S.
4. STDs and abortions are more common than in the U.S.

7. How is heterosexism related to misogyny?

1. Women and girls are seen as less valuable, therefore men who take a “feminine” role in sexual encounters are seen as less valuable.
2. Since all men regard women highly, sexual encounters with men are frowned upon.
3. Men are seen as less valuable, and therefore same-sex sexuality makes men feel devalued and abandoned.
4. Men enjoy watching lesbian pornography, therefore lesbians are highly regarded in society.

8. \_\_\_\_\_\_\_\_\_\_ theory views sexuality as a reflection of power relations in society, in which hierarchies are based upon who is “fucking” whom.

1. Symbolic interactionist
2. Structural functionalist
3. Exchange
4. Queer

9. Sexual orientation is \_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. the pattern of romantic or sexual attraction to others in relation to one’s own gender identity.
2. fear or antipathy toward homosexuality in general and gays and lesbians in particular.
3. a quality that is perceived as undesirable and that sets a person apart from others in his or her social category.
4. a hierarchical structure in which opposite-sex couples are advantaged over same-sex couples.

10. Which of the following is true of sex occurring before marriage?

1. About 95% of Americans have sex before they are married (although some of those are only having sex with their future spouse).
2. Men have more partners before marriage than women, on average.
3. Most men and women have had more than three different sexual partners in the last year and more than fifteen different partners in their lifetime.
4. Unwanted or non-consensual sex is fairly common. About 1 in ten women and 1 in 5 men say they “didn’t really want it” the first time they had sex.

Quiz 8

1. Some sociologists argue that marriage and committed romantic relationships are becoming less important to Americans than they were in the past. This is known as the \_\_\_\_\_\_\_\_\_\_\_\_\_ argument.

1. deinstitutionalization
2. decentralization
3. deconstruction
4. demoralization

2. Some people argue that living together before marriage may cause divorce. One alternative explanation is that people who are more likely to divorce are also more likely to choose to live together before marriage. This is known as the \_\_\_\_\_\_\_\_\_\_\_\_.

1. Thomas theorem
2. causality argument
3. selection effect
4. hedonic treadmill

3. People tend to choose romantic partners who are similar to them in background. This is known as \_\_\_\_\_\_\_\_\_\_.

1. homophily
2. heteronormativity
3. hegemony
4. heritability

4. According to some sociologists, people participate in a \_\_\_\_\_\_\_\_\_\_, where men choose woman partners based on their potential as mothers, while women choose man partners based on their earning potential.

1. social network
2. marriage market
3. hookup culture
4. patriarchal bargain

5. Most people form lasting romantic relationships, but more people are choosing to form consensual unions without becoming legally married. This supports the \_\_\_\_\_\_\_\_ argument of marriage.

1. decentralization
2. demolition
3. deinstitutionalization
4. denaturing

6. When a man bends down on one knee in front of a woman and takes a small box out of his pocket, we all know exactly what is about to happen: He is going to declare his love and ask the woman to marry him. Furthermore, we all expect that the woman will say yes. This is an example of a \_\_\_\_\_\_\_\_\_\_\_.

1. social taboo
2. social structure
3. social function
4. social script

7. Marriage rates in the United States have changed significantly since the 1970s. Which of the following statements is TRUE about differences in marriage between 1970 and 2011?

1. In 2011, over half of U.S. women had been married by age 24; about the same as 1970.
2. In 2011, 88% of women had been married by age 54; this is just slightly lower than the percentage in 1970.
3. In 1970, men were much more likely to get married than women; in 2011, women were much more likely to get married than men.
4. In 1970, only 10% of U.S. men were married by age 24; that percentage was much higher in 2011.

8. Marriage rates vary by ethnicity. In the U.S., \_\_\_\_\_\_\_\_\_\_ women have the highest marriage rates; while \_\_\_\_\_\_\_\_\_ women have the lowest marriage rates.

1. White; Asian
2. Asian; Latina
3. Asian; Black
4. American Indian; White

9. Choosing to live together as a sexual or romantic couple without being married is known as \_\_\_\_\_\_\_\_\_\_\_\_.

1. cohabitation
2. codependency
3. codification
4. correlation

10. Which of the following is NOT a major reason why women are waiting longer to get married than they did in the past?

1. Women are delaying marriage until they finish school.
2. Women are more free to parent alone than was true in the past.
3. Women are waiting until they are established in a career before marriage.
4. Women are less interested in forming relationships than they were in the past.

Quiz 9

1. Some parents strictly enforce rigid rules on their children while offering them very little encouragement and support. These parents are practicing a(n) \_\_\_\_\_\_\_\_\_\_\_ parenting style.
   1. permissive
   2. authoritarian
   3. authoritative
   4. abusive
2. Parents who provide their children with very little social control or support are exhibiting a(n) \_\_\_\_\_\_\_\_\_\_ parenting style.
   1. permissive
   2. authoritarian
   3. authoritative
   4. abusive
3. \_\_\_\_\_\_\_\_\_\_\_ parenting is associated with the best social and emotional outcomes for children.
   1. permissive
   2. authoritarian
   3. authoritative
   4. abusive
4. In the U.S., many women are experiencing cultural pressure to devote more time, energy, and money to raising their children. This is known as \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_.
   1. child abuse
   2. intensive motherhood
   3. permissive parenting
   4. feminine mystique
5. Families who are not able to conceive children despite deliberately having sex in ways that could result in pregnancy are said to be experiencing \_\_\_\_\_\_\_\_\_.
   1. impotence
   2. contraception
   3. miscarriage
   4. infertility
6. According to a \_\_\_\_\_\_\_\_\_\_\_\_ perspective, the purpose of parenting children is to produce more workers and reproduce class inequality.
   1. conflict
   2. functionalist
   3. symbolic interactionist
   4. feminist
7. \_\_\_\_\_\_\_\_\_\_ argue that parenting and early childhood socialization are the source of the self; children learn who they are through parenting.
   1. conflict
   2. functionalist
   3. symbolic interactionist
   4. feminist
8. Ideals of fatherhood have shifted from the “male provider ideal” to a new ideal in which the farther I an emotional, nurturing companion who bonds with his children as well as providing for them. This is known as the \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ ideal.
   1. female breadwinner
   2. helicopter father
   3. traditional father
   4. involved father
9. The case of Genie Wiley suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. lack of healthy socialization early in life is easily corrected with proper therapy later.
   2. children who do not receive love and nurturing early in life may suffer permanent harm.
   3. children need almost nothing from their parents as long as their physical needs are met.
   4. human’s social development is controlled almost entirely by instinct and nature.
10. Which of the following is TRUE of children in families throughout history?
    1. Children have always been loved and nurtured as unique individuals by their parents.
    2. Children have always been viewed as basically good and innocent.
    3. Children in agrarian societies were generally seen as useful workers who helped their parents.
    4. Children have always had access to formal education and schooling.

Quiz 10

1. The legal dissolution of marriage according to the laws of the state is \_\_\_\_\_\_\_\_\_\_.
   1. divorce
   2. separation
   3. breakup
   4. widowhood
2. Which of the following is true about divorce rates in the United States?
   1. Divorce rates have risen steadily since the 1960s and continue to rise.
   2. Divorce rates have fallen significantly since World War II and continue to fall.
   3. Divorce rates rose sharply between the 1960s and the 1980s and have been falling since the 1980s.
   4. Divorce rates were low until the 1970s and have been rising steadily since the 1980s.
3. Which of the following factors DID NOT likely contribute to higher rates of divorce in the United States?
   1. The introduction of no-fault divorce laws
   2. The Great Depression
   3. Women’s greater economic independence
   4. Increasing age at first marriage
4. Which of the following factors makes an individual MORE likely to divorce?
   1. Having a college degree
   2. Being Asian American
   3. Having been married to their current spouse for over 50 years
   4. Having been married previously (before their current marriage)
5. Parents’ divorces affect children in a variety of ways. However, it is NOT TRUE that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   1. most children experience serious distress within two years of their parents’ divorce.
   2. children are often better off with divorced parents than with married parents who fight all the time.
   3. most children suffer serious long-term harm following parents’ divorce.
   4. Many parents attempt to “stay together for the kids” when they might otherwise divorce.
6. Stephanie Coontz argues that “divorce is the new death.” The fact that \_\_\_\_\_\_\_\_ seems to support her argument.
   1. divorce rates have been rapidly increasing among people over 50.
   2. age at first marriage has been increasing for the past 50 years.
   3. fertility rates have been decreasing for the past 50 years.
   4. divorce is more socially accepted than it was 50 years ago.
7. During times of economic recession, divorce rates tend to decrease. This is most likely because \_\_\_\_\_\_\_\_\_\_.
   1. during hard times, people turn to family for love, support, and stability, which makes marriages stronger.
   2. during hard economic times, many people cannot afford to get divorced even if they want to.
   3. during recessions, people become more religious, which makes divorce less likely.
   4. during recessions, couples are too exhausted and discouraged to argue, so their marriages are happier.
8. Divorce rates vary by race-ethnicity. Which of the following does NOT help explain why divorce rates are highest among American Indians and African Americans?
   1. Since American Indians and African Americans have more money that other ethnicities, they can easily afford to divorce.
   2. Having fewer children than other ethnicities makes American Indians and African Americans more likely to divorce.
   3. American Indians and African Americans are less religious, which makes them more likely to divorce.
   4. Systematic racism is very stressful and creates additional strain on American Indian and African American marriages.
9. What is the relationship between family income and marital happiness?
   1. As marital happiness increases, family income decreases.
   2. As family income increases, marital happiness increases.
   3. As family income increases, marital happiness decreases.
   4. As marital happiness increases, family income remains the same.
10. What percentage of U.S. Americans say they would “definitely” forgive a spouse for sexual infidelity?
11. 10%
12. 20%
13. 30%
14. 40%

Quiz 11

1. About \_\_\_\_\_ percent of divorced adults in the United States remarry?
2. 50
3. 60
4. 70
5. 80
6. Some sociologists argue that step-families are the “new extended family.” Which of the following facts would tend to support this argument?
   1. Some people live with step-siblings or step-parents.
   2. Most people feel closer to step-families than friends, but less close to step-families than biological families.
   3. Most people with step-parents like their step-fathers more than their step-mothers.
   4. Older children find it more difficult to adapt to step-families than younger children do.
7. Some blended families may experience \_\_\_\_\_\_\_\_\_\_, in which family members do not know or do not agree on who is in the family and what role each person plays.
   1. boundary ambiguity
   2. boundary permeability
   3. boundary enmeshment
   4. boundary ingenuity
8. Remarriage rates vary by demographic measures. For example, \_\_\_\_\_\_\_\_\_\_ are more likely to remarry than \_\_\_\_\_\_\_\_\_\_.
   1. black; white
   2. people over 65; people under 55
   3. men; women
   4. people with a high school diploma; people with a bachelor’s degree
9. Social networks contain both weak and strong ties. Strong ties may represent more intimate relationships, but weak ties may be useful because \_\_\_\_\_\_\_\_\_\_.
   1. they are more likely to be wealthy.
   2. they are more likely to include potential romantic partners.
   3. they are more likely to be female, and therefore more nurturing.
   4. they are more likely to know of resources you do not know about.
10. The child of one’s spouse or committed partner is one’s \_\_\_\_\_\_\_\_\_\_\_.
    1. stepchild
    2. half-child
    3. adopted child
    4. fictive child
11. Any family that includes step-parents, step-siblings, or half-siblings is a \_\_\_\_\_\_\_\_\_.
    1. modern family.
    2. blended family.
    3. extended family.
    4. chosen family.
12. Relationships within social networks are more stable if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
    1. they are larger, including more people.
    2. they include more close intimate relationships.
    3. they include more people who also know each other.
    4. they include more older people than younger people.
13. Although 50% of marriages end in divorce, it is not true that 50% of people get divorced. This reflects the fact that \_\_\_\_\_\_\_\_\_\_\_\_.
    1. some people get divorced more than once.
    2. fewer people are getting married than in the past.
    3. more younger people get divorced than older people.
    4. some other nonsensical reason that sounds completely made up.
14. Which of the following theorists’ work focused on social networks?
15. Karl Marx
16. Georg Simmel
17. Erving Goffman
18. Talcott Parsons

Quiz 12

1. Since the 1970’s, intimate partner violence against women has \_\_\_\_\_\_\_\_\_, and intimate partner violence against men has \_\_\_\_\_\_\_\_\_.

a) increased; increased

b) increased; decreased

c) decreased; increased

d) decreased; decreased

2. Statistics may report lower-than-accurate rates of intimate partner violence against men, because \_\_\_\_\_\_\_\_.

a) violence against men is not against the law.

b) men are less likely than women to report experiences of violence.

c) men are never actually victims of family violence.

d) violence against men is usually too minor to be counted.

3. The majority of reported cases of child maltreatment are the result of \_\_\_\_\_\_\_\_\_\_.

a) physical abuse.

b) sexual abuse.

c) medical abuse.

d) neglect.

4. Family violence in which partners lash out at each other and commit less harmful physical violence is known as \_\_\_\_\_\_\_\_.

a) situational couple violence.

b) intimate terrorism.

c) systematic family violence.

d) child abuse.

5. \_\_\_\_\_\_\_\_\_ is a risk factor for family violence.

a) Partners having different race-ethnic identities from each other

b) Partners having different political views from each other

c) The woman working outside the home

d) One or more partners being socially isolated

6. Which of the following is NOT TRUE of systematic family violence?

a) Serious physical injuries often occur to one or more victims.

b) There is usually only one victim; other family members are rarely harmed.

c) There are often multiple forms of abuse occurring at the same time.

d) There may be more than one abuser in the situation.

7. The \_\_\_\_\_\_\_\_\_\_\_\_ model of family violence focuses on differences in power between men and women.

1. political
2. medical
3. psychological
4. interactional

8. For almost all of U.S. history, marital rape (forced sex with one’s spouse) has been \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. incredibly rare.
2. illegal.
3. experienced by women.
4. widely discussed.

9. \_\_\_\_\_\_\_\_\_\_\_ is a risk factor for experiencing intimate partner violence.

1. Drug and/or alcohol use
2. Parenthood
3. Having a college education
4. Being in a lesbian relationship

10. Elder abuse is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. abuse of children by their elders.
2. any abuse of a younger person by an older person.
3. a term made up by Stephanie to confuse her students.
4. abuse or neglect of an older person by a caregiver.

## Families and Society Family Analysis Project

*The following represents the Family Analysis Project which all students complete as part of my Families and Society course. Rather than requiring a single research paper, I require students to complete six reflection papers, all of which include an academic research component. The Family Analysis Project Instructions below tell students how to complete the project in general. The Family Analysis Reflection Paper Schedule gives instructions for how each individual research paper should be completed. Finally, the Family Vignette Assignments document below includes seven different vignettes. Each student is randomly assigned one vignette which they use to complete all assigned reflection papers.*

**Family Analysis Project Instructions**

**Introduction**

You have been assigned a family scenario describing a person’s background, social location, and plans for the future. For the purpose of this assignment, you should imagine that you have fallen in love with this person and want to form a new family with them within the next five years. Throughout the semester, you will write essays about how each of the topics we discuss in class will affect your new family. For example, if you have been assigned a partner of a different economic class background than the one you come from you will need to discuss issues of economic inequality, social class mobility, and reproduction of social class. If you or your assigned partner have children already, you will need to discuss how laws and social norms around custody and step-parenting will influence your family.

The goal of this assignment is to apply your sociological imagination to family situations. There are two parts to the sociological imagination: Making the familiar strange, and seeing the social in the personal. Depending on how much your assigned family differs from your own “real life” family, you will have to apply both aspects of the sociological imagination to different topics. For some of you, your family will be very similar to your own, and this project will be mostly about making the familiar strange. For others, it will mostly be about finding the social in the personal.

**Writing your reflection papers**

For each assignment, you should write an essay (approximately three pages long) in which you discuss how the assigned topic will affect your assigned family. You must cite three academic sources to support your argument. Some examples of appropriate sources are:

* Academic journal articles
* Edited volumes of research
* Books of academic research published by a university press

Examples of non-academic sources include:

* Popular magazines
* Personal websites/blogs
* Books written for a popular (non-academic) audience

You may cite non-academic sources, but they must be in addition to the three required academic sources. Each time you use words or ideas from another source, that is, ideas other than your own, you must provide an in-text citation and a properly formatted reference in a reference list.

**Using ASA citation style**

Quoting is when you use someone’s exact words in your paper. Here is an example of how to quote properly using ASA style:

The Stress Process includes “the sources of stress, the mediators of stress, and the manifestations of stress” (Pearlin et al. 1981: 337).

Since this is a direct quotation, I used quotation marks around the quoted phrase, and I included a page number in my citation.

Referencing a source is discussing someone else’s ideas in your own words to support your ideas. Here is an example of how to reference a source properly using ASA style:

The Stress Process explains how social stress from a variety of sources affects people’s lives in different ways (Pearlin et al. 1981).

Since these are my own words, I do not need quotation marks or a page number, but I still include a citation to give others credit for their ideas.

**Creating a reference list**

You must provide a list of your references at the end of your essay. NOTE: Your reference list is not considered part of your three-page essay. All references should be listed in alphabetical order by the last name of the first author (so that Zoe Alvarez would be listed before Adam Zimmer). A reference list in ASA style looks like this:

REFERENCES

Aneshensel, Carol S., Leonard I. Pearlin, and Roberleigh H. Schuler. 1993. "Stress, Role Captivity, and the Cessation of Caregiving."*Journal of Health and Social Behavior* 34(1):54-70

Berkman, Lisa F., Thomas Glass, Ian Brissette, Teresa E. Seeman. 2000. “From social integration to health: Durkheim in the new millennium.” *Social Science & Medicine* 51: 843-857.

Cobb, Sidney. 1976. “Social Support as a Moderator of Life Stress.” Psychosomatic Medicine 38(5):300-314.

Kessler, Ronald C., Jane D. McLeod, and Elaine Wethington. 1985. "The costs of caring: A perspective on the relationship between sex and psychological distress." In *Social support: Theory, research and applications*, pp. 491-506. Springer Netherlands.

Tönnies, Ferdinand. *Community and society*. Courier Dover Publications, 1957.

The first three references are academic journal articles. The last two references are books. The fourth reference is a chapter in an edited volume, while the fifth reference is a book with a single author.

The writing lab at Purdue University provides a citation guide for ASA style [citations](https://owl.english.purdue.edu/owl/resource/583/02/) and [references](https://owl.english.purdue.edu/owl/resource/583/03/). I encourage you to read it for further instructions and examples.

**Submitting your work**

Your essay should be three double-spaced pages in a standard 12-point font. It is okay to make stylistic choices, but please make sure it is clear and easy to read. You must submit each assignment in the appropriate dropbox folder in iCollege by 2:15 PM on the day it is due. I will not accept late submissions. I am also not able to accept emailed submissions. Knowing that emergencies sometimes happen, I encourage you to submit your work early to avoid any problems.

I use TurnItIn to evaluate the originality of your paper. Your originality report is available to you a few minutes after you submit your document. I have set up the dropbox folders so that you can submit multiple versions of your paper, and I will only see the last version submitted. Therefore, if you turn in your paper early and notice that you have made a mistake with citing, you can fix it and resubmit before the deadline.

**Questions**

If you have questions or concerns about this assignment, please contact me as soon as possible.

I am available to help you during my office hours, by appointment, and at other times via email.

**Family Analysis Reflection Paper Schedule**

* + - 1. Studying the family through history: Change and stability over time

Due: 1/31

Questions to consider: How traditional is your family? Which traditions does your family follow? Which traditions does it challenge? To what extent would your family have been socially accepted in the past? Think about how sociologists study family like yours. Do you think there is a lot of research on families like yours? Why or why not? Is this research valid, or is it biased? Why?

2. Race, class, and the family

Due: 2/14

Questions to consider: How will your family be affected by structures of race and racism? Will your family be privileged by your society’s racial structure? Will your family be disadvantaged? Will your family contain people of multiple races or ethnicities? How do you think this will affect your family? Will your family experience challenges associated with ethnicity or immigration? How will your family be affected by structures of class and economics? How will race and class interact to shape your family’s experiences (think intersectionally)?

3. Families, gender, and sexuality

Due: 2/28

Questions to consider: How will your family interact with gender structures? Will your family include people of multiple genders? How will your family adhere to or differ from traditional gender roles for men and women? If children are present, how will your family reproduce gender? Will your family include marginalized sexuality? Will norms of sexuality privilege your family? How so? How will your family be advantaged or disadvantaged by structures of gender and sexuality?

1. Families and sexual diversity

Due: 3/21

Questions to consider: What factors are likely to influence your ability to form a family with your partner? How likely is it that you (in “real life”) would actually form a family with a person like the one you have been assigned for this course? Why is it likely or unlikely? Will your family have access to formal marriage in the place you choose to live? What benefits will your family have access to through marriage? How will this affect you?

1. Parenting, step-parenting, and marriage termination

Due: 4/4

Questions to consider: Will your family include any second (or subsequent) marriages? Will there be children or step-children present? How will you parent your own and/or your partner’s children? What expectations will you have of your children? Will you need to co-parent with adults outside of your relationship? How will you and your partner negotiate that?

1. Money, power, and violence in the family

Due: 4/18

Questions to consider: How will paid and unpaid labor be divided in your family? Will division of labor in your family follow traditional gender roles for men and women? Will one partner have more control over finances than the other? How will work, earning potential, and financial control affect the balance of power in your relationship? How will the power in your relationship make family violence more or less likely? How can your family reduce the likelihood of family violence?

**Family Vignette Assignments**

Congratulations! You have just met the person for you! Within the next five years, you are going to form a new family with...

*An Indian woman (US resident) whose parents are planning to arrange a marriage for her with someone other than you. Her parents are very important to her, but she really wants to form a relationship with you. She is earning a bachelor’s degree in economics and would like to become a CPA.*

1. *A middle-class white man who travels three weeks each month for his job and has three children from a previous marriage of whom he has custody. Currently, he has a live-in nanny but would rather have a full-time parent (you) in the home for his kids.*
2. *An African-American male professor who has tenure at Harvard, teaching philosophy. He also has a chronic illness which effects his energy levels. He is often tired, with little energy for housework or socializing. He has no children and he does not plan to have any.*
3. *An upwardly-mobile white woman from an upper-middle class background who wishes never to have kids or at least not to care for them herself. (If you want kids, you will have to be the primary care-giver.) She has just graduated from law school and accepted a position at a large law firm in Atlanta.*
4. *A working class, Latino man from Costa Rica who wishes to live near his family in his home country. He is a legal permanent resident of the U.S. He has no children yet, but he hopes to raise a large family.*
5. *A wealthy African-American woman who owns a publishing business in Chicago. She has no children, but would like to have children once she settles down with the right person (you).*
6. *An English man who wishes to live in the US but cannot get residency for 3-4 years as a result of the immigration waiting list for English citizens into this country. His highest level of education is a high school diploma. He works in the restaurant industry and often lives paycheck to paycheck. He is open to having children or not, depending on what his partner (you) wants.*

# Appendix A: Course Syllabi

*This appendix contains the syllabi for one section of each course I have taught, as well as syllabi for courses I have designed for the 2017-2018 academic year. These courses include Introduction to Sociology, Families and Society, Social Statistics, Introduction to Poverty Studies, Race and Ethnic Relations, Religion and Mental Health Access, and Medical Sociology.*

**Introduction to Sociology**

**CRN:** 14300

**Spring 2014**

Department of Sociology

Georgia State University

**Meetings**: Tuesdays and Thursdays, 2:30-3:45 in 617 of Langdale Hall

**Instructor:** Stephanie Hansard

**Office Hours:** Tuesdays, 4:00-5:00 PM, Thursdays, 1:00 PM-2:00 PM

Additional times by appointment.

**Office Location:** 1066 of Langdale Hall

**E-Mail:** [Hansard.GSUSociology@gmail.com](mailto:Hansard.GSUSociology@gmail.com)

**Course Description**

Welcome to Introduction to Sociology (SOCI 1101). This course is designed to provide you with a first look at the discipline of sociology. The American Sociological Association defines sociology as “a social science involving the study of the social lives of people, groups, and societies.” This course will use a combination of lecture, discussion, activity, and writing to teach students the foundational concepts of sociology and how to apply scientific thinking to the social world around them.

All students are encouraged to think critically about the concepts, theories, and methods presented throughout this course; to ask questions; and to share examples from their own lived experiences. It is my hope that, by the end of this course, you will have gained the tools you need to continue an academic study of sociology and to apply sociological thinking to your own social world.

**Course Objectives**

1. Students will learn what it means to think sociologically.
2. Students will gain a basic understanding the process through which sociological knowledge is created.
3. Students will gain a sociological understanding of social inequalities across such factors as race, class, gender, sexuality, nationality, age, and ability.
4. Students will understand major theories of sociology and how these theories can be applied to various social phenomena.
5. Students will learn to recognize ways in which social structures impact their lives and the lives of others.
6. Students will be able to imagine solutions to social problems.

**Required Texts**

Giddens, Anthony, et al. 2013. Introduction to Sociology: Seagull 9th edition. New York: W.W. Norton & Company, Inc.

This book can be ordered directly from the publisher for $53.75. There are copies available on Amazon for $53.70.

I have placed one copy of the textbook on reserve in the library. For help using reserve books, please ask at the circulation desk on the first floor of Library North.

All additional readings will be posted on Desire2Learn.

**Evaluation**

Your work in this course will be evaluated based on a combination of participation and contribution, quizzes, and a course project. Your final grade will be calculated as follows:

* Quizzes (50% of course grade)
* Course Project (40% of course grade)
  + Topic Proposal (requires meeting with me): 5% of course grade
  + Annotated Bibliography: 5% of course grade
  + Theoretical Framework: 5% of course grade
  + First Draft: 15% of course grade
  + Revised Draft (Optional): 10% of course grade
* Participation and Contribution (10% of course grade)

**Quizzes:**

Since this is an introductory class, part of my responsibility as the instructor is to provide you with a basic understanding of the concepts, theories, and issues foundational to the discipline of sociology. In order to know whether or not I am meeting that responsibility, I must test your understanding of course material throughout the semester. **Instead giving exams, I will evaluate your learning by giving twelve quizzes.** By giving quizzes instead of exams, I hope to make the testing process more effective, by allowing me to recognize problems earlier and reinforce material more frequently. Also, by giving more small quizzes, I am able to make each quiz count for a lower percentage of the course grade. I hope this will reduce any anxiety students may feel about being tested.

**We will be taking a quiz for about twenty minutes at the beginning of each Tuesday class meeting.** Each quiz will include some combination of multiple choice, short answer, and essay questions over material covered in the previous two class meetings. **Quizzes will include information presented in lectures, activities, and films, as well as information from the text book.** That is to say, you are responsible for material presented in class, whether or not it is in the book. Likewise, you are responsible for material in the book, whether or not it is discussed in class. If you miss a class meeting, please arrange to get notes and discuss them with your classmates **before** asking me questions about what you’ve missed.

You will be taking twelve quizzes throughout the course, however, only ten will count toward your final grade. **Each student’s two lowest quiz grades will be dropped**. In addition, **each student will be allowed to make up ONE quiz.** You may choose to use your ONE makeup quiz for any reason. There is no need to explain your reasons to me or to provide an excuse. You may only make up a quiz you have missed; you may not retake a quiz you have already taken.

**Course Project:**

One of the goals for this course is to gain a critical understanding of the process through which sociological knowledge is created. In order to do this, we will be working on a project throughout this course which will introduce you to the sociological research process. The final project will be a 10-15 page literature review paper on a sociological topic of your choosing. This project will be completed in five steps throughout the semester. These steps include 1) a **topic proposal**, which you will discuss with me; 2) an **annotated bibliography**; 3) a **theoretical framework**; 4) a **first draft** and 5) an optional **revised draft**. More detailed instructions will be given on the day each step is assigned in class. **Each component of the project should be turned in electronically on Desire2Learn before the beginning of class on the day it is due.** Please do not turn in your paper as a hard copy or email attachment. Since each stage of this project will build on earlier components, it is essential that each component be turned in on time. I do not give credit for papers turned in late. If you submit a paper component after the due date, I will read it and give you feedback so that you can complete future steps; however you will receive a grade of zero for that component. **Each student will be allowed ONE opportunity to turn in a paper component late for credit.** You may use this ONE opportunity for any reason. There is no need to explain your reasons or provide an excuse. In order to receive credit, your ONE late paper component must be turned in within one week of the original due date.

**Participation and Contribution**:

In order for this course to be successful, we must all actively participate and contribute to the learning process.

In order to actively participate, you must first be prepared. This means you must come to class having read and reviewed the material, and having completed assignments. In order to actively participate, you must be physically present and mentally focused during each class meeting. **This means being mindful and attentive during lectures and discussions, and not being distracted by phones, earphones, computers, side conversations, or other tasks. If you are disruptive or distractingly inattentive during class, you will be considered “absent.”**

Contributing to the class means sharing your own ideas and experiences with the class. In order to successfully contribute to the course, each student must ask thoughtful questions, make constructive comments, share relevant examples, and offer criticisms of the theories and methods presented in this course. Generally, this will involve speaking aloud in class. **If you anticipate being unable to contribute by speaking aloud in class, please let me know before the second class meeting.** We can discuss other ways to contribute to class discussion.

For each class meeting, you will earn between 0 and 2 points for participation and contribution. In order to earn 0 points for participation and contribution, you must be absent, disruptive, or distractingly inattentive (others can tell that you are not paying attention). In order to earn 1 point, you must be present and attentive. In order to earn 2 points, you must be prepared, present, fully attentive, and make valuable contributions to the class discussion.

Some of the ideas discussed in this class may be controversial or sensitive for some students. While all scholars have the freedom to disagree with each other and to criticize ideas, we must avoid making attacking and discriminatory remarks about each other. **Language which is discriminatory, threatening, or attacking toward individual persons or groups of people will not be accepted in this class, and may result in a failing participation and contribution grade and further disciplinary action. This shall include, but is not limited to personal insults, racial or ethnic slurs, or slurs based on religion, ability, gender, sex, or sexuality.**

**Grading**

All assignments will be graded as a percentage of 100 points and weighted as described on Page 2 of this syllabus.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 97-100 | A+ | 87-89 | B+ | 77-79 | C+ | 60-69 | D |
| 93-96 | A | 83-86 | B | 73-76 | C | 59 or below | F |
| 90-92 | A- | 80-82 | B- | 70-72 | C- |  | |

**Integrity and Academic Dishonesty**

This course is designed to allow each student to succeed with reasonable effort. Therefore, I expect that all work you turn in to me will be an honest reflection of your individual effort and knowledge. Cheating and plagiarism are dishonest and will not be tolerated. Cheating includes, but is not limited to, copying another person’s quiz answers, using unauthorized resources during a quiz, or having another person do your work for you. Plagiarism includes representing someone else’s ideas or work as your own. If I have evidence that you have cheated on or plagiarized any component of your course work, you will receive a grade of zero and may be dropped from the course. The Department of Sociology requires that, if I penalize you for academic dishonesty, I must file academic dishonesty charges against you. You have the right to appeal academic dishonesty charges. I expect that each student in this course will act with integrity and that I will have no reason to deal with academic dishonesty. **If you have any questions or concerns about what constitutes cheating or plagiarism, please address them with me immediately.**

**Disability**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services (Suite 230 of the New Student Center). Students may only be accommodated upon issuance by the Office of Disability Services of a signed accommodation plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

**Personal Counseling**

During times of change and transition, such as beginning college, many people experience high levels of stress. Additionally, some of the topics discussed in this course may bring up difficult emotions for some people. If you feel you need help dealing with stress or other mental or emotional challenges, I encourage you to get in touch with the Counseling and Testing Center at GSU. Phone: 404-413-1640, Suicide Crisis Line: 800-715-4225.

**Special Accommodations**

If you know that you are going to be absent for one or more class meetings due to university business, religious observances, or legal obligations, please inform me in writing as early as possible. I must be notified of religious observances no later than the second week of class.

**Withdrawals**

The semester midpoint, Tuesday, March 5th, is the last day to withdraw from a full semester class and receive a possible grade of W, except for hardship withdrawal. Students can use PAWS to withdraw before the midpoint. After the midpoint of the term, voluntary withdrawals cannot occur.

**Course Evaluation**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**Changes to Syllabus**

This syllabus outlines my plan for teaching this course. As the course progresses, changes to the syllabus may become necessary. I will discuss any and all changes to the syllabus with the class before they take effect. I will not change the syllabus in any way which could make the course harder for students after the withdrawal period.

**Course Schedule**

| Date  **Readings** | Agenda | Reminders |
| --- | --- | --- |
| 1/14 | -Welcome  -Syllabus  -Discussion |  |
| 1/16  Giddens Chapter 1 | -Lecture: What is sociology?  -Lecture: Sociological Theory  -Introduction of course project |  |
| 1/21  Giddens Chapter 2 | -Quiz 1  -Lecture: Sociological Methods |  |
| 1/23  “Tearoom Trade: means and ends in social research”  (On Desire2Learn) | -Special Guest  -Discussion: Research Ethics |  |
| 1/28  Giddens Chapter 3 | -Quiz 2  -Lecture: Culture and Society | Topic Proposal due before class on 1/30. |
| 1/30 | -Activity: Discovering Norms  -Discussion | Topic Proposal due on Desire2Learn before class.  ***Extra office hours after class.*** |
| 2/4  Giddens Chapter 4 | -Quiz 3  -Lecture: Socialization | ***Extra office hours before class.*** |
| 2/6 | -Activity  -Discussion: Reflected appraisal and the self | Topic Proposal corrections due on Desire2Learn before class. |
| 2/11  -Giddens Chapter 5 | -Quiz 4  -Lecture: Social Interaction |  |
| 2/13  “Embarrassment and Social Organization”  (On Desire2Learn) | -Discussion: Where does embarrassment come from? |  |
| 2/18  Giddens Chapter 6 | -Quiz 5  -Lecture: Social Groups and Networks | Annotated Bibliography due before class on 2/20. |
| 2/20 | -Activity: Measuring your social network | Annotated Bibliography due on Desire2Learn before class. |
| 2/25  Giddens Chapter 7 | -Quiz 6  -Lecture: Conformity and Deviance | Annotated Bibliography corrections due before class on 2/27. |
| 2/27  “The Road From Crime”  (Documentary: Link on Desire2Learn) | -Discussion: Criminalization and recidivism | Annotated Bibliography corrections due on Desire2Learn before class. |
| 3/4  Giddens Chapter 8 | -Quiz 7  -Lecture: Social Class and Stratification | ***Tomorrow (3/5) is the Last day to withdraw from the course.***  Theoretical Framework due before class on 3/6. |
| 3/6  “Hiring as Cultural Matching”  (On Desire2Learn) | -Activity: Spent  -Discussion: Is America a meritocracy? | Theoretical Framework due on Desire2Learn before class. |
| 3/11  Giddens Chapter 10 | -Quiz 8  -Lecture: Sex and Gender |  |
| 3/13 | -Film: *Killing Us Softly* |  |
| 3/18  ***Spring Break - No Class*** |  |  |
| 3/20  ***Spring Break - No Class*** |  |  |
| 3/25  Giddens Chapter 11 | -Quiz 9  -Activity: Let’s take the Census!  -Lecture: Race and ethnicity in the United States | First Draft due before class on 3/27. |
| 3/27 | -Discussion: Is race real? Does it matter? | First Draft due on Desire2Learn before class. |
| 4/1  Giddens Chapter 13 | -Lecture: Government, Power, and Social Movements | ***Extra office hours before class*** |
| 4/3 | -Discussion: Is revolution possible? | ***Extra office hours after class*** |
| 4/8  Giddens Chapter 15 | -Quiz 10  -Lecture: Family and Intimate Relationships |  |
| 4/10 | -Activity: Planning your family  -Discussion: What is the future of the family? |  |
| 4/15  Giddens Chapter 17 | -Quiz 11  -Lecture: Religion in Modern Society |  |
| 4/17 | -Discussion: How does diversity affect religion? |  |
| 4/22  Giddens Chapter 18 | -Quiz 12  -Lecture: Health, Illness, and the Body |  |
| 4/24 | -Film: *Unnatural Causes*  -Discussion: What does our health say about our society? | -Revised Draft due by NOON on 4/30.  -I will have office hours by appointment during finals week to discuss your papers. |
| 4/30 | Thanks for a great semester! Enjoy your summer! | Revised Draft Due on Desire2Learn by NOON. |

| Families and Society (Soci 3301)  Spring 2017 | |
| --- | --- |
| CRN 18502 | |
| Instructor: | Stephanie Hansard |
| Meeting Time: | TR 2:30PM-3:45PM |
| Location: | Langdale Hall Room 403 |
| Office Hours: | TR 1:15PM-2:15 (and by appointment) |
| Office Location: | Langdale Hall Room 1066 |
| Email: | [Shansard2@gsu.edu](mailto:Hansard.GSUSociology@gmail.com) |

**Course Description**

The family provides rich opportunities for sociological inquiry. Our family lives are deeply private, consisting of our most intimate relationships and our most personal experiences. At the same time, the family is a public social institution governed by social norms, bounded by laws, and surrounded by intense political debate. In this course, we will explore the social institution of the family in terms of both small-scale interpersonal interactions and large-scale social and political issues. We will use reading, discussion, writing, and other activities to develop a sociological understanding of the dynamic social institution of the family.

**Course Objectives**

During this course, students will:

* 1. Gain a sociological understanding of the family as a social institution
  2. Develop an understanding of the public and private aspects of family life
  3. Apply sociological theory to the family and intimate relationships
  4. Engage with the sociological imagination while investigating the realities of family life

**Required Texts**

Cohen, Philip J. 2014. The Family: Diversity, Inequality, and Social Change. W.W. Norton & Company, 0393933954.

In addition to the textbook, I will assign additional required readings as indicated on the course schedule. These readings will be available on iCollege.

**Evaluation**

* + Quizzes - 50% of course grade
  + Response papers - 40% of course grade
  + Participation and contribution - 10% of course grade

Quizzes

There are no exams in this class. Instead, you will take twelve quizzes throughout the course. By giving more small quizzes, I am able to make each quiz count for a lower percentage of the course grade. I hope this will reduce any anxiety students may feel about being tested.

You will be taking a quiz for about fifteen minutes at the beginning of each Monday class meeting. Each quiz will include ten multiple choice questions. While quizzes will mainly focus on material covered in the previous two class meetings, some older material may also be covered. For example, material related to theory, methods, and connections between course concepts are likely to reappear throughout the semester. Quizzes will include information presented in lectures, activities, and films, as well as information from assigned readings. You are responsible for material presented in class, whether or not it is in the readings. Likewise, you are responsible for material in the readings, whether or not it is discussed in class. If you miss a class meeting, please arrange to get notes and discuss them with your classmates before asking me questions about what you’ve missed.

Each student’s two lowest quiz grades will be dropped. Since I drop two quiz grades, I will not allow makeup quizzes for any reason, except as required by the university.

Reflection Papers

Throughout this course, you will turn in 6 reflection papers. Each reflection paper will require a perspective-taking exercise in which you apply the sociological imagination to social issues or sociological concepts related to families. These papers will not be a simple summary of the week’s readings, and you should plan to spend a significant amount of time preparing them. Each paper should be approximately three pages long and should reference at least three academic sources. **You may use academic sources assigned as course readings, but you may not cite the textbook for this course as one of your required sources.** Be sure to include full ASA style references for all sources. Of the six papers you submit, your five best grades will count toward your final grade. Therefore, each paper will count for 8% of your final grade. Papers must be submitted on Dropbox by 2:15PM on the day they are due. Late papers will not be accepted for any reason, except as required by the university.

Attendance and Participation

In order for this course to be successful, we must all actively participate and contribute to the learning process.

Students are expected to attend each class meeting, having read and reviewed the material, and having completed assignments as outlined in the syllabus. In order to actively participate, you must be physically present and mentally focused during each class meeting. I should not see your phone, tablet, or laptop during class (except as part of a disability accommodation). I will take attendance during each class. Each student is allowed to miss two class meetings without penalty. Beginning with the third absence, your attendance and participation grade will be penalized by one letter grade for each class meeting missed. That is, if you miss three class meetings, you cannot earn above a B for attendance and participation. If you miss four class meetings, you cannot earn above a C. **If you are absent for more than 5 class meetings during the semester, you will receive a failing participation grade, and I also reserve the right to withdraw you from the course.** Note that if you sleeping, disruptive, distracted by technology, arrive significantly late, or leave significantly early, I will mark you absent for the day.

Some of the ideas discussed in this class may be controversial or sensitive for some students. While all scholars have the freedom to disagree with each other and to criticize ideas, we must avoid making attacking and discriminatory remarks about each other. **Language which is discriminatory, threatening, or attacking toward individual persons or groups of people will not be accepted in this class, and may result in a failing participation and contribution grade and further disciplinary action. This shall include, but is not limited to personal insults, racial or ethnic slurs, or slurs based on religion, ability, gender, sex, or sexuality. If you have any questions about inappropriate language, please discuss them with me outside of class.**

Excused Absences

Each student may miss two class meetings without penalty, no questions asked. However, no absences beyond the second absence will be considered “excused” except for the three reasons required by the university. These reasons are: 1) University business; 2) Religious observance; and 3) Legal obligation. The university considers legal obligations to include jury duty, legal subpoenas, and military duty (such as deployment or reserve service). It is my personal policy to consider any situation in which a student is detained by the police, required to appear in court, or otherwise unable to attend class because of legal authorities as a legal obligation. If you miss class for any of these reasons, please provide me with proper documentation as soon as possible.

**Grading**

All assignments will be graded as a percentage of 100 points and weighted as described on Page 2 of this syllabus.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 97-100 | A+ | 87-89 | B+ | 77-79 | C+ | 60-69 | D |
| 93-96 | A | 83-86 | B | 73-76 | C | 59 or below | F |
| 90-92 | A- | 80-82 | B- | 70-72 | C- |  | |

**Contacting Your Instructor**

The best way to get in touch with me is **via email.** Please use the email address provided in the syllabus. Please include our course name or number in the subject of your email. Kindly remember that I am allowed 24 hours to respond to your email. If you have not heard from me within 24 hours, please re-send your email. You may also contact me **in person.** My office is located on the 10th floor of Langdale Hall inside the sociology department. I am always available to meet with students in my office during office hours. I am also available outside of my regular office hours by appointment. The worst way to get in touch with me is **via phone**. You are welcome to call the number listed for me in the campus directory, but since I share an office and a phone line, the odds that I will receive your call are not good.

**Integrity and Academic Dishonesty**

This course is designed to allow each student to succeed with reasonable effort. Therefore, I expect that all work you turn in to me will be an honest reflection of your individual effort and knowledge. Cheating and plagiarism are dishonest and will not be tolerated. Cheating includes, but is not limited to, copying another person’s quiz answers, using unauthorized resources during a quiz, or having another person do your work for you. Academic dishonesty includes submitting work you’ve used in other courses, in whole or in part, without the express permission of both instructors. Plagiarism includes representing someone else’s ideas or work as your own. For examples, please refer to my handout on avoiding plagiarism. If I have evidence that you have engaged in academic dishonesty, you will receive a grade of zero on all plagiarized assignments and may be dropped from the course. The Department of Sociology requires that, if I suspect you of academic dishonesty, I must file academic dishonesty charges against you. You have the right to appeal academic dishonesty charges. I expect that each student in this course will act with integrity and that I will have no reason to deal with academic dishonesty. If you have any questions or concerns about what constitutes cheating or plagiarism, please address them with me immediately.

**Disability**

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services (Suite 230 of the New Student Center). Students may only be accommodated upon issuance by the Office of Disability Services of a signed accommodation plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. If you need help accessing disability services, please let me know.

**Personal Counseling**

During times of change and transition, such as beginning or completing college, many people experience high levels of stress. Additionally, some of the topics discussed in this course may bring up difficult emotions for some people. If you feel you need help dealing with stress or other mental or emotional challenges, I encourage you to get in touch with the Counseling and Testing Center at GSU. Phone: 404-413-1640, Suicide Crisis Line: 800-715-4225.   
If you need help accessing these services, please talk to me.

**Special Accommodations**

If you know that you are going to be absent for one or more class meetings due to university business, religious observances, or legal obligations, please inform me in writing as early as possible. I must be notified of religious observances no later than the second week of class.

**Withdrawals**

The semester midpoint, Tuesday, March 1, is the last day to withdraw from a full semester class and receive a possible grade of W, except for hardship withdrawal. Students can use PAWS to withdraw before the midpoint. After the midpoint of the term, voluntary withdrawals cannot occur.

**Course Evaluation**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**Changes to Syllabus**

This syllabus outlines my plan for teaching this course. As the course progresses, changes to the syllabus may become necessary. I will discuss any and all changes to the syllabus with the class before they take effect. I will not change the syllabus in any way which could make the course harder for students after the withdrawal period.

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| Date  (Day)  Topic | Readings Before Class Meeting | Agenda |
| 1/10  (Tues.)  Introduction | Syllabus | -Welcome!  -Discuss Syllabus  -Discussion Guidelines |
| 1/12  (Thurs.) |  | -Discussion: What is a family? |
| 1/17  (Tues.) | Cohen Ch.1 | -Quiz 0 (ungraded)  -Lecture: Sociology of the family |
| 1/19  (Thurs.) |  | -Discussion: How do sociologists study the family? |
| 1/24  (Tues.) | Cohen Ch. 2 | -Quiz 1  -Lecture: The Family Through History |
| 1/26  (Thurs.) | iCollege: Hull, Meier, and Ortyl – “The Changing Landscape of Love and Marriage.” | -Discussion: Is the family public or private? |
| 1/31  (Tues.) | Cohen Ch. 3 | -Quiz 2  -Reflection Paper 1 due on iCollege by 2:15 PM  -Lecture: Race, Ethnicity, and Immigration |
| 2/2  (Thurs.) | iCollege: Perry and Bright – “African American Fathers and Incarceration” | -Discussion: Families, immigration, incarceration. |
| 2/7  (Tues.) | Cohen Ch. 4 | - Quiz 3  -Lecture: Families and Social Class |
| 2/9  (Thurs.) |  | -Discussion: Life chances and social mobility |
| 2/14  (Tues.) |  | - Quiz 4  -Reflection Paper 2 due on iCollege by 2:15 PM  -Lecture/Discussion: Life chances |
| 2/16  (Thurs.) |  | -Discussion: Families, poverty, and inequality |
| 2/21  (Tues.) | Cohen Ch. 5  -Lecture: Families and Gender | -Quiz 5 |
| 2/23  (Thurs.) |  | -Discussion: How do families reproduce gender? |
| 2/28  (Tues.) | Cohen Ch. 6 | -Quiz 6  -Reflection Paper 3 due on iCollege by 2:15 PM  -Lecture: Families and Sexuality  -Semester Midpoint! Last day to drop with a grade of W! |
| 3/2  (Thurs.) | iCollege: “Hidden Lives: Three in a bed” (video) | -Discussion: Families, sex, and structure |
| 3/7  (Tues.) | Cohen Ch. 7 | -Quiz 7  -Lecture: Love and Romantic Relationships |
| 3/9  (Thurs.) |  | -Discussion: How do romantic relationships reinforce social structure |
| 3/14  (Tues.)  No Class | Spring Break |  |
| 3/16  (Thurs.)  No Class | Spring Break |  |
| 3/21  (Tues.) | Cohen Ch. 8 | -Quiz 8  -Reflection Paper 4 due on iCollege by 2:15 PM  -Lecture: Marriage and Cohabitation |
| 3/23  (Thurs.) | iCollege: TBA | -Discussion: Dating, mating, and inequality |
| 3/28  (Tues.) | Cohen Ch. 9 | -Quiz 9  -Lecture: Families and Children |
| 3/30  (Thurs.) | iCollege: UN Convention on the Rights of the Child | - Discussion: Children’s changing roles |
| 4/4  (Tues.) | Cohen Ch. 10 | -Quiz 10  -Reflection Paper 5 due on iCollege by 2:15 PM  -Lecture: Divorce, Remarriage, and Blended Families |
| 4/6  (Thurs.) |  | -Discussion: The new extended family? |
| 4/11  (Tues.) | Cohen Ch. 12 | -Quiz 11  -Lecture: Family violence and abuse |
| 4/13  (Thurs.) | iCollege: Kaufman - “The Construction of Masculinity and the Triad of Men’s Violence” in Kimmel and Messner Ch.1 (pp. 4-15) | -Discussion: Undoing family violence |
| 4/18  (Tues.) | Cohen Ch. 13 | -Quiz 12  -Reflection Paper 6 due on iCollege by 2:15 PM  -The Future of the Family |
| 4/20  (Thurs.) | Last Day of Class | -Discussion: Change and stability in the family |

Sociology 3010 – Social Statistics (CRN 82860)

Georgia State University

Fall 2016

| Instructor: | Stephanie Hansard |
| --- | --- |
| Office: | Langdale Hall 1066 |
| Contact: | [Hansard.GSUSociology@gmail.com](mailto:Hansard.GSUSociology@gmail.com) |
| Class meeting: | TR 4:15-5:45 |
| Location: | Classroom South 100 |
| Office hours: | TR 3:00-4:00, or by appointment |

**COURSE DESCRIPTION AND OBJECTIVES**

The goal of this course is to introduce students to the basics of statistical analysis in the social sciences. During this course, you will learn to describe sets of data using numbers, charts, and graphs. You will learn to test hypotheses, examine associations between variables, and conduct and interpret regression analyses. By the end of this course, you will be able to:

* Understand the importance and relevance of statistics to sociological research
* More easily read and understand quantitative sociological research papers
* Formulate testable hypotheses and choose appropriate statistical tests
* Use computer software (Microsoft Excel) to conduct your own sociological analyses
* Think critically about claims and arguments based on statistics

**COURSE MATERIALS**

The following materials are required for the course:

Healey, Joseph F. 2012. The Essentials of Statistics: A Tool for Social Research. Third Edition.

You will be required to bring a simple calculator with a square root function to each class. You do not need to buy a fancy, expensive calculator. You can buy the kind of calculator you need from the bookstore for about $10. You will not be allowed to use cell phones or computers as calculators. I will not be responsible for providing calculators to students at any time.

You will also need a small journal or composition book. You will be using this to create a statistics journal for yourself. It does not need to be anything fancy, but it should be something you will enjoy writing in.

Naked Statistics: Stripping the Dread from the Data, by Charles Wheelan (2013) is an excellent guide to understanding and applying statistics. While this book is not required for the course, I recommend it to students who are anxious about statistics and to students who value concrete applications when learning mathematical concepts. Relevant chapters are marked on the course schedule, but **these readings are** **optional**.

**GRADING**

Exams (60%): There will be three exams in this class, each worth 20% of your course grade. The first two exams will be given in class and will be non-cumulative. The third exam will be given during the final exam period and will be cumulative. Each exam will be graded for correctness. In order to receive partial credit for an incorrect answer, you must show your work and/or explain your reasoning.

Computer Assignments (25%): You will complete five computer assignments throughout the semester, each worth 5% of your course grade. Each assignment will require you to analyze data using SPSS and to interpret your results. You will complete these assignments outside of class and turn them in at the beginning of class on the day they are due. These assignments will be graded for completeness and correctness. In order to receive partial credit for an incorrect answer, you must show your work and/or explain your reasoning. You may work in groups to conduct your analyses, but your interpretation of results should be your own work.

Journal (15%): As part of this course, you will create a statistics journal. You will complete one journal entry for each new concept we cover in class. Your journal will be checked for completeness following each exam. This means that your journal will be checked on three occasions, each worth 5% of your course grade. Please note that I will not be checking your journal for correctness. You are responsible for checking the correctness of your journal’s contents and approaching me with any questions. You will be allowed to use your journal as a resource while taking each exam. You must turn in your journal to be checked at the end of each exam in order to receive credit for the journal assignment.

Attendance: I do not enforce attendance for this course. However, due to the nature of the course, you are strongly encouraged to attend each class. Statistics builds upon itself quickly, and if you miss class, you will fall behind. You will also not be allowed to turn in data analysis assignments or make up mini-quizzes on days you are absent, which will ultimately harm your grade. Arriving to class late and leaving class early are disruptive behaviors and will not be tolerated. I reserve the right to lock the door and refuse to admit students after class has begun, so if you know you will be arriving late or leaving early, you should email me ahead of time.

A note on excuses: I do not give makeup exams or accept late assignments except as needed for disability accommodation or for reasons required by the university. These reasons are 1) an absence due to university business, 2) an absence due to legal obligation (e.g. jury duty, military service, summons to appear in court, or being arrested/detained by police), 3) religious observance. I must be notified in writing of any religious observances by the second week of class, and of absences due to university business as far in advance as is possible. I may make rare exceptions to this policy if you yourself are hospitalized or having surgery, if a member of your immediate family has died, or if you are experiencing other extreme circumstances. These exceptions will be made at my sole discretion.

Your final letter grade will be calculated on the following scale:

A+ 100-97

A 96-93

A- 92-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D 69-60

F 59 and below

**For SOCI 3010, a final grade of 73 (a letter grade of “C”) is considered passing. ANY GRADE BELOW 73 CONSTITUTES A FAILING GRADE**. I round all final grades to the nearest whole number. For example, a 72.5 is rounded up to 73; a 72.4 is rounded to a 72. There are no opportunities for extra credit in this class, and I will not be able to entertain individual requests for extra credit. Instead, keep up with your grade and approach me early in the semester if you are having trouble.

**POLICIES**

**Academic Honesty**

All students are expected to abide by the University’s policy on Academic Honesty. The code identifies the following offenses as academic misconduct:

* Plagiarizing, or “paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student’s work as one’s own.”
* Cheating on examinations, or “giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.”
* Unauthorized collaboration, or “submission for academic credit of a work product, or a part thereof, represented as its being one’s own effort, which has been developed in substantial collaboration with another person or source or with a computer-based resource.”
* Falsification, or “misrepresenting material or fabricating information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage.”

Disciplinary actions for violating the academic honesty code may include but are not limited to an F in the course (in which case you will be required to repeat it), a notation on your transcript, or dismissal from the university. For more information please see <http://www2.gsu.edu/~wwwfhb/>sec409.html. GROUP STUDY IS PERMISSIBLE, BUT YOU MUST DO YOUR OWN WORK.

**Behavior**

Technology: Cell phones, music players, tablets and laptops are distracting and should be put away and silenced during class. The only time you should use a laptop in class is when we are working on a data assignment and you are following along. If you are expecting an emergency phone call, tell me before class begins. If you require a technological device as part of a disability accommodation, please notify me in writing as part of your disability services notification.

If I see you using your computer at any other time, I will ask you to stop. If I have to ask you more than once, I may ask you to leave class.

Food and drink: I do not mind if you eat or drink during class, but please be considerate with food. For example, please do not leave during class to get snacks, eat very noisy foods or messy foods. If eating in class becomes disruptive, I may ask you to stop.

Talking: You are encouraged to contribute to the class by asking questions, sharing examples, and solving problems. If you wish to contribute to class in this way, please raise your hand. Do not talk while someone else is talking. This is rude and distracting to your classmates and to me. If I see you engaging in side conversations, I will ask you to be quiet. If I have to ask you more than once, I may ask you to leave class.

Other disruptive behaviors: Disruptive behaviors, such as sleeping in class, verbal outbursts, physical aggression, inappropriate language, etc. (use common sense here), will not be tolerated. If you engage in disruptive behavior in the classroom, I may ask you to stop the behavior, ask you to leave class, call campus security, or administratively remove you from the course, whichever the situation calls for.

**Withdrawals**

You are responsible for withdrawing from the course should you decide to do so. The last day to withdraw is March 3. If you withdraw after this date, you will receive a grade of WF. If you have a failing grade in the course at the time you withdraw, you will be given a grade of WF.

**Accommodations for Students with Disabilities**

I strive to make this course accessible to all students. Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. You can learn more about services provided by the office by calling 404-413-1560 or through their website at <http://www2.gsu.edu/~wwwods/>. If you have a documented condition that requires special accommodations, please inform me as soon as possible. If you have a disability or learning difference which is not documented, but which impacts your ability to succeed in this course, please speak to me privately. I will try to help you access appropriate support.

**Office Hours**

I will be in my office for one hour before each class period. You may also make appointments to meet with me at other times. If you make an appointment to meet with me outside of my regular office hours and do not show up, I may decline to make appointments with you in the future. Office hours are an opportunity for you to ask me specific questions or get help with a problem you are unable to solve. I will not have time to provide general tutoring. If you have missed class, please do the readings and review the notes with another student before coming to me with questions. This will allow me to give all students the support they need. If you feel you need additional help in the course, please let me know and I will try to connect you with appropriate resources.

**Desire2Learn**

I use Desire2Learn to post announcements, computer assignments, handouts, lecture slides, assignment grades, and other information. You should check Desire2Learn daily so that you do not miss anything.

**Final Evaluation**

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**COURSE SCHEDULE**

The syllabus provides a general plan for the course; deviations may be necessary. I will inform you of any changes prior to their occurrence. Students are responsible for all information and requirements stated in this syllabus.

The following is a tentative course schedule.

|  |  |  |
| --- | --- | --- |
| Date | Topic | Relevant Readings |
| 8/23 | Introduction and Syllabus | Read the syllabus thoroughly. |
| 8/25 | Review of mathematical concepts | Healy Ch. 1  Wheelan Ch. 1&5 (Brightspace)  Unit 1 concept list |
| 8/30 | Percentages, proportions, and rates | Healy Ch. 2  Wheelan Ch. 2&3 |
| 9/1 | Introduction to Excel |  |
| 9/6 | Charts and graphs | Healy Ch. 3 |
| 9/8 | Creating charts and graphs |  |
| 9/13 | Measures of central tendency | Healy Ch. 4 |
| 9/15 | Measures of central tendency |  |
| 9/20 | Measures of dispersion  Data analysis assignment 1 due in class | Healy Ch. 5 |
| 9/22 | Creating and interpreting a descriptive statistics table |  |
| 9/27 | Review for Exam 1 | Exam 1 review sheet |
| 9/29 | Exam 1  Journal check 1 |  |
| 10/4 | The normal curve | Healy Ch. 6 |
| 10/6 | Finding the area under a curve |  |
| 10/11 | Sampling and estimation  Data analysis assignment 2 due in class | Healy Ch. 7  Wheelan Ch. 7&10  Semester midpoint. Last day to withdraw with a grade of “W.” |
| 10/13 | Constructing a sample: handling missing data |  |
| 10/18 | Hypothesis testing: Continuous variable tests  Data analysis assignment 3 (Everyone receives full credit) | Healy Ch. 8  Wheelan Ch. 8&9 |
| 10/20 | One-Sample T-test |  |
| 10/25 | No Class - Spring Break |  |
| 10/27 | No Class - Spring Break |  |

|  |  |  |
| --- | --- | --- |
|  | Two Sample t-test | Healy Ch. 9 |
|  | Two Sample t-test  Data analysis assignment 4 due in class |  |
|  | Review for Exam 2 | Exam 2 review sheet |
|  | Exam 2  Journal Check 2 |  |
|  | Hypothesis testing: Categorical variable tests | Healy Ch. 10 |
|  | ANOVA test |  |
|  | Chi Square Test  Data analysis assignment 5 due in class | Healy Ch. 11 |
|  | Bivariate Correlation and regression | Healy Ch. 12  Wheelan Ch. 4 |
|  | Bivariate correlation and regression |  |
|  | Review for Final Exam | Final exam review sheet  Last Class Meeting |

ASSIGNMENTS

ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS ON THE DATE LISTED. I will not accept any assignment that is more than 2 days (48 hours) late. A letter grade (10 points) will be deducted each day an assignment is late. ASSIGNMENTS TURNED IN AT THE END OF CLASS OR AFTER CLASS ON THE DUE DATE ARE CONSIDERED LATE AND WILL BE PENALIZED ACCORDINGLY.

LIST OF COMPUTER ASSIGNMENTS

I will handout hard copies of computer assignments and post an electronic version on Brightspace 1 week before the assignment due date.

|  |  |  |
| --- | --- | --- |
| Assignment # | Topic | Due Date |
| 1 | Representing Data | 2/10 |
| 2 | The Normal Curve | 3/3 |
| 3 | Hypothesis testing: One-Sample and two-sample T-test | 3/26 |
| 4 | Hypothesis testing: ANOVA | 4/14 |
| 5 | Association: Bivariate Correlation and Regression | 4/23 |

**Introduction to Poverty Studies**

**SO 201/PVS 201**

**9:30-10:50 AM**

**Tuesday and Thursday**

**LAB 12:30-1:50 PM, Wednesday**

Email: [shansard@bsc.edu](mailto:shansard@bsc.edu)

Office location: Halbert 211

Office phone: (205) 226-4844

Office box: 549023

Office hours: Tuesday and Thursday, 10:00AM-12:00 PM, and by appointment

**Course Description**

This course takes a sociological approach to understanding poverty in the United States. In this course, you will use sociological theory and research to investigate definitions, causes, and experiences of poverty. You will also consider solutions to poverty and its effects on people’s lives, focusing on the United States. As part of our examination of poverty and its causes and effects, we will engage in service learning in the Birmingham community.

**Course Objectives**

By the end of this course, you will be able to:

* Understand definitions and measures of poverty.
* Understand structural and societal causes of poverty.
* Apply sociological theory to the causes and effects of poverty in the U.S.
* Discuss the roles of social programs in alleviating and perpetuating poverty.
* Imagine societal and policy-level solutions to causes and effects of poverty.
* Gain insight into local experiences of poverty through service learning.
* Add value to the lives of others through service learning.

**Required Texts**

Seccombe, Karen T., and Susan J. Ferguson. 2007. *Families in Poverty.* Pearson.

Greenbaum, Susan D. 2015. *Blaming the Poor: The long shadow of the Moynihan Report on cruel images about poverty.* Rutgers University Press: New Brunswick.

Desmond, Matthew. 2016. *Evicted: Poverty and Profit in the American City.* Crown Publishers: New York.

Stack, Carol. 1970. *All Our Kin: Strategies for Survival in a Black Community.* Harper & Row: New York.

Kozol, Jonathan. 1991. *Savage Inequalities: Children in America’s Schools.* Crown Publishers: New York.

Other Requires Readings on Moodle.

**Grading**

Exams (40%)

In this course you will take two take-home exams, each worth 20% of your course grade. Each exam will include three essay questions. You will choose and respond to two of these questions. For each of the two questions you choose, you must write a 3-page essay which includes an introduction with a thesis statement, three supporting paragraphs, and a conclusion. In each essay, you must use course readings to support your argument. You will have 5 days (Thursday-Tuesday) to write each exam. Although exams are take-home, I expect each student’s exam to be an individual effort. Collaboration among students is not permitted.

Service Learning (30%)

Throughout the course, you will engage in service learning projects with a local agency working to address the causes and effects of poverty. Three times during the course, you will complete a personal reflection paper in which you discuss your subjective experience of working with the staff and consumers at the service site, as well as your social positionality *vis a vis* the population served. For example, as a white woman volunteering at a health clinic with a predominately Latina/o patient population, I would reflect upon both my experience of working at the clinic from my own perspective and upon my position of relative privilege as a white U.S. American citizen who has health insurance. Each reflection paper will be worth 10% of your course grade. Reflection papers are expected to be approximately 5 pages long, double spaced, in a standard 12-point font with 1” margins. When you submit each reflection paper, you will also be required to submit a signed volunteer evaluation form signed by your direct supervisor at your service cite. These evaluations will not affect your grade, but will be used to gather data on the service learning component of the course. All reflection papers and volunteer evaluation forms must be submitted in class as a hard copy. Electronic copies will not be accepted.

Foot Clinic Project (30%)

Foot health is of vital importance to adults living with homelessness. Adults who are homeless are disproportionately likely to have injuries to their feet, skin damage, and other foot-related problems. For those who do not have homes, caring for their feet can be difficult or impossible. Community Ministries at Highlands United Methodist Church in downtown Birmingham is interested in creating a foot clinic ministry which would provide basic foot care to adults living with homelessness. During this course, we will be investigating the viability of such a ministry and creating a project proposal which we will present to the staff at Community Ministries. Students will work in groups to complete varies aspects of the project proposal. For example, one group may survey clients of Community Ministries regarding their foot care needs. A second group may research existing foot clinic ministries. A third group may put together a budget for the proposed foot clinic project. Toward the end of the semester, all groups will collaborate to put together a formal project proposal and present the proposal to Community Ministries staff. Each student will be graded using three pieces of information. First, you will be evaluated on your group’s component of the proposal, including the final presentation (20%). Second, each student will evaluate the work of each other student in his or her work group (5%). Third, each student will evaluate his or her own work (5%).

**Policies**

Classroom Behavior:

You should not use your phone (for calling, texting, gaming, etc.) or your computer during class. You should also not engage in side conversations with other students during class. Please also refrain from other distracting activities, including. Eating and drinking is permitted in the classroom, but please be considerate with strong-smelling foods.

I will begin class on time and teach until the end of the period. Arriving late and leaving early are disruptive and are not conducive to learning. If you know you will have to arrive late or leave early, please notify me as soon in advance as possible, choose a seat near the door, and enter or leave quietly. If you arrive late or leave early without notifying me, I may count you absent for the day.

This class should be an environment in which everyone feels free to share their ideas and experiences. We will work together to create and nurture a welcoming environment. Some of the ideas discussed in this class may be difficult or sensitive for some students. While all scholars have the freedom to disagree with each other and to criticize ideas, we must avoid making attacking and discriminatory remarks about each other. **Language which is discriminatory, threatening, or attacking toward individual persons or groups of people will not be accepted in this class – whether in the classroom or in electronic communications, such as emails and message boards. This shall include, but is not limited to personal insults, racial or ethnic slurs, or slurs based on religion, ability, gender, sex, or sexuality. Any such behavior may result in disciplinary action.**

Service Site Behavior   
We will be engaging in service learning at Piper Place, which offers a day program for adults with severe mental illness. While there, we will work to provide standardized photo identification cards to all Piper Place consumers. While we are on site and in all correspondence or communications with Piper Place, we will treat staff with respect and professionalism. We will treat consumers with respect and dignity at all times. This includes using appropriate person-first language (e.g. “a person with bipolar disorder” vs. “a bipolar person” or “a person who is blind” rather than “a blind person”). We will also be making at least one visit to Community Ministries at Highlands United Methodist Church, which serves individuals who do not have homes or who are in need of food. While we are there, we will treat all staff and clients with courtesy and respect. Disrespectful, inappropriate, or unprofessional behavior at service sites will not be tolerated.

Submitting Assignments  
All assigned work must be submitted in person at the beginning of class on the day it is due in the form of a hard copy. Electronic copies will not be accepted. Each assignment should include a cover sheet on which the author hand-signs the honor pledge. Each student must sign his or her assignments in with me individually. Each student must also sign his or her graded assignments out with me individually. In the event that another student submits your assignment for you, he or she must sign your work in with me. If you plan to have another student submit your assignment, you should email me to let me know they have your permission to do so. Another student may only submit your exam for you with my express permission. Students may not pick up graded assignments for one another.

Excused Absences:  
I will schedule make-up exams, and grant extensions for papers for a very few reasons. Reasons for which I may excuse class attendance and allow make-up exams or paper extensions include the death of a near family member, a severe illness requiring an emergency room visit or hospitalization, and other similarly serious situations. If you miss a class meeting, an exam or a due date for a paper, you have seven days (including weekends) to contact me, provide appropriate documentation for your absence, and schedule a make-up exam or extended due date. All decisions regarding excused absences will be made at my discretion.

Extra Credit:  
There will be no opportunities for individual extra credit in this course. Any opportunities for extra credit will be offered to the entire class and will be equally available to all students. Please do not ask me for individual extra credit, as I will not be able to entertain such requests.

Integrity and Academic Dishonesty  
“As a member of the student body of Birmingham-Southern College, I recognize my responsibility to the traditions of the institution, to my fellow students and to myself. I recognize the significance of the honor system. I pledge that I have read and understand the Constitution of the Honor Council, including the Honor Code, and agree to be bound by its provisions.”

This course is designed to allow each student to succeed with reasonable effort. Therefore, I expect that all work you turn in to me will be an honest reflection of your individual effort and knowledge. Cheating and plagiarism are dishonest and will not be tolerated. Cheating includes, but is not limited to, copying another student’s exam answers, assisting another student during an exam, using unauthorized resources during an exam, or having another person do your work for you. Plagiarism includes representing someone else’s ideas or work as your own, submitting work you’ve used in other courses, or using resources without citing your source. If I have evidence that you have engaged in academic dishonesty, you will receive a grade of zero on the assignment and may face further disciplinary action. **I expect that each student in this course will act with integrity and that I will have no reason to deal with academic dishonesty**.If you have any questions or concerns about what constitutes cheating or plagiarism, please address them with me immediately.

Disability  
If you have academic accommodations for a disability, please meet with me during my office hours to discuss your accommodations during the first two weeks of class. If you have a disability but do not have academic accommodations, you may contact the Director of Counseling and Health Services at 226-4717. If you need help accessing disability services, please speak to me.

Changes to Syllabus  
This syllabus outlines my plan for teaching this course. As the course progresses, changes to the syllabus may become necessary. I will discuss any and all changes to the syllabus with the class before they take effect. I will not change the syllabus in any way which could make the course harder for students after the withdrawal period.

**Course Schedule**Note that assigned readings should be completed BEFORE class on the day they are listed.

|  |  |
| --- | --- |
| Thursday, August 24 | **Welcome and Syllabus** |
| Tuesday, August 29 | **Defining Poverty**  Families in Poverty Chapter 1  **CITI certification must be complete by this date** |
| Wednesday, August 30 | **Service Learning and Action Research** |
| Thursday, August 31 | **Defining Poverty**  Absolute vs. Relative Poverty |
| Tuesday, September 5 | **Studying Poverty**  Families in Poverty Chapter 2 |
| Wednesday, September 6 | **First Visit to Piper Place**  Note: Class will meet at Piper Place at 12:30. Meet at the classroom at 12:10 if you would like to walk over together.  **9:00 AM: First Visit to Community Ministries** |
| Thursday, September 7 | **Studying Poverty**  “Community Confidentiality, Consent, and the Individual Research Process” on Moodle  “Stop Stealing Our Stories” on Moodle |
| Friday, September 8 | **9:00 AM: Second Visit to Community Ministries** |
| Saturday, September 9 | **9:00 AM: Third Visit to Community Ministries** |
| Tuesday, September 12 | **Poverty and Demography**  More than Just Race (Pages 1-61) |
| Wednesday, September 13 | **Assign Project Proposal Work Groups** |
| Thursday, September 14 | **Poverty and Demography**  More than Just Race (Pages 62-94) |
| Tuesday, September 19 | **Experiences of Poverty in the U.S.**  Families in Poverty Chapter 4 |
| Wednesday, September 20 | **Class Meets at Piper Place**  “Participatory Action Research” on Moodle  Potential date to start making I.D. cards |
| Thursday, September 21 | **Experiences of Poverty in the U.S.**  Discussion devoted to service projects |
| Tuesday, September 26 | **Experiences of Poverty in the U.S.**  Discussion devoted to service projects |
| Wednesday, September 22 | **Class Meets at Piper Place** |
| Thursday, September 28 | **Poverty and Housing**  *Evicted* (Part I) |
| Tuesday, October 3 | **Poverty and Housing**  *Evicted* (Part II) |
| Wednesday, October 4 | Service Project Work Day  “Pathways into Adult Homelessness” on Moodle |
| Thursday, October 5 | **Poverty and Housing**  *Evicted* (Part III)  **Exam 1 Given Out in Class** |
| Tuesday, October 10 | **Poverty and Health**  “The Relationship Between Socioeconomic Status and Health” on Moodle  **Exam 1 Due in Class** |
| Wednesday, October 11 | **Class Meets at Piper Place**  **First Reflection Paper Due in Class** |
| Thursday, October 12 | **Fall Break. No Class Meeting.** |
| Tuesday, October 17 | **Poverty and Health**  Families in Poverty Chapter 3  *The Status Syndrome* on Moodle |
| Wednesday, October 18 | **Class Meets at Piper Place**  “Inequality: Bad for your Health” on Moodle |
| Thursday, October 19 | **Poverty and Education**  Documentary: *Drop Out Nation* in class |
| Tuesday, October 24 | **Poverty and Education**  *Savage Inequalities* (pages 9-160) |
| Wednesday, October 25 | **Class Meets at Piper Place** |
| Thursday, October 26 | **Poverty and Education**  *Savage Inequalities* (pages 161-284) |
| Tuesday, October 31 | **Reproducing Poverty**  Families in Poverty Chapter 5 |
| Wednesday, November 1 | **Second Reflection Paper Due in Class** |
| Thursday, November 2 | **Reproducing Poverty** |
| Tuesday, November 7 | **Poverty and Work**  Families in Poverty Chapter 6  Documentary: *Being Poor: Too Old to Work* on Moodle |
| Wednesday, November 8 | “The Mark of a Criminal Record” on Moodle |
| Thursday, November 9 | **Poverty and Work**  *Nickle and Dimed* on Moodle |
| Tuesday, November 14 | **Social Programs**  *Blaming the Poor* (Pages 1-99) |
| Wednesday, November 15 | No additional reading |
| Thursday, November 16 | **Social Programs**  *Blaming the Poor* (Pages 100-203)  **Exam 2 Given Out in Class** |
| Tuesday, November 21 | **Social Programs: Reform and Revolution**  **Exam 2 Due in Class** |
| Wednesday, November 22 | **Thanksgiving Break. No Class Meeting.** |
| Thursday, November 23 | **Thanksgiving Break. No Class Meeting.** |
| Tuesday, November 28 | **Third Reflection Paper Due in Class**  Families in Poverty Chapter 7 |
| Date TBA | **Final Presentation of Project Proposal** |

**Race and Ethnic Relations**

**SO 235-A-GP**

**2:00-3:20PM**

**Monday and Wednesday**

**Meeting Location TBA**

Instructor: Stephanie Hansard

Email: smhansar@bsc.edu

Office location: Harbert 211

Office phone: (205)-226-4844

Campus box: 549023

Office hours: Monday, 3:30-5:00 PM; Wednesday, 12:30-1:30 PM

**Course Description**

This course will focus on the social construction of race in the United States. In this course, you will learn about the social origins of contemporary race and ethnicity, how social and political structures shape experiences of race and ethnicity, and how racial and ethnic disparities shape the lives of individuals.

**Course Objectives**

By the end of this course, you will be able to:

* identify and compare major sociological theories of race and ethnicity.
* understand and discuss current sociological research on racial and ethnic inequalities.
* understand issues of race and ethnicity from a global perspective.
* research sociological questions related to race and ethnicity.

**Required Texts**

Desmond, Matthew, and Mustafa Emirbayer. 2016. *Race in America*. W.W. Norton & Co., Inc.: New York.

Markus, Hazel Rose, and Paula M.L. Moya. 2010. *Doing Race: 21 Essays for the 21st Century*. W.W. Norton & Co., Inc.: New York.

Hartmann, Douglas, and Christopher Uggen, Eds. *Color Lines and Racial Angles*. W.W. Norton & Co., Inc.: New York.

Other Assigned Readings on Moodle.

**Grading**

Exams (60%)

In this course you will take three exams, each worth 20% of your grade. Each exam will include a combination of multiple choice, short answer, and long answer questions. The first two exams will be given in class and will not be cumulative. The third exam will be cumulative and will be given during the final exam period. You will be allowed to use your class notes during each exam. I may check your notes at any time during any exam to ensure that they include only appropriate materials.

Research Paper (20%)

Throughout the course, you will work on a research paper in which you will use two theoretical frameworks to examine race and/or ethnicity. Your paper may focus on either A) a current event, or B) a media analysis.

If you choose to examine a current event, you will write an 8-10-page essay in which you use two different sociological theories of race and ethnicity to analyze the current event. First, you will explain how the current event relates to the topics of race and ethnicity. Then, you must explain why the two theories you have chosen apply to the current event. Finally, you may either compare and contrast the two theories (argue which theory provides a better understanding of the current event) or synthesize the two theories (argue that both theories work together to provide a better understanding of the current event).

If you choose to conduct a media analysis, you will choose a topic related to race and ethnicity and then write an 8-10-page essay in which you discuss how that topic is portrayed in popular media. You may either choose to discuss your topic using either one media representation and two sociological theories or two media representations and one sociological theory. For example, you could choose to discuss portrayals of black masculinity in the T.V. show *Blackish* and you could apply intersectional theory and the theory of double consciousness to your analysis. If you choose this option, you must argue which of the two theories is most relevant to the media representation you have chosen. Alternatively, you could choose to discuss portrayals of Latina/o families in the T.V. shows *Cristela* and *Jane the Virgin* and you could apply the theory of selective acculturation. If you choose this option, you must argue which of the two media representations best fit with selective acculturation theory.

Whether you choose to analyze a current event or a media representation of race or ethnicity, your paper will be written and graded in the following three stages:

* Topic Proposal (5%):

You will write 1-2 pages in which you propose either a current event or a media representation you wish to examine and explain why this topic is interesting. You should also explain why your topic is sociological (that is, how it relates to a larger social issue). Finally, propose three sociological theories which could be applied to your topic (you will choose two to develop for your final paper).

* First Draft (10%):

You will submit a first draft of your paper; not a rough draft. Your first draft should be no less than 7 pages long and should include all major points you intend to cover in your paper. This draft should be written in full paragraphs and should not include bullet points or outlines. This draft should include at least a partial reference list formatted in ASA style. Think of this draft as an opportunity to demonstrate and receive feedback on your best work. The more complete this draft is, the more helpful my feedback will be.

* Final Draft (5%):

The final draft of your paper should be complete (8-10 pages long) and edited, free of grammatical and typographical errors. It should include a complete reference list and in-text citations formatted in ASA style for at least 5 academic sources. This draft should be written in a standard 12-point font, double spaced, with 1” margins. The final draft should also address all comments and corrections I made on your first draft.

Global Perspectives Paper (10%)

You will write a 4-5-page paper in which you address an issue related to race-ethnicity from a global perspective. Your paper should draw cross-cultural contrasts and comparisons between the U.S. and another global culture in terms of the issue you choose. For example, you may choose to write about colorism in the U.S. and India. You should compare (identify similarities) and contrast (identify differences) the role of colorism in U.S. culture and Indian culture. Be sure to apply sociological theory to your chosen topic. This paper should reference at least 3 academic sources which support your argument. The paper should be 4-5 pages, double spaced, in a standard 12-point font with 1” margins. Your reference list and in-text citations should be formatted in ASA style.

Attendance and Participation (10%)

In order for this course to be successful, we must all actively participate and contribute to the learning process. In order to actively participate, you must arrive to class having read and reviewed the assigned material. In order to actively participate, you must be physically present and mentally focused during each class meeting. **If have more than 4 unexcused absences during the semester, you will receive a failing participation grade.**

**Policies**

Classroom Behavior:

You should not use your phone (for calling, texting, gaming, etc.) or your computer during class. You should also not engage in side conversations with other students during class. Please also refrain from other distracting activities, including. Eating and drinking is permitted in the classroom, but please be considerate with strong-smelling foods.

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This class should be an environment in which everyone feels free to share their ideas and experiences. We will work together to create and nurture a welcoming environment. Some of the ideas discussed in this class may be difficult or sensitive for some students. While all scholars have the freedom to disagree with each other and to criticize ideas, we must avoid making attacking and discriminatory remarks about each other. **Language which is discriminatory, threatening, or attacking toward individual persons or groups of people will not be accepted in this class – whether in the classroom or in electronic communications, such as emails and message boards. This shall include, but is not limited to personal insults, racial or ethnic slurs, or slurs based on religion, ability, gender, sex, or sexuality. Any such behavior may result in disciplinary action.**

Excused Absences:  
**I will grant excused absences, schedule make-up exams, and grant extensions for papers for a very few reasons**. Reasons for which I may excuse class attendance and allow make-up exams or paper extensions include the death of a near family member, a severe illness requiring an emergency room visit or hospitalization, and other similarly serious situations. If you miss a class meeting, an exam or a due date for a paper, you have seven days (including weekends) to contact me, provide appropriate documentation for your absence, and schedule a make-up exam or extended due date. All decisions regarding excused absences will be made at my discretion.

Submitting Assignments  
All assigned work must be submitted in person at the beginning of class on the day it is due in the form of a hard copy. Electronic copies will not be accepted. Each assignment should include a cover sheet on which the author hand-signs the honor pledge. Each student must sign his or her assignments in with me individually. Each student must also sign his or her graded assignments out with me individually. In the event that another student submits your assignment for you, he or she must sign your work in with me. If you plan to have another student submit your assignment, you should email me to let me know they have your permission to do so. Students may not pick up graded assignments for one another.

Integrity and Academic Dishonesty  
“As a member of the student body of Birmingham-Southern College, I recognize my responsibility to the traditions of the institution, to my fellow students and to myself. I recognize the significance of the honor system. I pledge that I have read and understand the Constitution of the Honor Council, including the Honor Code, and agree to be bound by its provisions.”

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Disability  
If you have academic accommodations for a disability, please meet with me during my office hours to discuss your accommodations during the first two weeks of class. If you have a disability but do not have academic accommodations, you may contact the Director of Counseling and Health Services at 226-4717. If you need help accessing disability services, please speak to me.

Changes to Syllabus  
This syllabus outlines my plan for teaching this course. As the course progresses, changes to the syllabus may become necessary. I will discuss any and all changes to the syllabus with the class before they take effect. I will not change the syllabus in any way which could make the course harder for students after the withdrawal period.

**Course Schedule**

Note that assigned readings should be completed BEFORE class on the day they are listed.

|  |  |
| --- | --- |
| Wednesday, August 23 | **Introduction and Syllabus** |
| Monday, August 28 | **Overview of Race and Ethnicity in the United Stated**  Chapter 1 (41 pages) |
| Wednesday, August 30 | **Social Construction of Race and Ethnicity**  Chapter 2 (39 pages) |
| Monday, September 4 | **Labor Day. No Class Meeting.** |
| Wednesday, September 6 | Reification of Race and Ethnicity  Doing Race #1 (17 pages) and #3 (21 pages) |
| Monday, September 11 | **Race, Ethnicity, and Political Power**  Chapter 3 (37 pages) |
| Wednesday, September 13 | **Political Power and Structural Racism**  Race Box Activity |
| Monday, September 18 | **Economic Inequality Across Race and Ethnicity**  Chapter 4 (37 pages) |
| Wednesday, September 20 | **Economic Strategies of Marginalized Groups**  Play Spent |
| Monday, September 25 | **Review for Exam 1** |
| Wednesday, September 27 | ***Exam 1 (in class)*** |
| Monday, October 2 | **Immigration, Assimilation, and Culture**  Color Lines #4 (14 pages)  Doing Race #2 (11 pages) |
| Wednesday, October 4 | **Diversity and Inequality among Immigrant Groups**  Doing Race #7 (16 pages)  Color Lines #10 (8 pages)  ***Topic Proposal Due in Class*** |
| Monday, October 9 | **Race, Ethnicity, Crime and Policing**  Chapter 6 (39 pages) |
| Wednesday, October 11 | **Mass Incarceration**  Color Lines #12 (11 pages)  Doing Race #12 (31 pages) |
| Monday, October 16 | **Racial and Ethnic Inequality in Education**  Chapter 7 (33 pages) |
| Wednesday, October 18 | **Who Benefits from Education?**  Doing Race #11 (23 pages) |
| Monday, October 23 | **Review for Exam 2** |
| Wednesday, October 25 | ***Exam 2 (in class)*** |
| Monday, October 30 | **Race and Ethnic Health Disparities**  Race/Ethnicity, Socioeconomic Status and Health (On Moodle) |
| Wednesday, November 1 | **Is Racism Making Us Sick?**  *Race, the Power of an Illusion* (in class)  ***Rough Draft Due in Class*** |
| Monday, November 6 | **Associations Across Race and Ethnicity**  Chapter 9 (35 pages) |
| Wednesday, November 8 | **Race, Ethnicity, and Social Capital**  Activity TBA |
| Monday, November 13 | **Race and Ethnicity in Intimate Relationships**  Chapter 10 (35 pages) |
| Wednesday, November 15 | **Reproducing Racism**  ***Global Perspectives Paper Due in Class*** |
| Monday, November 20 | **Undoing Racial and Ethnic Inequality**  Chapter 11 (29 pages) |
| Wednesday, November 22 | **Thanksgiving Break. No Class Meeting.** |
| Monday, November 27 | **The Future of Race and Ethnicity in the United States**  Color Lines #1 (15 pages) |
| Wednesday, November 29 | **Review for Final Exam**  ***Final Paper Due in Class*** |
| DATE TBA | **Final Exam** |

**Religion and Mental Health Access**

**1:00-4:00 PM**

**Tuesday, Wednesday, and Thursday**

Instructor: Stephanie Hansard

Email: [smhansar@bsc.edu](mailto:smhansar@bsc.edu)

Office location: Harbert Hall, Room 211

Office phone: (205) 226-4844

Office hours: Tuesday, Wednesday, and Thursday 11:30-12:30 and by appointment

**Course Description**

This course examines the role of churches and other religious communities as points of access for mental health care. In this course, students will interview clergy members of different faiths regarding their protocol for assisting congregants who may be experiencing mental health problems. Students will also survey mental health resources in the Birmingham area with a focus on accessibility and spiritual competence.

**Learning Objectives**

In this course, students will engage in interview research, web research, and discussion.

* Students will understand the importance of clergy members as access points for mental health care.
* Students will develop skills in interview research.
* Students will understand the importance of accessibility and appropriateness of mental health resources.
* Students will gain skills in presenting research results to stakeholders.

**Required Materials**

Lune, Howard, and Bruce L. Berg. 2017. *Qualitative Research Methods for the Social Sciences, 9th Edition*. Pearson.

Students will be responsible for bringing a notebook, a pen or pencil, and a digital voice recorder to each class meeting. Failure to bring these materials may result in being marked absent for the day. A simple digital voice recorder may be purchased for about $20. If you need help accessing materials, please speak to me.

Additional course readings will be available on Moodle.

NOTE: All students are expected to complete CITI certification through the IRB before the second class meeting. This will allow me to submit IRB paperwork for all students by the second class meeting. Given the short time-frame of this course, it is essential that each student comply with this time frame.

**Grading**

**Interview Schedule Assignment (10% of course grade):** Using information from class discussion and from course readings, each student will generate an interview schedule which they think should be used in interviewing clergy. Your interview schedule will be evaluated on the quality of your questions (whether your questions invite thoughtful, open-ended answers) and question validity (whether your questions address the topics we are researching). Your interview schedule will also be evaluated on appropriate length (whether they are suitable for a thirty-minute interview) and structure (whether question order makes sense).

**Coding Assignment (10% of course grade):** Each pair of research partners will work together to code sample interviews. Each pair of research partners will be given four copies of a sample interview. First, each student will open-code each interview. Then partners will work together to create a list of preliminary codes. Each student will then re-code the interviews using the preliminary codes. Finally, partners will work together to create a final list of codes for the interviews. You will submit a folder which includes 1) each student’s open-coded interview, 2) the preliminary code list, 3) each student’s recoded interview, and 4) the final code list.

**Team Seminar (15% of course grade):** Near the middle of the course, each research team (Team A and Team B) will give an informal presentation of their work intended to update the class on the team’s progress. You should think of this presentation as leading a seminar, in which each team shares their work and leads discussion by answering questions and addressing feedback. Each member of each team is expected to contribute. Each student will be graded on their individual contribution as well as their team’s overall performance.

**Presentation of Results (25% of course grade):** At the end of the course, each team (Team A and Team B) will give a formal presentation of their findings. Team A will share the findings from their interviews and Team B will share their completed resource guide. The presentation should include the use of PowerPoint or similar technology to present your findings. At this presentation, you should also provide handouts summarizing your final product. While each team member is not required to speak during the presentation, each team member is expected to contribute to the presentation in a meaningful way. For example, if you do not speak during the presentation, you could be responsible for creating the handout, for creating a number of the PowerPoint slides, etc. Each student will be graded on their individual contribution as well as their team’s overall performance.

**Final Product (40% of course grade):** Team A will submit a written analysis of their interviews with clergy members. The team should submit a folder which includes 1) anonymized coded interview transcripts, 2) a key to the codes used to code interviews, 3) A written analysis of major findings. Each student will be graded on the overall quality of the final product. Additionally, each student’s team mate will evaluate his or her contribution to the team. Your teammate’s evaluation of your contribution may result in a grade that is up to 10% higher or lower than the overall team grade.

Team B will submit a guide to mental health resources in the Birmingham area. The guide should be assembled in a binder and should include a list of resources indexed by relevant criteria (such as cost to clients, religious or spiritual affiliation, types of services offered, etc.). Each student will be graded on the overall quality of the final product. Additionally, each student’s team mate will evaluate his or her contribution to the team. Your teammate’s evaluation of your contribution may result in a grade that is up to 10% higher or lower than the overall team grade.

**Policies**

Classroom Behavior:

You should not use your phone (for calling, texting, gaming, etc.) or your computer during class, except as assigned. Class time should be spent working toward the course project. While I hope students will have friendly, collegial relationships with one another, socializing during class should be kept to a minimum.

This class should be an environment in which everyone feels free to share their ideas and experiences. We will work together to create and nurture a welcoming environment. While all scholars have the freedom to disagree with each other and to criticize ideas, we must avoid making attacking and discriminatory remarks about each other. **Language which is discriminatory, threatening, or attacking toward individual persons or groups of people will not be accepted in this class – whether in the classroom or in electronic communications, such as emails and message boards. This shall include, but is not limited to personal insults, racial or ethnic slurs, or slurs based on religion, ability, gender, sex, or sexuality. Any such behavior may result in disciplinary action.**

Research Site Behavior: This course requires that you interact with research participants outside the classroom. You are expected to exhibit professional conduct in all of your interactions with research participants. You are expected to communicate appropriately and politely with research participants, to keep all scheduled appointments, and to treat participants with respect at all times. Your research sites may include houses of religious worship. You are expected to show respect and decorum in these locations. Any unprofessional or disrespectful behavior toward research participants – in person, online, or over the telephone – will not be tolerated and may result in a failing grade.

Excused Absences:  
**I will grant excused absences, grant extensions, and allow make-up work for a very few reasons**. Reasons for which I may excuse class attendance, grant an extension, and allow make-up work include participation in college-sponsored athletics, religious obligation, the death of a near family member, a severe illness requiring an emergency room visit or hospitalization, and other similarly serious situations. If you miss a class meeting, a due date, or an assigned meeting outside of class, you have seven days (including weekends) to contact me, provide appropriate documentation for your absence, and schedule all make-up work. All decisions regarding excused absences will be made at my discretion.

Disability  
If you have academic accommodations for a disability, please meet with me during my office hours to discuss your accommodations during the first two weeks of class. If you have a disability but do not have academic accommodations, you may contact the Director of Counseling and Health Services at 226-4717. If you need help accessing disability services, please speak to me.

Changes to Syllabus  
This syllabus outlines my plan for teaching this course. As the course progresses, changes to the syllabus may become necessary. I will discuss any and all changes to the syllabus with the class before they take effect. I will not change the syllabus in any way which could make the course harder for students after the withdrawal period.

**Course Schedule**

|  |  |
| --- | --- |
| Wednesday, January 3 | Introduction to course projects and qualitative research methods |
| Thursday, January 4 | Completion of IRB procedure for all student interviewers  **CITI certification must be complete by this date**  “Collaboration between psychiatrists and clergy” on Moodle  “Exploring the relationships between clergy and mental health professionals” on Moodle |
| Tuesday, January 9 | Generate interview questions  Generate survey criteria  Share and refine interview questions and survey criteria  Lune and Berg Chapters 1 and 3 |
| Wednesday, January 10 | Practice interviewing classmates  Lune and Berg Chapters 2 and 4 |
| Thursday, January 11 | Finalize interview schedule  “Demon or Disorder” on Moodle  “Being examples to the flock” on Moodle |
| Friday, January 12 | A: Tentative date to begin interviews  B: Begin researching resources  **Interview Schedule Assignment due in class** |
| Tuesday, January 16 | A: Share first interview experiences (debrief)  B: Share preliminary search results |
| Wednesday, January 17 | A&B: Practice coding interviews (ACT UP Transcripts) |
| Thursday, January 18 | A: Workshop interviewing challenges  B: Workshop resource search challenges |
| Monday, January 22 | A: Tentative date to conclude interviews  B: Tentative date to conclude resource search |
| Tuesday, January 23 | A&B: **Seminar Presentations in class** |
| Wednesday, January 24 | A: Workshop refinements to coding scheme  B: Refine organization scheme and begin compiling resource guide |
| Thursday, January 25 | A: Tentative date to conclude coding, write up findings  B: Tentative date to complete resource guide  **Coding Assignment due in class** |
| Tuesday, January 30 | A&B: **Final Presentations in class**  A&B: Deliver resource guide to interviewees |
| Wednesday, January 31 | Course summary/debriefing  Organize conference presentation teams  **Final Products due in class** |

Medical Sociology

Fall 2017

Instructor: Stephanie Hansard

Meetings: Monday/Wednesday 12:00-1:15

**INTRODUCTION**

Course Description

This course is an introduction to the sociological study of health and illness. In this course, we will use a combination of lecture, discussion, and projects to understand the social nature of health. We will discuss sociological theories related to social construction of health and illness, health inequality and disparities, and health policy.

Course Objectives

By the end of this course, students will be able to:

Apply the sociological imagination to the subject of health and illness.

Frame health and illness as social issues rather than personal troubles.

Understand several sociological theories as they relate to health and illness.

Imagine social and policy-based solutions to problems of health and illness.

Textbook:

Barry, Anne-Marie and Chris Yuill. 2016. *Understanding the Sociology of Health. Fourth Edition.* Sage Publications, Ltd.ISBN-13: 978-1473929456

**GRADING**

Exams (60% of Course Grade)

You will complete three exams in this class, each worth 20% of your course grade. Each exam will include a combination of short answer and essay questions. The first two exams will be non-cumulative, covering only material from the previous unit. The final exam will be cumulative, covering material from all three units. The first two exams will be given during class. The final exam will be given during the final exam period.

Projects (30% of Course Grade)

You will complete three projects during this course, each worth 10% of your course grade. Two of these projects will be individual, and one will be a group project. Detailed instructions for each project are attached.

Attendance and participation (10% of Course Grade)

I will take attendance during each class meeting. If you have more than two unexcused absences, your attendance and participation grade will be penalized by 1 letter grade per absence. In order to earn full points for participation, you must contribute to class discussion by asking questions, sharing examples, and responding to other students. Your participation grade may also be penalized for disruptive or inappropriate classroom behavior.

**COURSE POLICIES**

Disability Accommodation

I will accommodate disability in an appropriate manner, consistent with department and university policies.

Classroom Behavior

Students should be considerate and professional in the classroom. Students should attend class on time and remain throughout the class period. Students should avoid disruptive behavior in the classroom. If you behave disruptively, I will enforce department and university policy in an appropriate and consistent manner.

Academic Honesty

Students are expected to complete their own work for this course. All exams and individual projects should be an individual effort. Group projects should be the effort of students in each group, with no outside collaboration. Students should always cite sources appropriately and avoid plagiarism. If you have any questions about academic dishonesty, it is your responsibility to ask the instructor.

Group Work

You will be required to complete one group project as part of this course. You will work in groups of three or four students to complete either a time journal or a family budget guide for a healthy lifestyle. Group members should divide work evenly, keep records of how work is divided, and evaluate their fellow group members.

|  |  |  |
| --- | --- | --- |
| **COURSE SCHEDULE** | | |
| Date | Agenda | Readings |
| **Unit 1: Sociological Understandings of Health** | | |
|  | | |
| *Week 1: Introduction* | | |
| Monday | Welcome and review of syllabus | Barry and Yuill Ch. 1 |
| Wednesday | Lecture: Overview of major theories |  |
|  | | |
| *Week 2: Medicalization* | | |
| Monday | Lecture and Discussion:  Medicalization and social control | Conrad and Barker 2010 (on course website) |
| Wednesday | Introduction of Disease Creation Project |  |
| *Week 3: Claims-making and contested illnesses* | | |
| Monday | HIV and ACT UP | Barry and Yuill Ch. 2 |
| Wednesday | Fibromyalgia and the Sick Role |  |
| *Week 4: Illness and stigma* | | |
| Monday | Lecture and Discussion: Capitalism and the stigma of illness | Sered 2014 (on course website) |
| Wednesday | Lecture and Discussion: XXX | Barry and Yuill Ch.3 (Ch.4 Optional) |
| *Week 5: Review of Unit 1* | | |
| Monday | Conclusion and review for exam 1 | Exam 1 Review Sheet |
| Wednesday | Exam 1 in class  Disease Creation Project Due |  |
| **Unit 2: Health, Illness, and Inequality** | | |
| *Week 6* | | |
| Monday | Lecture and Discussion: Unequal distribution of illness by social class. | Ch. 1 from Marmot 2004 (on course website) |
| Wednesday | Introduction of Healthy Living Project | Barry and Yuill Ch.5 |
| *Week 7: Race, ethnicity, and health* | | |
| Monday | Discussion*: Unnatural Causes*, racism and illness | Barry and Yuill Ch. 7 |
| Wednesday | Lecture and discussion: Ethnicity, culture, and the “Healthy Immigrant Paradox” | Reading TBA |
| *Week 8: Sex, gender, and health* | | |
| Monday | Lecture and Discussion: Sexism and heterosexism in medicine | Barry and Yuill Ch. 6 |
| Wednesday | Lecture and discussion: Why do women get sicker and men die quicker? | Sabo (2013) in Kimmel and Messner (On course website) |
| *Week 9: Review of Unit 2* | | |
| Monday | Conclusion and review for exam 2 | Exam 2 Review Sheet |
| Wednesday | Exam 2 in class  Healthy Living Project Due |  |
| **Unit 3: Health Care Policy, Problems, and Solutions** | | |
| *Week 10: Healthcare Access* | | |
| Monday | Lecture and Discussion: Access to healthcare | Gengler 2016 (On Course Website) |
| Wednesday | Introduction to Health Policy Project | Barry and Yuilli Ch. 13 |
| *Week 11: Disability Policy* | | |
| Monday | Lecture and Discussion: The Americans with Disabilities Act | Barry and Yuilli Ch. 10 |
| Wednesday | Lecture and Discussion: Built environment and health |  |
| *Week 12: Health insurance and the rising cost of healthcare* | | |
| Monday | Lecture: How the insurance industry shapes access | Reading TBA |
| Wednesday | Discussion: Is healthcare a right? |  |
| *Week 13:* Health, aging, and the lifecourse | | |
| Monday | Lecture and discussion: Elder care and long-term disability | Barry and Yuilli Ch.11 |
| Wednesday | Lecture and Discussion: Aging and death | Barry and Yuilli Ch. 15 |
| *Week 14: Review of course* | | |
| Monday | Conclusion and Review of Unit 3 | Exam 3 Review Sheet |
| Wednesday | Review for final exam (cumulative)  Health Policy Project Due |  |
| Final Exam Period | Exam 3 |  |

This course schedule represents my plan for the teaching of the course. Deviations may become necessary. I will discuss any changes with the class before they take effect.

REFERENCES FOR ADDITIONAL READINGS

Conrad, Peter and Kristin K. Barker. 2010. "The Social Construction of Illness: Key Insights and Policy Implications."*Journal of Health and Social Behavior* 51:S67-S79

Gengler, Amanda M. 2016. "Getting the most Out of the U.S. Healthcare System."*Contexts* 15(1):36-41

Marmot, Michael. 2004. *Status Syndrome*. London: Bloomsbury

Sabo, Don. 2013. “Masculinities and Men’s Health: Moving Toward Post-Superman Era Prevention” in *Men’s Lives. 9th edition*. Kimmel and Messner, eds. Pearson.

Sered, Susan. 2014. "Suffering in an Age of Personal Responsibility."*Contexts 13(2)*: 38-43

# Appendix B: Example of student work

*This appendix includes a sample of a student’s work for my Families and Society course in the Spring semester of 2017. The sample of student writing is used with permission and represents the author’s response to the fifth assigned reflection paper in the Family Analysis Project. I have included the student’s assigned family vignette for context.*

Your family assignment:

Congratulations! You have just met the person for you! Within the next five years, you are going to form a new family with...

*A Korean-American Presbyterian minister whose first job assignment is in central Kansas. He is a first-generation American, and comes from a working-class background. His relationship with his parents is very important to him, and he hopes that they will live with him when they get older.*

**Reflection 5:** Parenting, step-parenting, and marriage termination

There are so many different types of families out there. Some families involve only the parents and their biological children. Some include step-parents or step-children. Some households feature extended family, fostered children. Some families are just the couple that is together, with no children at all. Parents can be married or single. Children can be biological or adopted. Families can be people that came together out of a common closeness with each other. There is no wrong configuration of family, so long as the love and protection is there.

My future family will only include first marriages because neither of us has ever been married. One thing that we would have to discuss beforehand would be the fact that I have (and currently am) cohabitated with someone, which might be difficult for Jin-Soon to accept. Though cohabitation is becoming more socially acceptable (Thorton & Demarco 2001), his religious beliefs and position in the church might cause him to feel uncomfortable with my having lived with someone previously. Though we have both previously been in romantic relationships, there will not be stepchildren. But it is likely that there will be children, since both of us want them. Because of my own health issues, it is unclear whether we would be able to have children of our own, but I would also want to peruse the possibility of adoption. There might be a cost barrier that keeps us from it, but that would be something that we’d have to determine with time. At the very least, I would want to look into fostering children.

To me, an important part of parenting is establishing a level of trust and respect between the parent and child that is reciprocated on both ends. I have always believed that the best way to create lasting familial bonds is to treat your children as people with their own wishes and fears, and to parent them accordingly. I don’t subscribe to the idea that parents should make major decisions for their children, because I believe that it doesn’t award children their full humanity. I believe that a family should be like a team. All this being said, I respect the fact that Jin-Soon might have different ideas of what parenting is and is not. Coming from a traditional Korean household, he was probably brought up in a stricter environment than myself and might believe that this is the best way to raise children. More so, his parents might believe that and take that approach when they come to live with us. For this reason, it is imperative that we have a very thorough discussion prior to having children on what we expect of our roles as parents. It would be important to decide ahead of time how our roles are going to work and how much of each of our parenting styles will be incorporated into our home.

To me, it is important to try not to go into parenting with expectations for our children. I would not want to place pressures onto our children that they might or might not be able to fulfil. Some things that I would place at a high priority would be learning Korean in order to stay more in touch with their cultural heritage, excelling in school to the extent that they’re able, and taking up some kind of hobby that pushes them to grow in some way. Outside of that, I think that it would really depend on the child. Particularly of import to me would be making sure that our children understand that natural talent is not the only thing that matters. As a child, I was often praised for being naturally intelligent, and it led me to fear taking risks because it might make me look foolish. This is actually a fairly common problem among high achieving students (Ryan & Deci 2000), and one that took me years to get past. Children who are taught to value intrinsic motivation rather than extrinsic are often more successful at solving complex problems (Middleton & Spanias 1999). I don’t want to pass it on to any children that I have. I want to ensure that they understand that it is more important to work hard than to receive praise.

It is likely that Jin-Soon and I will have to create some kind of co-parent relationship outside of our relationship, because both of us will have fairly demanding and time consuming jobs that will require our attention frequently. This, however, will not likely be a problem, as Jin-Soon wants his parents to come live with us. I have always had a very close relationship with my own parents, so I fully understand the wish to have your family live with you. As this familial responsibility is important in my husband’s culture, I have no problem with sharing a home with his parents. So long as there is a level of openness and understanding between all of us about the ways in which we intend to raise our children, I think it could do the children a great deal of good to have such a potent reminder of their culture and heritage with them.

Though there is no one specific way to create and raise your own family, it becomes apparent to me that one of the themes that I consider most important in this regard is communication. Whether in discussing the different possibilities regarding conceiving a child, or the decision on how much of a role our parents will take in raising them, I find that having open and honest communication is perhaps the most important aspect of family. So long as you are willing to listen to each other and consider each other’s points of view, I think that a family can grow stronger every day.

REFERENCES

Middleton, James A. and Photini A. Spanias. 1999. “Motivation for Achievement in

Mathematics: Findings, Generalizations, and Criticisms of the Research.” *Journal for Research in Mathematics Education* 30(1):65.

Ryan, Richard M. and Edward L. Deci. 2000. “Intrinsic and Extrinsic Motivations: Classic

Definitions and New Directions.” *Contemporary Educational Psychology* 25(1):54–67.

Thornton, Arland and Linda Young-Demarco. 2001. “Four Decades of Trends in Attitudes

Toward Family Issues in the United States: The 1960s Through the 1990s.” *Journal of Marriage and Family* 63(4):1009–37.

1. In Fall 2015, I took over the teaching of a section of Social Statistics for another instructor who left suddenly. Students were informed that I was the instructor of record for the course, and that their end of course evaluations would be evaluations of my teaching. [↑](#footnote-ref-1)
2. This is obviously a comment about a different instructor, but I included it for the purpose of including all student comments. [↑](#footnote-ref-2)
3. In Fall 2013, I taught a regular section of Introductory Sociology as well as a Freshman Learning Community section of Introductory Sociology. The two sections were taught together as one course, but they were evaluated separately since they had separate CRNs. These two sections should reflect the teaching of only one course.

   [↑](#footnote-ref-3)