Welcome to the Course! The purpose of this course is to provide you with an overview of the issues that are researched and discussed by sociologists of the family. The relationship between family and society seems key to human life as we know it. Groups that we can identify as families exist in every known human society. That doesn't mean that all human families look alike—both between and within social contexts, there is a great deal of diversity in the forms that families take. Whatever families look like in a given social setting, however, the forms and functions that families take on can be seen to reflect and adapt to the wider social world in which they are situated. From a sociological perspective, we seek to understand family in the context of this relationship.

In this course, we will focus on family in the United States, while understanding that the “wider social world” of U.S. families is global. We will begin by building our understanding of how families in the United States are adapting to the current social, economic, and political environment. We will then look in detail at some of the major specific changes that are occurring in the life course, the process of entering a coupled relationship, decisions concerning marriage, and parent-child relationships. Finally, we will consider how families throughout the world, including families in the United States, are reflecting and adapting to fundamental global changes that have economic and other impacts on families here and throughout the world.

Our approach in this course is academic. It is fun, illustrative, and good for class environment to sometimes discuss our own family experiences. Our academic goals are best served, however, through a strong focus on the best research and analysis on how family is shaped by major social forces, inequalities, and hegemonic images and moralities. My course objectives are that we will all increase our abilities to:

- Distinguish understandings of family that are based on social theory and sociological knowledge from those based on personal experiences and ideologies.
- Describe in broad outlines the changes in family life, family forms, and the shape of the life course that are associated with advanced industrial capitalist markets.
- Describe ways in which growing global inequality impacts families in various sectors of the world economy, including our own.
- Analyze ways in which U.S. public policy, hegemonic belief, and political discourse impact the social and economic condition of U.S. families.

DISABILITY SERVICES: If you have a disability and need accommodations, please contact the Disability Resource Center in 435 Smith at 503-725-4150 or drc@pdx.edu. Visit their site at http://www.pdx.edu/uasc/drc.html.

THIS IS A HYBRID COURSE. You must be able to browse the web, use D2L, have access to MS Word and PowerPoint, and have reliable web access. Availability on campus computer labs is good, but not guaranteed, so you cannot wait until the last minute and be sure of finding a machine. For technical support, visit User Support Services at http://oit.pdx.edu/contact-uss, help@pdx.edu, or 503-725-HELP. For problems with D2L, please visit http://www.pdx.edu/psuonline/node/40. I wish I had the skills to help you with technical problems, but I don’t. The Help Desk people often advise that if you are having problems with D2L, you should try a different browser (Microsoft Explorer rather than Firefox, for instance). The bottom line is that you should never wait until the last minute to submit an on-line exam or discussion post. In the interests of fairness, I will hold everyone to all course deadlines. I don’t accept computer or D2L problems as a reason for missing a deadline.
NETIQUETTE (Net Etiquette): In all course communications, you must observe the rules of netiquette. These rules are similar to the rules for classroom behavior. Your classmates represent a diversity of views, identities, and backgrounds, so be respectful to everyone. I will interrupt any sexist, racist, homophobic, or other hurtful language or jokes—please let me know if I miss hearing something. If you disagree with something that has been said, express it in a spirit of kind and genuine inquiry. Universities are meant to be places where everyone feels welcome and we can grow to understand our differences. This works only if we are all open-hearted towards one another. If I believe that you are violating this, or disrupting the class in ways that make it hard for me to teach or for you or your classmates to learn, I will bar you from the course until we can talk the issue out and come to an agreement that honors the PSU Student Conduct Code. Some netiquette rules:

- Don't use ALL CAPS. If you want to emphasize a point, use *asterisks* around a word.
- Avoid personal attacks ("flaming"). If a message seems to be a personal attack, resist the temptation to fire off a response. Instead, let your response sit before sending or ask me to resolve the situation.
- If you disagree with a fellow student, describe your perspective clearly and politely rather than primarily criticizing her or his comments. Avoid any personal criticism or potentially offensive language.
- Face to face, we can usually tell if someone is joking or means no harm. But on line, we can't see body language or hear tone of voice. So be extra polite, careful, and kind about how you express yourself.
- Avoid 3000-word posts, and don't post dozens of messages a week. This is in the interests of time only.
- Go easy on the twitter and text message abbreviations. Not everyone knows them.
- No swearing. No fake swearing. No cute substitutes for swearing. No swearing in other languages. No to anything related to swearing that I have not thought to explicitly say "no" to.
- Finally, if you run into any netiquette-related problems—if something has offended or hurt your feelings, for instance—please e-mail me directly about it. I want to hear about any problems.

COURSE STRUCTURE: I will try to have all course materials on line as soon as I can. You will have each week’s on-line module available by Saturday at noon. There will be a required discussion each week, which I will begin by posting the discussion assignment on your group discussion board. The midterm and final will both include short-answer questions and an essay. The exams are “open book.” The final focuses on material from the second half of the course.

WE MEET EVERY THURSDAY. We only have ten class meetings and you must attend all of them. Each class meeting will consist of a first hour and a second hour, with a “biobreak” in between. Each hour will include an individual or group exercise to hand in for credit. This credits your attendance; there are no make-ups possible if you lose these points.

DO NOT WALK OUT DURING CLASS. Thank you for understanding how disruptive this is. No one ever did this until three or four years ago. Now it is an epidemic. Turn your cell phone to “off,” NOT to “vibrate.” Vibrating phones tempt you to step into the hall to answer a call/read a text. Remember There will be a “biobreak” in the middle of every class.

PLAGIARISM (taking credit for someone else’s work): You must follow the rules of proper academic citation. If I see that you have plagiarized, I will give you a zero on that assignment and report you to the Dean of Students.

INCOMPLETES: I will grant you an incomplete if you are passing the course but with good cause cannot complete it. Please let me know right away if an emergency arises.

GRADES/ASSIGNMENTS/LATE POLICIES: Grading is based on 500 points as follows.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Late/ Missing Work Policies</th>
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<tbody>
<tr>
<td>Take-Home Essays</td>
<td>400 (4@100 pts.)</td>
<td>-2 if handed in after the start of class when due.</td>
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<td>-5 if handed in up until midnight on the due date.</td>
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<td>-5 additional points for every 24 hours thereafter.</td>
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<tr>
<td>Midterm &amp; Final</td>
<td>200 (@100pts.)</td>
<td>Short answer and essay; submitted through D2L.</td>
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<tr>
<td>On-line Discussions</td>
<td>30 (3 pts./week)</td>
<td>Initial post plus 2 responses to other posts.</td>
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<tr>
<td>In-class Exercises</td>
<td>20 (2 per class@1 pt.)</td>
<td>Participation/attendance points; no make-ups.</td>
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THE GENERAL FLOW OF WORK:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Family in a Runaway World</td>
<td></td>
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<tr>
<td>2</td>
<td>Demographic Transitions</td>
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<tr>
<td>3</td>
<td>Life Course Change: Emerging</td>
<td>Essay 1</td>
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<td>4</td>
<td>Gender in the Family</td>
<td>Midterm</td>
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<td>5</td>
<td>Becoming and Being a Couple</td>
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<td>6</td>
<td>Marriage and Ideology</td>
<td>Essay 2</td>
</tr>
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<td>7</td>
<td>Parents and Children</td>
<td>Essay 3</td>
</tr>
<tr>
<td>8</td>
<td>Families in the Global Market</td>
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<tr>
<td>9</td>
<td>Decline of the Welfare State</td>
<td>Essay 4</td>
</tr>
<tr>
<td>10</td>
<td>Haven in a Heartless World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finals</td>
<td>Final</td>
</tr>
</tbody>
</table>

**Required Readings, Week by Week**

**Week 1: Family in a Runaway World**

Graduate students and interested others:

**Week 2: Demographic Transitions**

Graduate students and interested others:
Week 3: Life Course Change: Emerging Adulthood


Graduate students and interested others:

Week 4: Gender in the Family


Week 5: Becoming and Being a Couple


Graduate students and interested others:
Week 6: Marriage and Ideology


Week 7: Parents and Children


Graduate students and interested others:


Week 8: Families in the Global Market Economy

Graduate students and interested others:


**Week 9: Decline of the Welfare State**


**Week 10: Haven in a Heartless World**


Graduate students and interested others: