Marriage & Intimacy
Sociology 339U, CRN# 81050, WB2
Summer I 2016 Syllabus

INSTRUCTOR
Lindsey Wilkinson, Associate Professor of Sociology, Cramer Hall 217N, 503-725-3975
(Pronouns: He, him, his)
Email: lindsw@pdx.edu (*Please do not email me through D2L*); Email is the best way to reach me. During the week (M-F) I will check my emails frequently and respond to your email within 24 hours.

COURSE DESCRIPTION
This course will examine the sociological dimensions of courtship, marriage, and the family; the effects of social environment and social change on the structure and functions of intimacy, courtship, marriage, and the family; and the influence of society upon intimate relationships.

COURSE MATERIALS
Available from PSU bookstore and on 2-hour reserve at the library:
Additional readings and web links will be posted on D2L.

COURSE WEBSITE
THIS IS A COMPLETELY ON-LINE COURSE. In order to succeed, you must have reliable internet access that will allow you to navigate/search the web, use email, attach and upload documents, and download and save files.
- Additional course materials and grades will be available on D2L (https://d2l.pdx.edu). I will also use D2L to communicate with the class, usually through “News” on D2L.
- **PLEASE DO NOT email me through D2L** The best way to get in touch with me is to email me directly at lindsw@pdx.edu.
- If you are having trouble accessing your D2L account or do not have an ODIN account please contact the OIT help desk (Smith Memorial Student Union (SMSU) 18) at 503-725-HELP (4357) or help@pdx.edu.
- It is your responsibility to check D2L and your email regularly for important announcements and additional readings.

COURSE STRUCTURE
I will post bi-weekly modules on Mondays and Wednesdays (8 times during the four-week term), which will include the following:
- Questions to guide your reading
- PowerPoint slides summarizing course materials and information not found in the assigned course materials
- Links to quizzes and discussions (you can also access quizzes and discussions by going to the “Activities” pull-down menu)

COURSE REQUIREMENTS
Total Points: 300
- **Weekly Discussion Participation (100 points):** There will be four online discussions under “Discussions” on D2L, each worth 25 points. Everyone is expected to review the posted materials and participate in the discussions. More instructions about discussions will be provided in the bi-weekly instructions.
Quizzes (100 points): There will be four quizzes throughout the term that you will complete via D2L. There will be links to quizzes in the bi-weekly instructions posted under course content. You can also access quizzes using the “Activities” pull-down menu. Each quiz will be worth 25 points. If you miss a quiz for a reason other than a university approved reason, you can “make up” the quiz by doing extra credit (see below). You will have 60 minutes to complete each quiz once you begin, and you will have two attempts at each quiz. You will have one week to complete the quizzes. Quiz questions will be based heavily off of reading guides I post in course content.

Response Paper (100 points): You will be required to write an academic argument in response to any course material presented throughout the term. Your response paper should be 1-1 ½ page, single-spaced pages. In the first paragraph of your paper, briefly summarize the main points of the course material you are responding to, especially the points that are relevant to your argument. Be sure to tell me what course material you are responding to. In the rest of your paper, provide your reactions to the course material through the construction of an academic argument that integrates evidence in support of your argument. I would recommend integrating evidence presented in this course, but you are free to use outside sources, as long as you cite all sources appropriately (this includes an in-text citation indicating Author and page # and a full external citation). Please use APA citation format.

An academic argument includes 1) a thesis statement with a question and a position and 2) at least one claim that is supported by 3) evidence. By evidence I mean findings based on empirical research, not merely your own anecdotal evidence. For more information about how to make an academic argument see “Establishing Arguments” at http://owl.english.purdue.edu/owl/resource/588/01/ or please ask me. An academic argument is not merely a summary.

**You must turn in your response paper by the end of Week 4 (by 11:59 pm on Friday, July 15th) in the D2L dropbox. NO LATE RESPONSE PAPERS WILL BE ACCEPTED**

Extra Credit (25 points): You can complete an additional response paper for up to 25 points extra credit. Extra credit response papers will be due by the last day of the course (July 15th, by 11:59 pm) in the appropriate dropbox.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100% (Excellent)</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>86 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>82 - 85% (Good)</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 81%</td>
</tr>
<tr>
<td>C+</td>
<td>76 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>72 – 75% (Satisfactory)</td>
</tr>
<tr>
<td>C-</td>
<td>70-71%</td>
</tr>
<tr>
<td>D+</td>
<td>66 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>62-65% (Inferior)</td>
</tr>
<tr>
<td>D-</td>
<td>60-61%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59 (Failure, no credit)</td>
</tr>
<tr>
<td>P</td>
<td>≥ 70%</td>
</tr>
</tbody>
</table>

COURSE POLICIES

Net Etiquette: In all of your course communications, whether formal or informal, you are required to observe the rules of netiquette. These include the following:

General Net Etiquette Rules from Portland State:

- Avoid using all CAPS as it can give the impression that you are shouting. If you want to emphasize a point, use *asterisks* around a word.
Avoid personal attacks, otherwise known as "flaming." If you read a message that you suspect might be a personal attack, resist the temptation to fire off a response. Instead, let your response sit before sending or request that your instructor resolve the situation.

If you disagree with a fellow student or instructor, describe your perspective clearly and politely rather than primarily criticizing her/his comments. Avoid any personal criticism or potentially offensive language.

Be respectful when making a comment or responding to others’ comments. This rule is the same as for face-to-face classroom behavior. However, as we are not going to have body language and tone of voice in our online communications, please use formal English appropriately.

Be extra polite, careful, and kind about how you express yourself while posting to a discussion board or emailing me.

Avoid that thousands-word lengthy post. In the interest of time, which I know none of you have enough of, please work on being succinct.

Avoid the twitter and text message abbreviations. Not everyone knows them.

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 would like to be aware of any problems.

Requirements for Papers. Papers should be typed using 12-pt font and 1-inch margins. All papers should include your name and the name of the assignment (e.g., Response Paper) at the top of the page. All papers should be checked and corrected for spelling and grammar errors. You may be marked down if you have multiple spelling and/or grammar errors.

Plagiarism. Plagiarism is a serious offense than can result in a failing grade and other serious consequences, including expulsion. Plagiarism occurs when you utilize the ideas, expressions, phrases or words of another person without correctly citing that person or source. Make sure you understand how to correctly cite sources, including when and how to paraphrase and quote. I expect you to cite all sources used in all assignments assigned for this course, using APA citation format. There are many on-line sources that document proper citation format. In the context of this course, the first incident of academic dishonesty will result in a zero for the task. Any further incidents will result in an F for the course.

Academic Accommodations: If you have a physical, psychiatric/emotional, or learning disability that may impact your ability to carry out assigned course work, please contact the Disability Resource Center (DRC) and arrange appropriate academic accommodations that you may require. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at drc@pdx.edu. Visit their site at http://www.drc.pdx.edu/.

Recommended Materials for Writing Help
Here are some helpful online grammar and writing resources:

The OWL at Purdue University
http://owl.english.purdue.edu/owl/resource/679/01/
The University of North Carolina at Chapel Hill Writing Center
http://writingcenter.unc.edu/handouts/

PSU Writing Center (http://www.writingcenter.pdx.edu)
One-on-one help with writing, on a drop-in or appointment basis
188F Cramer Hall, 725.3570

The PSU Writing Center Online Resources:
http://www.writingcenter.pdx.edu/resources/index.php
Other Resources to Help You Succeed at PSU

Millar Library (http://www.lib.pdx.edu)
Reference desk, phone, IM, email, 24/7 chat: http://library.pdx.edu/askus.html

Advising and Career Services (http://www.pdx.edu/advising/home)
Drop-in advising hours are Monday-Friday, 10:30-11:30 and 1-2:30 (subject to change) OR call/email to schedule an appointment: 402 University Services Building, 725.4005, askACS@pdx.edu

Student Health and Counseling Center (SHAC) (http://www.pdx.edu/shac/)
Counseling, psychological evaluation and intervention, testing services, and all health-related concerns 1880 SW 6th Ave., Health and Counseling: 503.725.2800; Dental: 503.725.2611; Testing: 503.725.5301

Women’s Resource Center (WRC)
The Portland State University Women's Resource Center advocates for the best educational and campus experience for all members of our community. The WRC seeks to advance social justice, personal empowerment for all self-identified women, and a safe and healthy campus. The WRC is open Monday through Friday from 9:00-5:00pm, and is located in the basement of the Montgomery Housing Building. The main entrance is located in the Montgomery Courtyard. You can contact the WRC by phone (503-725-5672) or email wrc@pdx.edu.

If you or someone you know has been harassed or assaulted, you can find the appropriate resources on PSU’s Enrollment Management & Student Affairs: Sexual Prevention & Response website at http://www.pdx.edu/sexualassault/.

PSU’s Student Code of Conduct makes it clear that violence and harassment based on sex and gender are strictly prohibited and offenses are subject to the full realm of sanctions, up to and including suspension and expulsion.
**Course Schedule**

(subject to change with reasonable notice)

**C: refers to the Cherlin reader; all other readings/links can be found on D2L**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Mon., June 20th</strong></td>
<td><strong>Introduction to the Sociological Study of Marriage and Family; History of Marriage/Why Marriage?</strong></td>
<td>Discussion #1 Opens (6/20)</td>
</tr>
</tbody>
</table>
| **Wed., June 22nd** | **Trends in Marriage/Family; Science/Research Methods** | 1) “Married, with Infidelities” (Oppenheimer 2011)  
2) “Just Marriage” (Shanley 2003)  
3) “Welcome to America” (pp. 11-35) (Druckerman 2008)                                                                 | Quiz #1 Opens (6/20)                                                                              |
| **Week 2**    | **Mon., June 27th**                                                 | **Race/Ethnicity; Social Class; Gender**                                                                                                                                                        | Discussion #2 Opens (6/27)                                                                     |
| **Wed., June 29th** | **Love**                                                          | 1) “Why We Love, Why We Cheat” (Fisher 2006)  
2) C: “What’s Love Got to Do With It?” (pp. 31-37) (Coontz 2013)  
3) “That Loving Feeling Takes a Lot of Work” (Brodie 2013)  
4) “A Walk in the Shadows: How Culture Blinds Us to the Ways of Love” (focus on pp. 191-192 & 204-209) (Lewis et al. 2000) | Quiz #2 Opens (6/27)                                                                              |
| **Week 3**    | **Mon., July 4th**                                                 | **Sexuality: Studying Sex, Socialization**                                                                                                                                                    | Discussion #3 Opens (7/4)                                                                     |
| **Wed., July 6th** | **Cohabitation and Marriage; Divorce/Fatherlessness; Remarriage/Stepfamilies** | 1) “The Disestablishment of Marriage” (Coontz 2013)  
2) “Is Marriage Good for Your Health?” (Parker-Pope 2010)  
3) “Unhitching the Horse from the Carriage” (Stacey 2011, pp. 152-160)  
4) “That Economist’s Paper about Gender Inequality, Marriage, and Divorce” (Cohen 2013)  
5) C: “The Modern American Stepfamily” (Mason 2013) | Quiz #3 Opens (7/4)                                                                                   |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 4  | Mon., July 11th                                                      | **Parenting: Fertility, Health and Well-Being of Parents, Well-Being of Children**  
1) “Think Before You Breed” (Overall 2012)  
2) “What’s the Best Age to Have a Baby?” (Henig and Henig 2012)  
3) “The Cult of Intensive Parenting” (Schulte 2014)  
4) “Daddy Track: The Case for Maternity Leave” (Mundy 2013)  
5) “Flattering Motherhood, Still” (Cohen 2012) | Discussion #4 Opens (7/11)  
Quiz #4 Opens (7/11)  
Discussion #4 and Quiz #4 close 7/17 at 11:59pm  
*Response Paper DUE by 7/15 at 11:59pm* |
| Wed., July 13th | **Control/Violence; Religion and Politics; Same-Sex Marriage and Alternatives to Marriage**  
1) C: “Control and Violence in Intimate Relationships” (pp. 245-254) (Johnson 2013)  
2) “Violence Against Women—It’s a Men’s Issue” (Katz 2012)  
3) “David Boies on the Fight for Gay Marriage” (Denvir 2010)  
4) “Supreme Court Ruling Makes Same-Sex Marriage a Right Nationwide” (Liptak 2015)  
6) “Just Monogamy?” (Emens 2004) |  |