Sociology 315
Marriage and the Family

Lewis-Clark State College
3 Semester-Hour Credits

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2-Soc 315
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# Table of Contents

Welcome! .......................................................................................................................... 1
Policies and Procedures ................................................................................................. 1
Course Description ......................................................................................................... 1
Course Materials ........................................................................................................... 1
Course Delivery ............................................................................................................... 1
Course Introduction ....................................................................................................... 2
Course Objectives ......................................................................................................... 2
Lessons ............................................................................................................................ 2
Exams ............................................................................................................................. 2
Grading ............................................................................................................................. 3
Contacting Your Instructor .......................................................................................... 3
Assignment Submission Log ......................................................................................... 4

Lesson 1: Public and Private Families ......................................................................... 6
Lesson 2: The History of the Family .............................................................................. 7
Lesson 3: Gender and Families ..................................................................................... 8
Lesson 4: Social Class and Families ............................................................................. 9

Exam 1 Information: Covers Lessons 1–4 .................................................................. 10

Lesson 5: Race, Ethnicity, and Families ..................................................................... 11
Lesson 6: Sexualities ..................................................................................................... 12
Lesson 7: Cohabitation and Marriage ......................................................................... 13
Lesson 8: Work and Families ...................................................................................... 14
Lesson 9: Children and Parents ............................................................................... 15

Exam 2 Information: Covers Lessons 5–9 .................................................................. 16

Lesson 10: Older People and their Families .............................................................. 17
Lesson 11: Domestic Violence ..................................................................................... 18
Lesson 12: Divorce ....................................................................................................... 19
Lesson 13: Stepfamilies .............................................................................................. 20
Lesson 14: The Family, the State, and Social Policy ................................................... 21
Lesson 15: Student Paper ............................................................................................ 22

Exam 3 Information: Covers Lessons 10–14 .............................................................. 23
Soc 315: Marriage and the Family 3 Semester-Hour Credits: LCSC

Welcome!
Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures
Refer to the ISI website at www.uidaho.edu/isI and select Students for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description
A study of the institutions of marriage and the family in a cross-cultural perspective, and an analysis of the various factors and forces at work in our time which are affecting relationships within the family. Recommended prerequisite: Soc 101 and 103 [Current Social Problems]

14 graded lessons, 1 final paper, 3 proctored exams

Students may submit up to 2 assignments at a time/4 per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after the date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

Course Materials

Required Course Materials

Recommended Course Materials

Course Delivery
All ISI courses are delivered through BbLearn, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a Registration Confirmation Email with information on how to access ISI courses online.

Course Introduction
The course explores families in the United States from a sociological perspective. We will examine the family as an institution rooted in historical and social contexts, focusing on the ways in which society shapes family norms, opportunities, and behaviors. We will also learn about the individual within the family, and how family relationships have changed over time.
Course Objectives
To meet the broad goals listed above, this course is designed to achieve several specific objectives:

1. To provide you with information about historical and contemporary families in the United States
2. To explore the relationships between individuals, as well as families and other social institutions
3. To develop analytical and communication skills that will enable you to examine and assess divergent ideas and perspectives on family issues
4. To help you apply the knowledge and skills that you gain in this course to your everyday life, deepening your understanding of your own beliefs and values and the social world in which you live

Lessons
Overview
Each lesson includes the following components:

1. lesson objectives
2. reading assignment
3. important terms (from the Cherlin textbook)
4. lecture
5. written assignment

Study Hints
• Complete all assigned readings.
• Take notes or highlight important points on each reading assignment assignments.
• Set a schedule allowing for completion of the course one month prior to your desired deadline.

Exams
Overview
• You must wait for grades and comments on lessons prior to taking each subsequent exam.
• For your instructor’s exam guidelines, refer to the letter sent in you upon registration and the Exam Information sections in this course guide.

See Grading for specific information on lesson/exam points and percentages.

Choosing a Proctor/Scheduling Exams
All exams require a proctor unless an exam is self-administered.

To submit your Proctor Information Form online, visit the ISI website and select Forms, Proctor Information Form. Submit this form at least two weeks before your first exam. Refer to About ISI Policies on the ISI website for information on acceptable and unacceptable proctors.
**Grading**
The course grade will be based upon the following considerations:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Per Component</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 assignments</td>
<td>@ 30 points each</td>
<td>420</td>
</tr>
<tr>
<td>3 examinations</td>
<td>@ 100 points each</td>
<td>300</td>
</tr>
<tr>
<td>1 essay paper</td>
<td>@ 100 points</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Total points possible</td>
<td>820</td>
</tr>
</tbody>
</table>

The following graded point scale will be used:

- 762 to 820 = A
- 738 to 761 = A-
- 713 to 737 = B+
- 680 to 712 = B
- 656 to 679 = B-

- 631 to 655 = C+
- 598 to 630 = C
- 574 to 597 = C-
- 549 to 573 = D+
- 492 to 548 = D

491 and under = F

The final course grade is issued after all assignments and exams have been graded.

Acts of academic dishonesty, including cheating or plagiarism, are considered a very serious transgression and may result in a grade of F for the course.

**Contacting Your Instructor**
Instructor contact information is posted on your BbLearn site under *Course Rules.*
**Assignment Submission Log**


Choose a proctor and send the completed Proctor Information Form to the ISI office at least two weeks prior to taking your first exam.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Reading</th>
<th>Written Assignment</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cherlin, Chapter 1, pp. 4–35 Skolnick, Introduction, pp. 1–10</td>
<td>Essay questions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cherlin, Chapter 2, pp. 38–74 Skolnick, Chapter 1, pp. 13–56</td>
<td>Essay questions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cherlin, Chapter 3, pp. 80–105 Skolnick, Chapter 3, pp. 101–124</td>
<td>Essay questions</td>
<td></td>
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<tr>
<td>4</td>
<td>Cherlin, Chapter 4, pp. 108–133</td>
<td>Essay questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>It is time to make arrangements with your proctor to take Exam 1.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Cherlin, Chapter 5, pp. 136–172</td>
<td>Essay questions</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Cherlin, Chapter 6, pp. 176–204 Skolnick, Chapter 4, pp. 125–152</td>
<td>Essay questions</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Cherlin, Chapter 7, pp. 208–245 Skolnick, Chapter 5, pp. 153–201</td>
<td>Essay questions</td>
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<tr>
<td>8</td>
<td>Cherlin, Chapter 8, pp. 248–267 Skolnick, Chapter 9, pp. 349–373</td>
<td>Essay questions</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Cherlin, Chapter 9, pp. 272–304 Skolnick, Chapter 9, pp. 349–373 [NOTE: The Skolnick Chapter 9 reading is needed for both Lesson 8 and Lesson 9.]</td>
<td>Essay questions</td>
<td></td>
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**It is time to make arrangements with your proctor to take Exam 2.**
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Reading</th>
<th>Written Assignment</th>
<th>Date Submitted</th>
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<tbody>
<tr>
<td>10</td>
<td>Cherlin, Chapter 10, pp. 308–338</td>
<td>Essay questions</td>
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<tr>
<td>11</td>
<td>Cherlin, Chapter 11, pp. 342–373</td>
<td>Essay questions</td>
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<tr>
<td>12</td>
<td>Cherlin, Chapter 12, pp. 376–403</td>
<td>Essay questions</td>
<td></td>
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<tr>
<td>13</td>
<td>Cherlin, Chapter 13, pp. 406–430</td>
<td>Essay questions</td>
<td></td>
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<tr>
<td>14</td>
<td>Cherlin, Chapter 14, pp. 434–462</td>
<td>Essay questions</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>No newly assigned reading</td>
<td>Student Paper</td>
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</tbody>
</table>

It is time to make arrangements with your proctor to take Exam 3.
Lesson 1
Public and Private Families

Lesson Objectives
After reading Lesson 1, you should be able to discuss/explain and have a better understanding of:

1. The boundaries of family life
2. Different ways your family has carried out its public functions

Reading Assignment
Cherlin, Public and Private Families: An Introduction, Chapter 1, pp. 4–35
Skolnick, Family in Transition, Introduction, pp. 1–10

Important Terms
NOTE: All of the important terms in this course guide are found in the Cherlin textbook.

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>expressive individualism 6</td>
<td>public family 13</td>
<td>longitudinal survey 22</td>
</tr>
<tr>
<td>individualism 6</td>
<td>private family 14</td>
<td>breadwinner-homemaker family 23</td>
</tr>
<tr>
<td>monogamy 9</td>
<td>assigned kinship 15</td>
<td>primary analysis 23</td>
</tr>
<tr>
<td>externalities 10</td>
<td>boundary ambiguity 15</td>
<td>feminist theory 25</td>
</tr>
<tr>
<td>negative externalities 10</td>
<td>created kinship 15</td>
<td>gender 25</td>
</tr>
<tr>
<td>polygamy 10</td>
<td>hypothesis 18</td>
<td>late modern era 26</td>
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<tr>
<td>positive externalities 10</td>
<td>objectivity 18</td>
<td>functionalist theory 29</td>
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<tr>
<td>public goods 11</td>
<td>observational study 20</td>
<td>conflict theory 30</td>
</tr>
<tr>
<td>free-rider problem 12</td>
<td>exchange theory 22</td>
<td></td>
</tr>
</tbody>
</table>

Lecture
Boundaries in families are set both by the members of the families and by societal norms. For example, we have gone through periods in American society where it was considered inappropriate to interfere with the relationship between husband and wife. However, through several recent public cases, domestic violence has come to the forefront of society. Family relationships differ from all other relationships because we are members of a family for life—no matter how we feel about the particular members.

All relationships are based on some exchange. It may not be conscious, but there is always give and take; for example, parents look after their children, providing shelter, nourishment, and affection. The situation today is complicated by greater mobility and changing norms in our society.

Written Assignment
(30 points)

A helpful hint for answering an essay question is always to provide detailed information on what the question is asking and follow up with various examples. Answer each question in one to two pages.

1. What is the difference between a public family and a private family? Explain.
2. What is the Feminist Perspective feminist theory? Explain.