

VARIETIES OF MODERN MARRIAGE
T and TH 10:00-12:00 5 cr
Course Assistant: J. Reger

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Course Description. This course provides an introduction to contemporary marital arrangements in the United States. It stresses changing gender roles and social variations in marriage patterns. It also introduces you to social scientific strategies for research and to some of the research literature in this area.

Course Readings. The main text for the course is: Collins, Randall. 1988. Sociology of Marriage and the Family: Gender, Love, and Property, Second Edition. Chicago: Nelson-Hall. A Student Study Guide is also available for this text.

Journal articles to be read will be placed on reserve in the library, and be available for purchase at a copy center.

COURSE OUTLINE

Read assigned chapters before the class date on which they are listed. Do the chapter activities in the Student Study Guide by the same date.

<u>Week</u>	<u>Date</u>	<u>Readings</u>
1	T 4/2 R 4/ 4	Preface, Chapter Summaries for Chapters 1-15; Study Guide, Section I 1: Explaining the Family
2	T 4/9 R 4/11	2: The Origins of the Family 3: Basic Elements of the Human Family
3	T 4/16 R 4/18	6: Families Stratified by Class and Race Conger et al 1990
4	T 4/23 R 4/25	7: Love and the Marriage Market Stevens et al 1990
5	T 4/30 R 5/2	8: Premarital Sex, Childbirth, and Abortion **In-Class Exam**
6	T 5/7 R 5/9	9: Housework, Marital Power, and Conflict Ross et al 1983; Bolger et al 1989
7	T 5/14 R 5/16	10: Marital and Extramarital Sex 11: Divorce and Remarriage
8	T 5/21 R 5/23	Peterson & Zill 1986; Glenn & Kramer 1987 12: Childbearing
9	T 5/28 R 5/30	13: Child Rearing: Ideal and Realities 14: Life Transitions
10	T 6/4 R 6/6	15: The 20th Century and the Future of the Family

REQUIRED JOURNAL ARTICLES

Bolger, Niall, Anita DeLongis, Ronald C. Kessler, and Elaine Wethington. 1989. "The Contagion of Stress across Multiple Roles." Journal of Marriage and the Family 51: 175-183.

Conger, Rand D., Elder, G. H., Jr., Lorenz, F. O., Conger, K. J., Simons, R. L., Whitbeck, L. B., Huck, S., Melby, J. N. 1990. "Linking Economic Hardship to Marital Quality and Instability." Journal of Marriage and the Family 52:643-656.

Glenn, Norval D., and Kathryn B. Kramer. 1987. "The Marriages and Divorces of the Children of Divorce." Journal of Marriage and the Family 49: 811-825.

Ross, Catherine E., John Mirowsky, and Joan Huber. 1983. "Dividing Work, Sharing Work, and In-Between: Marriage Patterns and Depression." American Sociological Review 48: 809-823.

Stevens, Gillian, Dawn Owens, and Eric C. Schaefer. 1990. "Education and Attractiveness in Marriage Choices." Social Psychology Quarterly 53: 62-70.

Peterson, James, and Nicholas Zill. 1986. "Marital Disruption, Parent-Child Relationships, and Behavior Problems in Children." Journal of Marriage and the Family 48: 295-307.

Paper Assignment (Due at beginning of class for exchange with other students, Tuesday, May 28)

Assume that you direct a major funding agency which awards grants for research on marriage. From your study of the text, class presentations and discussion, and your own life experience, identify an important research question about marriage that you believe contemporary research should investigate. Explain why this is so important to study.

Describe how a fundable research project could be planned to investigate your question. (You may find it useful to review the major themes in explaining the family summarized back in Chapter 1 for some ways of approaching your question.) State some specific researchable statements or propositions relevant to your question. What are the key variables involved, and how do you expect them to be related to one another?

Who would you study to test these propositions? (The Chapter 1 section on explanation by comparison may help you.) Be sure to define key variables carefully, state the research propositions clearly, and identify the sample you would use.

Requirements: 2-3 typewritten, double-spaced pages (500-750 words). Papers must be typed. Handwritten papers will be returned unread and graded E. All papers must conform to ordinary English usage and should not exceed the page limits. Proofread and correct mechanical and grammatical errors BEFORE submitting. Leave 1" to 1 1/2" margins, and fasten with a paper clip or staple. Please: NO PLASTIC COVERS! Your name should appear in the UPPER RIGHTHAND corner of the first page. One grade step is deducted for each weekday that papers are overdue. Papers submitted after class on Tuesday are considered one day late. For example, a B- paper due on Tuesday but turned in Thursday is recorded with a 2 grade step penalty and becomes a C. If you choose to give yourself an extension, be sure the net result will be worth it.

When quoting or paraphrasing directly from your textbook or other sources, indicate author, date, and page number in a parenthesis. Not to acknowledge sources is a form of PLAGIARISM.

COURSE REQUIREMENTS

Class attendance is expected. You are responsible for all information, exercises, and announcements in all classes. If you miss class due to illness or catastrophe, you will need to contact a class member to find out what you missed. So -- introduce yourself to those around you and get some phone numbers in case you ever need them.

Time Commitments. According to the University faculty rules, one credit hour is assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of C in a course. This is a 5-credit hour class, so you should expect to devote about 15 hours a week to the course for an average grade. If other academic, occupational, and personal commitments will not permit you to do this, I don't advise enrollment.

SPECIAL NOTE TO ALL STUDENTS: Some students have visual or auditory limitations or other learning problems that make survival (let alone enjoyment) in a large class more difficult. Please discuss any special needs with the Office of Disability Services (292-3307) and with me so that appropriate arrangements can be made. THIS REQUIRES PLANNING AHEAD, AND SPEAKING UP, ON YOUR PART.

All students are welcome to audiotape class sessions if it aids your learning; you are also welcome to take notes on laptop computers if you have access to them. Of course, pens and notebooks still work. Please bring #2 pencils for all pretests and exams.

WARNING: Some students prefer classes in which the major use of classroom time is to summarize and highlight the readings. This is not one of those classes: I expect you to be able to read and comprehend the text without extensive class-time assistance. The Student Study Guide is also helpful. If you have had problems with such independent reading, I recommend that you seek assistance at the Reading and Study Skills Center in Pressey Hall on West Campus. The Student Handbook lists other resources.

YOUR FINAL GRADE is determined by multiplying each graded component by the following percentages:

First in-class exam, Thursday, May 2	30%
Class paper, Tuesday, May 28	30%
Second (final) in-class exam*	30%
Attendance	10%

*The final exam is scheduled for Tuesday, June 11, 10-11:48 a.m., in our regular classroom. Because grades for graduating seniors must be turned in on Thursday of tenth week, graduating students must take the final exam on Thursday morning, June 6, during the regular class time. A different location will be announced. Graduating seniors are responsible for all assigned reading, and they are encouraged to attend the final week's classes.

NOTE: No make-up exams will be permitted unless you contact me PRIOR to the exam. Call my office (292-0289) or leave a message with the Sociology Department (292-6681). Only verifiable illness or extraordinary personal catastrophes are acceptable excuses for missing a scheduled exam.

ALL EXAMS AND PAPERS WILL BE DISCARDED at the end of Autumn quarter 1991. If you have questions about individual grades or your final course grade, please raise them immediately so they can be resolved well before this deadline.