SOCIOLOGY 480/680 – THE FAMILY

Fall 20xx
Thurs. 4:00 – 6:45 PM
3 credits
Class Location: EJCH 265

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Office Hours: Thurs. 2:30 – 3:30 PM and Fri. from 4:15 to 5:00, in MSS 344; or briefly after class Thurs. @ 6:45
Other days and times are welcome by appointment

TA/Grader: xxxxxxx
Office: MSS 339
Email: xxxxxxx
Mailbox: MSS 300
Office Hours: Thurs. 1:30 – 3:30 and other times by appointment

COURSE DESCRIPTION (general capstone): This course provides a critical analysis of “the family” (or families) as a social institution in historical and social-political context. It includes an examination of sociological and social psychological theories on family structure and process (as well as the intersection of structure and process in the public and private lives of families). The course addresses diverse forms of families and intimate relationships with attention to strengths and critical issues they experience and/or share. Contemporary issues and debates are explored with emphasis on research methods and evidence, as well as their potential implications for public policy. The course encourages students to critically evaluate their own assumptions about marriage/close relationships and families as we consider 1) research evidence, 2) implications of these assumptions for larger social issues, and 3) implications for the student’s work/professional and personal life. Application of materials includes an in-depth examination of a research study of families with attention to class, race/ethnicity, gender, and other issues. Families are a key institution in American society. Family processes, relationships, and outcomes intersect with many other important elements of social life. Therefore, the study of family is useful for people involved in many fields, such as sociology, human development, work/business, education, gender, race and ethnic relations, social and developmental psychology, law enforcement/judicial system, cultural anthropology, technology, and health care. Note: Students are expected to demonstrate respect and value for diverse forms (and conditions) of families and intimate relationships.

CORE OBJECTIVES
This course satisfies Core Objective 13: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

STUDENT LEARNING OUTCOMES:
SLOs for Core Objective 13 incorporate elements of integration and synthesis, along with course-specific learning outcomes. Integration: Students will be able to assemble, develop, design, formulate, or combine knowledge gained from Core Objectives 1 (Effective Composition and Communication), 3 (Critical Analysis and Use of Information), and 10 (Diversity and Equity) to provide a basis for analyzing or solving an open-ended question, problem, or complex issue. Synthesis: Students will be able to develop new data or information using techniques from different disciplines previously learned in Core Objectives 1-12 and use that information to design a project, solve a problem, or analyze a complex issue.
SLOs specific to this course are:
1. Student will be able to compare and contrast family theories and frameworks and apply their concepts in the study of families and intimate relationships (CO1, 3, 10 and 13).
2. Student will be able to evaluate the strengths and weaknesses of theories, frameworks and research methodologies and their use in studying diverse forms of families and intimate relationships (CO1, 3, 10, 13).
3. Student will be able to identify domains of public and private families and describe their intersection (CO1, 10, 13).
4. Student will be able to synthesize and integrate information on the role of social class, race/ethnicity, gender and their intersectionality to analyze the experiences of families in diverse contexts and various cultures/societies (CO1, 3, 10, 13).
5. Student will be able to analyze the issues, stressors, and contexts facing contemporary families in relation to institutions, structures, social policies and family processes (CO1, 3, 10, 13).

ASSESSMENT OF SLOs
This will be accomplished through synthesis and analysis of literature in weekly assignments, the family analysis paper, essay and short answer exams, class discussion and group activities, and three social research participation options.

COURSE ORGANIZATION & EXPECTATIONS:
In addition to lecture, a portion of class-time will be devoted to discussion. We do this because the discussion of the ideas of others is productive and insightful. You also are encouraged to discuss theoretical issues together outside of class; for it is through "talking theory" that we become more skilled in its understanding and use. Course material retention increases when students see the connections between class material and real-world situations (e.g., personal, community, societal, or career/employment applicability). In addition to the potential for better understanding of our own family and relationship experiences, discussion assists us in learning to think about families in more objective and global terms, moving beyond the boundaries of our own family lives. Theories are examined individually in order to gain understanding of each perspective. This is essential before one makes an attempt to integrate theories into a more unified model, such as the development of models needed for policy making and the proposal of intelligent recommendations.

For students and audiences focused on learning: The pen/pencil is mightier than the keyboard. This course does not utilize PowerPoint as a central medium of presentation. Research information is provided on the class website that demonstrates students exposed to PowerPoint are less successful in understanding and retaining material, as well as in later test performance. In addition, students that type on keyboards/computers to take extensive (or word-for-word) notes, rather than listening, are also less able to engage and retain the material. (e.g., Mikulak, 2014; Mueller & Oppenheimer, 2014). Powerpoint is unable to capture the rich and complex nature of social and family issues. Students who engage their eyes, ears, brain, and hands together in following the instructor’s writing and lecture, and when writing their own notes, are better able to understand the material they are receiving in class and retain it for later test performance. To better facilitate your learning this course requires that you listen, observe, and take notes. Note taking is a skill you will use in many careers. If you are unfamiliar with how to take notes, materials with suggestions will be available on the class website. We will discuss this issue further during class, with examples related to Powerpoint provided (e.g., Tufte, 2006).
All university rules/expectations apply. In addition, please do not disrupt the class. In particular, we ask that you please stay in class the entire period unless you have a pressing engagement (which you discuss with us before class) or have an emergency. In addition, all cell phones and communication devices are expected to be turned off before class begins. Please do not use vibrator mode as it leads to your own disruption (e.g., feeling the need to run out of class to check the phone). Texting, twittering, etc. during class is unacceptable and disruptive to students, instructors, and speakers. Use of laptops is only allowed for those who need them for class note-taking. You must follow these policies in order to remain in the classroom.

It is a prerequisite that you will be able to meet basic literacy requirements.

**TEXTBOOKS:**


3. Additional Required Readings. Materials will be available on WebCampus. These include required readings as well as links to external documents. For example, links will be provided to articles on blog sites, such as “Families as They Really Are” at: thesocietypages.org/families. Required readings will be included in weekly papers, class discussion, and in the material that is tested.

**COURSE REQUIREMENTS:**

Weekly Written Assignments - based on class books/readings and thoughtful reflections on these materials  
20%

Class Participation - including significant, positive and thoughtful contributions to the functioning of the class and its discussions  
10%

Family Analysis Paper  
20%

Social Research Participation Credits (* completion is required to pass the course) – Pass or Fail

2 Mid-semester Tests @ 20% each  
40%

Final Exam and In-Class Activity  
10%

Total:  
100%
**Deadlines: The Family Analysis Paper is due at the beginning of class. Late papers are penalized 10% of the total points available for papers submitted anytime during the first 24 hour period after the paper is due, and an additional 10% of the total points available for submissions made during the second 24 hour period. No papers are accepted more than 48 hours late unless the student has made some arrangement with the instructor before the due date. No late exams are accepted unless the student has made some arrangement with the instructor before the due date and time of the originally scheduled exam. Students who anticipate being out of town during an exam should anticipate taking the exam before they leave, and discuss this with the instructor in advance of the absence. **

**GRADING SCALE:** This course uses a scale with plus and minus grades.

A = 93-100   A- = 90-92.9   B+ = 87-89.9  B = 83-86.9
B- = 80-82.9   C+ = 77-79.9  C = 73-76.9   C- = 70-72.9
D+ = 67-69.9   D = 63-66.9   D- = 60-62.9   F = 0 – 59.9

* For those taking this as SOC 680, there are some different elements (requiring more sophistication of thought and application, including stronger integration of theories) in the family analysis paper, tests, and weekly papers. Separate details will be provided on each assignment (to be provided in class and also on WebCampus.)

1. **WEEKLY WRITTEN ASSIGNMENTS.** Reading and the thoughtful consideration of material you have read is a major component of the course. Eleven brief weekly papers (generally about 1½ to 2 typed double-spaced pages) will be assigned. The 8 papers with the highest scores (from the 11 papers) will be included in calculating the student’s course grade. Students must complete at least 2 of the first 3 papers (i.e., not using their dropped papers all at the beginning of the semester). Weekly papers are not assigned for days when an exam is scheduled. Not all assignments follow the same format. Specific instructions for each assignment, and a grading rubric, will be available on the class WebCampus site. All papers need to demonstrate that the full range of assigned materials has been read and that the student has grappled with an understanding, integration, or application of the information. Paper copies of written assignments are to be turned in at the beginning of class. Late weekly papers are not accepted. If a paper is not received it will receive a score of zero, and it will be included as one of the 3 papers that are dropped before calculating the student’s course grade. If you have questions about your graded papers, follow up on them very soon with the course grader. Do not wait until you have several low grades before seeking clarification on how to improve your submissions. (20% of course grade)

2. **CLASS PARTICIPATION.** Not just a warm body in the room!!!! Since I consider education an interactive process, I will expect your civil and productive participation in class discussions. This includes relevant discussion involving readings and textbooks, weekly papers and their applications, progress on the family analysis, in class films and video clips, relevant current events, etc. You will be expected to integrate materials from lecture and readings in our class activities and discussion. This allocation of 10% of the final grade to various types of participation enables me to indirectly reward those students who keep up with readings and class activities, and acknowledges that reading is a major component of the course. Please do not enroll in this class if you will not be able to attend the lectures regularly. If you must miss class, please make arrangements with another student for notes. (10% of course grade)
3. **SOCIAL RESEARCH PARTICIPATION CREDITS.** See attached document (the document and links to the Social Research SONA will also be available on the class WebCampus Learn site). This assignment includes a choice among 3 options: participating in studies through the Social Research SONA system, writing critiques of empirical research articles, or writing a research paper using empirical journal articles as sources. Students may also fulfill the requirement by completing credits from a combination of these 3 options. (Graded: Pass/Fail. You must complete this assignment in order to pass the course.)

4. **FAMILY ANALYSIS PAPER.** This original paper provides an opportunity for you to 1) practice generating research data, 2) test the research findings reported by Lareau, and 3) identify and integrate material from the Cherlin book and other course readings. We will use relevant media sources (choice of films or documentaries to be assigned by the instructor). You may begin to work on each section of the paper after you have read the relevant sections from Lareau’s book. Topics utilized from Cherlin will include at least those chapters through October 30. The media source will serve as a family for your study. As you watch the media you will take notes illustrating the characteristics you observe and include details on specific examples that illustrate these points (field notes). The media family will provide you with opportunities for attention to the issues of social class, race, and other assigned topics from the semester. Further details on the structure of the paper and its grading are found on pages 12 to 15 of this syllabus. It is strongly recommended that students turn in a draft of their paper between Nov 5 and Nov 10 for instructor review/feedback. Submissions will be reviewed by Dr. Murray in the order they are received. Submissions received after Nov 10 will only be reviewed if time permits. Completed paper due at the beginning of class on Dec. 4. (20% of course grade)

5. **MID-TERM EXAMS.** Some students are more successful with in class exams and others perform better on take-home exams. Midterm exams in this class will include both components. There will be 2 mid-term tests given during the semester. Each midterm will include a take home essay component (50% of the exam) and an in-class short answer/short essay component (50% of each exam). Essays require integration, synthesis and application of materials. Tests dates are Oct. 2 and Nov. 6. The first mid-term will cover weeks 1 through 5 (8/28 – 9/25). The second mid-term will cover weeks 6 through 10 (10/2 – 10/30). The essay portions of each test will be provided about one week before they are due; the essays will be submitted by the student through WebCampus and will be due no later than 3:30 pm on exam days. The short answer/short essay portion of the exam will take place during the first 45 minutes of class on exam days (from 4:00 to 4:45). You will need to provide pencils or pens. On exam days class will reconvene after the in-class exam portion has ended. The second half of class on those days will cover material to be on the following exam. Make-up tests will NOT be given unless you inform us ahead of time or have written documentation showing a legitimate reason for missing (e.g., medical emergency, funeral, etc.). Make-up exams may contain different questions from the regularly scheduled exam. (2 exams at 20% of course grade for each = 40% overall)

6. **FINAL EXAM/ACTIVITY.** The final examination/activity we anticipate will be given on Thursday, Dec. 11 from 5:00 to 7:00 pm. It will be cumulative but will emphasize lecture and reading material that occurred after the 2nd mid-term exam. There will be a written section you complete independently (in-class essays and short answers), and a separate section that you will complete with others in small
groups that are assigned that day.

**TENTATIVE COURSE OUTLINE FOR “THE FAMILY”**

The following syllabus is tentative and subject to change. Readings (chapters from both the Cherlin and Lareau books, and any articles posted on WebCampus) are expected to be completed before class. Be sure to include the introduction to each section (Parts 1 through 6) in the Cherlin book.

### DATE | TOPIC AND ASSIGNMENTS
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Aug. 28 | Introduction: Sociology of Families  
What is a Family? What is a Theory?  
Research Methodologies  
*Required Reading:* Cherlin – Ch. 1

Sept. 4 | “The” Family: Classical and Contemporary Perspectives  
History of the Family  
*Required Reading:*  
Cherlin – Ch. 2

Sept. 11 | Social Class and Family  
*Required Reading:*  
Cherlin – Ch. 4  
Lareau – Ch 1 & 2 – pp. 1 – 32; and Appendix B (pp. 361-364)

Sept. 18 | Family, the State, and Social Policy  
*Required Reading:*  
Cherlin – Ch. 14  
Lareau – Appendix A (pp. 345-360)

WebCampus: Choose ONE of the following articles to read:
  www.publicagenda.org
  www.publicagenda.org
* Public Agenda (2013). How Can We Reduce Our Health Care Spending and Still Get  
  Quality Care? www.publicagenda.org
* Horn, H. (2013). The Real Stakes of Today’s Child Care Debates in the US and

**Sept 25**
Race, Ethnicity and Families  
*Required Reading:*  
Cherlin – Ch. 5  
Lareau – Part 2: 107-160

**Oct. 2**
First portion of class (4 – 4:45): **TEST 1 – covers 8/28/ through 9/25**  
Second portion of class: Gender and Families  
*Required Reading for 2nd half of class:*  
Cherlin – Ch. 3  
No weekly paper due to exam

**Oct. 9**
Families and Sexualities  
*Required Reading:*  
Cherlin – Ch. 6  
Lareau – Part 1: 33-103

**Oct. 16**
Cohabitting, Marriage, and Other Committed Relationships  
*Required Reading:*  
Cherlin – Ch. 7  
WebCampus: Current event reading on Nevada law and marriage

**Oct. 23**
Work & Families; Families & Military/War; Institutions (including Schools)  
*Required Reading:*  
Cherlin – Ch. 8  
Lareau – Part 3: 161-257  
WebCampus:  
*Optional Readings:*  
Oct. 30  Parents and Children; Socialization
Divorce
*Required Reading:
Cherlin – Ch. 9 and Ch. 12

Nov. 5 – Nov 10  ** DRAFT OF FAMILY ANALYSIS PAPER DUE — drafts are submitted through email for instructor review/feedback. cimurray@unr.edu  Submissions received by Nov 10 will receive feedback from Dr. Murray in the order they were received; later ones only receive feedback if time allows. Submissions of drafts is strongly encouraged, but not required.

Nov. 6  First portion of class (4 – 4:45): ** TEST 2 – covers 10/2 through 10/30  
Second portion of class: Stepfamilies
*Required Reading for 2nd half of class today:
Cherlin – Ch. 13
No weekly paper due to exam

Nov. 13  Older Adults & Families;
Intergenerational Relationships: Siblings across the Lifespan
*Required Reading:
Cherlin – Ch. 10
Lareau – Part 4: 261-343

Nov. 20  Families, Intimate Relationships and Violence
*Required Reading:
Cherlin – Ch. 11

Nov. 27  Thanksgiving Holiday – no class

Dec. 4  Family Stressors; Grief, Loss, and Illness
*Required Reading:
WebCampus:

Choose 1 article on families and health to read:

**OPTIONAL READING:**

Dec. 4

**FAMILY ANALYSIS PAPER DUE at the beginning of class **

Dec. 11

(UNR finals week schedule): Final Exam including Final Activity (in class)

5:00 – 7:00 PM

**Course Rules: Department of Sociology Policy on Academic Dishonesty**

Academic dishonesty (e.g., cheating on exams, plagiarism) is a serious offense. All work that you submit in this class must be your own original work, and must have been generated by you specifically for the assignments. Academic dishonesty can take on many forms including, but not limited to, the use of prohibited materials during examinations, having one's own assignments completed by a third party, submit the identical paper in two different courses, and plagiarism—each of which is a serious offense.

Each student is responsible for being familiar with UNR's policies on academic dishonesty, available at [http://www.unr.edu/stsv/acdispol.html](http://www.unr.edu/stsv/acdispol.html). It is the policy of the Department of Sociology that any student who engages in any act of academic dishonesty will receive automatically a course grade of “F.” Further, in accordance with the UNR’s Undergraduate Academic Dishonesty Procedures, a record will created with the Office of Student Judicial Affairs. Repeated offenses may lead to the expulsion from the university.
What is plagiarism? Whereas most acts of academic dishonesty are obvious, even graduate students are sometimes unclear what “plagiarism” entails. Plagiarism means that you incorporate another author’s work into your own, but create the impression that you yourself are the original author. For instance, it is plagiarism when you cut and paste another author’s text into your own paper, but do not clearly mark it as a quote and do not credit the original source. Another example of plagiarism is when you use another author’s text, but change the syntax and vocabulary only slightly. Yet another instance of plagiarism involves using another person’s ideas and presenting them as your own. The web offers a number of great resources on the subject of plagiarism that help you decide when you need to credit another author and when something can be assumed to be common knowledge (in which case you do not need to credit a source). See, e.g., http://libweb.uoregon.edu/guides/plagiarism/students/.

How to avoid plagiarism? When writing a paper, focus on what and how you want to say something, not on the language another author used. The easiest way is to follow a “closed source” policy: That is, when you have read a paper, book or website that is relevant to a paper that you are writing, close it and put it aside before you write your own text. Once you are done, go over your paper again and make sure that have not inadvertently copied another person’s language. Likewise, make sure that you do not pretend that another person’s insights are your own.

Keep in mind that plagiarism is more easily detected than you might think. Many instructors and graders have access to the same resources as you (e.g., the internet) and routinely check up whether any text you have submitted appears elsewhere. If you are in doubt whether something constitutes plagiarism or not, ask your instructor, TA, or the UNR writing center, http://www.unr.edu/cla/wc/.

Note that certain acts of academic dishonesty are also prohibited under Nevada law. Here the relevant section from the Nevada Revised Statuses:

NRS 207.320 Preparation or sale of academic writings. Any person who prepares for sale or sells any term paper, thesis, dissertation or similar writing intending such writing to be submitted to an academic institution as the work of any person not the author in fulfillment of a requirement for completion of a course of study, award of a degree or other academic credit is guilty of a misdemeanor. (Added to NRS by 1973, 1161)

University Policies and Procedures

Academic Success Services: Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or http://www.unr.edu/writing_center/). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.
**University Statement on Audio and Video Recording:** “Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

**Statement of Disability Services:** Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.

**Student Absences:** By NSHE policy in Title 4 Chapter 20 A, Section 3, paragraph 1, http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/T4-CH20%20-%20General%20Policies%20Regulating%20Students%20and%20Student%20Government.pdf, there are no official absences from any university class. It is the personal responsibility of the student to consult with the instructor regarding absence from class. In the event that a student misses a class because of an official university function or event or because of serious personal issues, the Office of the Vice President for Student Services may, at its discretion, send an explanation to affected faculty. The instructor shall make the final determination on whether the missed work can be done at a time other than during the regularly scheduled class period.

**Religious Holy Days:** It is the policy of NSHE (Title 4 Chapter 20 A, Section 3, paragraph 2, http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/T4-CH20%20-%20General%20Policies%20Regulating%20Students%20and%20Student%20Government.pdf), to be sensitive to the religious obligations of its students. Any student missing classes, quizzes, examinations, or any other class or lab work because of observance of religious holy days should, whenever possible, be given an opportunity during that semester to make up the missed work. The make-up will apply to the religious holy day absence only. It shall be the responsibility of the student to notify the instructor in advance in writing, if the student intends to participate in a religious holy day which does not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the assignment at an alternate time would impose an undue hardship on the instructor or the institution which could not reasonably have been avoided.
**SOC 480 – Family Analysis Paper**

Draft for review due: Nov. 5 to Nov 10, 20xx (see syllabus for details)

Drafts received after this window will be reviewed in the order received. You are not required to submit a draft but students may find it helpful in determining if they are “on track.”

Completed paper due in class: Dec. 4, 20xx  Paper: 20% of course grade

**Purpose:** This original paper provides an opportunity for you to 1) practice generating research data from observations, 2) test the research findings reported by Lareau (in *Unequal Childhoods*), and 3) report your results.

**Rationale for Types of Families Utilized in this Assignment:** During a semester busy students would probably find it very difficult to have enough time to observe actual families to the extent needed to replicate Lareau’s method. Getting all family members together for even a couple hours can be challenging, and certainly wouldn’t provide sufficient time for them to become comfortable enough with you to begin to interact with each other in a manner that is typical for them (what Lareau refers to as treating the researcher “like the family dog”). Therefore, we will be using “ready-made” families; that is, the lead family around which a movie is based.

**Directions:**

1. Keep up with your course reading assignments from the Lareau book, *Unequal Childhoods*. As you read the chapters about the individual families, be aware of the characteristics those families’ display that reflect the two child-rearing approaches, concerted cultivation and accomplishment of natural growth.

2. You will be provided a list of movies and videos from which to choose ONE. Each movie has a central family. The central family in the movie will serve as a family for your study. You will be viewing/observing 1 family. Within each family your major focus is on children or adolescents and the adult(s) who is (are) involved in rearing them.

3. You may work on each section of the paper after you have read the relevant sections from Lareau’s book. You will want to refresh your memory on the central ideas of each section of the book before viewing the movie.
4. First, watch the movie without taking any notes or conducting an observation. This allows you to become familiar with the story so that your observations (the second time you view the movie) aren’t distracted.

5. Select a family from the Lareau book that is of similar social class (socio-economic status). Later in the assignment (Part II) you will have the opportunity to compare and contrast your observation of the family in the movie with Lareau’s observations of the family you identified for comparison in her book.

6. As you watch a movie (a second time; **don’t try to do this the first time you watch the movie**) you will take notes illustrating the characteristics you observe and include details on specific examples that illustrate these points (field notes). Use the accompanying Observation Data Form to record those notes (you may need several copies of the form in order to record all of your observations about this family) or you may create your own form that covers the 3 areas from Lareau identified on the attached form. You will keep a running set of observations on these forms while you watch the movie. **You will find it beneficial to watch the movie in its entirety before watching it a second time and recording your observations.** As you watch a movie, enter onto this form examples or information you observe about the family; give yourself sufficient detail in your written observations that you know what elements you want to return to later when you write up the paper. These observation notes will be used as a starting point to develop your paper. **You will include the completed forms as an appendix in your final family analysis paper that is submitted in class, just as you might include observation notes if you were watching a family in the real world.** You can print off extra blank copies of the Observation Data Form if needed. Hand written notes are acceptable. You do not need to type up your observation notes before handing them in.

**Organization of your Family Analysis Paper:**

Your observations of the family will be discussed in your paper using the following outline. [For movies with adolescents you will want to incorporate information from Lareau’s followup (Chapter 13 – when they were 19 to 21 years old) in sections 2, 3, and 4 below.] Be sure to provide **specific examples** from the movie to **illustrate the points you are making** in sections 2, 3, 4, and 5; and be sure that the point you are using the example to illustrate is also clear (Don’t give an example and expect the reader to guess what point it is meant to illustrate). Page lengths given below are simply estimates; you may find you have more to add, and that is fine. If you go too far below the estimated pages you are probably not thoroughly addressing the assignment. Papers are to be double-spaced with standard fonts and margins.

Here is the general outline of your paper: (Please use the subheadings that follow when you structure your paper)

**PART I. MOVIE – Identify Title of the Movie**

1) **Summary** of the story (the plot). Also include information on gender, race/ethnicity, social class, education level, and ages (approx.) of family members. The setting (location and type of environment) and period in history when the story was to have occurred (e.g., current, 1970’s, 1960’s, etc.). This can be accomplished in 1 or 2 paragraphs.

2) **Organization of Daily Life.** The content of this section coincides with the kind of information Lareau
presents in this portion (Part I) of her book. Use the issues and relevant examples you observed with this family to describe them in a manner similar to that used by Lareau. For example, address their daily activities and organization, as well as what the activities were meant to accomplish (if that is alluded to in the movie); how that was related to the parent’s activities and work; the importance (or unimportance) of relatives; siblings roles/relationships/conflict; how time is organized; learning life skills; etc. (whatever issues Lareau explores that you see reflected in this family). [These are only given as examples; you will find others that aren’t mentioned above but are in Lareau’s book and you see in the family, and some of those mentioned above that may not be observed in the family. Tailor the issues you address to what can be observed in the movie.] Be thorough. (estimated 2 to 3 pages)

3) **Language Use.** The content of this section coincides with the kind of information Lareau presents in this portion (Part II) of her book. Use the issues and relevant examples you observed with this family to describe them in a manner similar to that used by Lareau. For example, how language is used; its role in discipline; negotiation and directives; language and entitlement. [Again, these are just some examples, use the book to get a fuller range of topics that can be addressed.] Be thorough. (estimated 2 to 3 pages)

4) **Interaction between Families and Institutions.** The content of this section coincides with the kind of information Lareau presents in this portion (Part III) of her book. Use the issues and relevant examples you observed with this family to describe them in a manner similar to that used by Lareau. For example, interventions and/or interactions with schools, church, court, police, parent’s employer, academics at home, health care systems, leisure activities, etc. (estimated 1 to 3 pages)

5) **Integrate Topic from Cherlin book.** Choose one chapter from the Cherlin textbook that relates to this family. Discuss the relationship between relevant concepts (and facts about those concepts) presented within the topics in the Cherlin chapter and what you observed in the movie (in relation to the family and the context in which they live). Be specific in your examples. For example, you might choose the concept of social capital and discuss how its use is reflected in a specific activity of the parent, as well as whether the result of using it was consistent with what Cherlin says would be the benefits that using, or building, social capital can bring. You should be able to find more than 1 concept within the chapter to apply to this family. (estimated 1 to 2 pages)

**PART II. CHOOSE A FAMILY FROM LAREAU BOOK**

Repeat instructions from sections 1, 2, 3, 4, and 5 above and apply them to the family you have chosen from the Lareau book. Do not plagiarize and do not turn in a Part II that is a bunch of quotes from the book.

Then, after you have completed all of the above, consider what you have written about the 2 families for which you have observations (the family in the movie and the family in the Lareau book), think a little more about the 2 families, and then write the Conclusion (one conclusion that ties together observations of both families).

**PART III. CONCLUSION**

**Conclusion** – In the final section of the paper discuss **several similarities and differences** in the language, daily lives, experiences, and involvement with institutions of these two families. Also give attention to the
issues of social class, race/ethnicity, and other assigned topics from this class (including topics or concepts from Cherlin’s book). Do not just repeat back information you have already written, but synthesize the material to discover similarities and differences, patterns of experiences and patterns in daily life. This section (synthesis) requires you to think beyond the 2 separate observations, examine them from different perspectives than you have done so far, and use your analytical and higher level learning skills to determine what you see emerging – the answers that emerge from a synthesis come from within you. (estimated 2 to 3 paragraphs)

GRADING CRITERIA:

Movie Family (Part I of Paper)
- Provides title
- Includes thorough and accurate summary
- Accurately and thoroughly explains the issues/elements in the organization of daily life information presented (observed) in the movie
- Effectively uses examples from the movie to illustrate the issues/elements in the organization of daily life
- Accurately and thoroughly explains the language use information presented (observed) in the movie
- Effectively uses examples from the movie to illustrate the language use
- Accurately and thoroughly explains the interaction between family and institutions information presented (observed) in the movie
- Effectively uses examples from the movie to illustrate the interaction between family and institutions
- Identifies a relevant chapter from the Cherlin book
- Accurately and effectively ties concepts or information from that Cherlin chapter with the observations of the family and their context, illustrating with examples

Family II - Family from the Lareau book (same criteria as for Movie Family I)

Overall:
- Identifies similarities between the 2 families
- Identified differences between the 2 families
- Conclusion accurately addresses issues from the observations as related to social class and race/ethnicity, as well as other relevant topics from the Cherlin chapter.

Technical Elements:
- Literacy. Spelling, grammar, sentence structure, etc.
- Paper follows assignment instructions
- Paper is complete, understandable, and logical in its organization
- Completed Observation Data Forms are located in an appendix
- Paper is turned on time

Family Movie (and Video) Choices:
A list of movies is available on the website. Some are available at the Knowledge Center, others may be found
on line through the MIKC website, Washoe County Library, and others may be rented from various sources. If additional movies become identified they will be added to the website list.