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Course Description
Social science should help us understand where we have been, where we now stand, and, possibly, where we are heading as a society. Accordingly, this course emphasizes the connection between social change (major historical transformations in society) and corresponding family changes.

We seek to understand four broad historical “stages” in family life. The first is the “clan” family, in which the main family function is to provide geopolitical security. This family form was prevalent in traditional sub-Saharan Africa, Europe in the “dark ages,” and even today where central states have collapsed. The second stage is “patriarchal” family societies in the great Eurasian agrarian civilizations where the main family function is to regulate the ownership and transmission of property and social class standing. The third stage is the “nuclear” family, which began with the rise of capitalism and the urban-industrial era. In this period, a new culture of family life—“domesticity”—resulted in childhood as a distinct life stage, companionate marriage, and a breadwinner-homemaker division of labor in which for the first time women were defined as naturally emotional while men were defined as naturally instrumental. Nuclear family norms are still the recognized ideals in our society, but since 1965 changes in the labor force and elsewhere have led us into a fourth stage of family life—the “post nuclear family”—characterized by delayed marriage, low fertility, high divorce and remarriage rates, step-families, alternative families, increasing years spent single, and child poverty.

This course can help you develop a historically mature understanding of what is happening in families today. Such understanding should include what can be altered by individual and collective action and what is unlikely to change, barring dramatic upheavals in the rest of society.

Course Objectives
In order to meet this broad goal, the course has been designed to achieve several specific objectives. These objectives are (1) to provide information about historical and contemporary families in the United States, (2) to explore the relationships between individuals, 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 contemporary family issues.

Liberal Studies Statement
The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience.
**Required Materials**
All readings are electronically-available on Canvas. These readings are required.

**Course Disclaimer**
Lectures, film clips and readings may include descriptions of female oppression (particularly Week 2 films) and of sexual (e.g., when a reading quotes research respondents in Week 5). This material may make some students uncomfortable, and students concerned about this possibility should discuss their apprehensions with me before committing to taking the course.

**Technology**
This course is 100% online and asynchronous. All course content is accessible through Canvas, so you need to have the technology that allows you to view videos, upload discussion board posts/responses, take quizzes, and upload your final paper. The Canvas support people are very helpful, so don’t hesitate to contact them at [https://support.canvas.fsu.edu/home/](https://support.canvas.fsu.edu/home/) or at 644-8004.

**Course Format**
The course centers on weekly video lectures. The first, short, lecture each week is a review of the previous week and an introduction of what’s happening in the week to come, including a summary of the content and reminders about due dates. The other videos for the week are content-delivery. These are important to watch for two reasons: Most of the questions for weekly quizzes come from here, plus this is the material you will use to write your final paper, where you are applying course concepts to “data” from your family interviews.

You can also find an outline of lecture material in each module. These are helpful, but they don’t offer enough information to do well on the quiz if you skipped the videos, nor are they detailed enough to be much help on the final paper. They ARE useful if you download or print them out and write on them during lectures.

Readings will also be covered in the quizzes, plus some of the Discussion Boards involve responding to them. And you also may want to refer to them in your final paper.

The class is broken into four sections of about 30 students, and this is the group whose bio sketches you’ll read and whose Discussion board posts you will read and respond to.

Some Discussion Boards center on the readings and others center on the lectures. One is due roughly every two weeks. They will open on Tuesdays at 9:00 a.m. and close on Thursdays at 11:59 p.m.

Instead of exams, the course offers quizzes most weeks. These consist of a few multiple-choice questions about the lectures, readings, and film clips. They are timed and are open on Tuesday at 9:00 and close on Thursday at 11:59 pm.

**Grading**
Final grades are based on the following assignments.

1. **FSU Honor Policy (1%). First-day attendance check.** Read the pdf at this link: [https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy](https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy)  
   Once you have read it, take a one-item quiz that indicates you have read and agree to abide by these policies.
2. **Online Bio (1%)**. Create a short bio sketch to post on the Discussion Board so that students in your 30-person group can get to know you a little bit.

3. **Quizzes (11 quizzes, 30%; 2.7% each)**. Short multiple-choice quizzes are required most weeks. Questions cover lectures, videos, and readings.

4. **Discussion-Board posts and responses (6 posts and responses, 45%; 7.5% each)**. The course has 6 discussions spread across the semester. The grading rubric for your main post runs from 0-2, as follows:

   - 2 - Response fully addresses the prompts, responding to the question fully and engaging with the assigned text or lecture material. The response is clearly written and appropriate for class. The response is clearly written and appropriate for class and is at least 250 words.
   - 1 - Partially addresses the prompts, responding to some questions but not others, or only partially connects with assigned reading or lecture material.
   - 0 - The response does not address the prompts. It is off topic, not complete, or too unclear to understand.

You also will respond to one or more of the posts made by your classmates. The grading rubric is 0-1, where 0 means you wrote a sentence or less and didn’t address anything substantive, and 1 means your response addressed a substantive issue raised by at least one classmate’s post and that you used at least 150 words to address it.

5. **Family History Paper (23%)**. This 6-8 page paper compares what you know about family change in society to your own family. You will conduct interviews with people of different generations (at least two people) in your own family (or a friend’s family) and link what you learn from these interviews to what you have learned in class. See the complete description of this paper in the Assignments tab. Your paper will be assessed based on the following criteria.

**90-100 points or A range**: Thesis is well developed and clearly focused. Supporting evidence or arguments are thorough and relevant. Conflicting evidence or arguments are consistently acknowledged. Appropriate sources are cited to support statements. The paper/essay is well organized, with correct grammar and spelling. The paper/essay closely adheres to the assignment. **Papers in this A range will have 20 or more links between course concepts and data from your interviews.**

**80-90 points or B range**: Thesis is well developed, but may not be as clearly focused as in the top category. Supporting evidence or arguments are less thorough and/or relevant than in the top category, but are still substantial. Conflicting evidence or arguments are usually acknowledged. Appropriate sources are cited to support statements. The paper/essay is well organized and clearly, if not elegantly, written. The paper/essay fairly closely adheres to the assignment. **Papers in this B range will have 12-19 links between course concepts and data from your interviews.**

**70-80 points or C range**: Thesis is adequate, but may need further explication or definition. Supporting evidence or arguments are adequate but somewhat sketchy, or their relevance is not always made clear. Conflicting evidence or arguments are given little acknowledgment or are not dealt with successfully. Appropriate sources are not always cited. The paper/essay is adequately organized, but may contain enough structural flaws or mechanical errors to significantly distract from the content. The paper/essay does not adhere to all aspects of the assignment. **Papers in this C range will have 7-11 links between course concepts and data from your interviews.**
60-70 points or D range: Thesis is unclear or missing. Supporting evidence or arguments are irrelevant or missing. Conflicting evidence or arguments are missing or not clearly developed. Appropriate sources are not cited. The paper/essay is not adequately organized and has many mechanical errors. The paper/essay does not adhere to the assignment. Papers in this D range will have 5 or 6 links between course concepts and data from your interviews.

Below 60 points or F: No content appears or is largely incorrect in addressing the subject matter. Papers in this F range will have fewer than 5 links between course concepts and data from your interviews.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92.99</td>
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<tr>
<td>B+</td>
<td>87-89.99</td>
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<tr>
<td>B</td>
<td>83-86.99</td>
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<tr>
<td>B-</td>
<td>80-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
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<tr>
<td>C</td>
<td>73-76.99</td>
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<tr>
<td>C-</td>
<td>70-72.99</td>
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<tr>
<td>D+</td>
<td>67-69.99</td>
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<tr>
<td>D</td>
<td>63-66.99</td>
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<tr>
<td>D-</td>
<td>60-62.99</td>
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<tr>
<td>F</td>
<td>below 60</td>
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University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Late Work

Missed assignments or final paper are accepted without late penalty only for documented excuses that are outlined in the University Attendance Policy. For the case of missed assignments or final paper for which no documentation is available, late work is accepted up to four days after the due date but with a 20% deduction per day. Missed quizzes can be made up without a late penalty only for documented excuses that are outlined in the University Attendance Policy.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy

Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc... with each instructor to whom a letter of accommodation was sent to review approved accommodations. This syllabus and other class materials are available in alternative format upon request. For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:
Confidential Campus Resources
Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

<table>
<thead>
<tr>
<th>Victim Advocate Program</th>
<th>University Counseling Center, Askew Student Life Center, 2ndFloor, 942 Learning Way (850) 644-8255</th>
<th>University Health Services Health and Wellness Center, (850) 644-6230 <a href="https://uhs.fsu.edu/">https://uhs.fsu.edu/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>University Center A, Room 4100, (850) 644-7161, Available 24/7/365, Office Hours: M-F 8-5 <a href="https://dsst.fsu.edu/vap">https://dsst.fsu.edu/vap</a></td>
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</table>

Free Tutoring from FSU
On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options –see http://ace.fsu.edu/tutoringor contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Confidentiality and Mandatory Reporting
I must share with the University anything I hear from a student about sexual misconduct. If you need to speak to someone who can maintain confidentiality, please reach out to the following parties: University Counseling Center: 850-644-8255 OR Victim Advocate Program: 850-644-7161

Syllabus Change Policy
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

OUTLINE

1. **Week of Jan. 4. Orientation to Course**
   Objective: To understand that family forms tend to adapt to the demands of their environment. To understand the meaning of structure, functions, norms, and roles in the family context. To introduce the four family eras the course covers (clan, patriarchal, nuclear, and post-nuclear).

   Watch video

   Take the Honor Policy quiz. This is the first-day attendance assessment

   Create a bio for the class, due on Friday, January 8 at 11:59 p.m.

2. **Week of Jan 11. Comparison of Clan and Patriarchal Family Patterns.**
   Objective: To understand how geopolitical concerns drove family patterns for African clan families while economic concerns drove the patterns for Eurasian patriarchal families.
Watch video

Assignment

Quiz


3. Week of Jan 18.  **Childhood through the Ages**
Objective: To understand the meaning of childhood and parenthood in the different eras.

Watch video

Quiz


4. Week of Jan 25. **The Relationship between Patriarchal Families and the Community.**
**Relations between the Sexes in Marriage. Courtship in the Patriarchal Era.**
Objective: To understand the powerful role of the patriarchal community, including enforcement. To understand that economics, not emotion, bound together husbands and wives in the patriarchal era. To understand what factors were important in the Patriarchal and Nuclear era when choosing a spouse and the mechanisms that brought couples together.

Watch video

Assignment

Quiz


5. Week of Feb 1.  **Contemporary Courtship**
Objective: To understand contemporary mate selection, particularly hooking up, and historic patterns among gay and lesbian people seeking partners.

Watch video

Quiz


6. Week of Feb. 8. **Love Scripts across Time**
Objective: To understand that how people frame their feelings of love depends on the time period and the country they live in.
6. Week of Feb. 15. **Catch Up**

7. Week of Feb. 22. **Characteristics of the Nuclear Family and Social Construction of Gender**
   Objective: To understand the concepts of “separate spheres” for husbands and wives in the nuclear family. To understand where our modern notions of appropriate femininity and masculinity originated and how institutions re-create them.

   Watch video

   Assignment

   Quiz


9. Week of March 1. **Nuclear Family Life outside the Middle Class**
   Objective: To understand how separate spheres played out for working-class white people and for Black women and men in the 19th and 20th centuries. To consider the impact of race- and sex-based employment opportunities on family life.

   Watch video

   Quiz


10. Week of March 8. **Work & Family in the Post-Nuclear Era**
    Objective: To understand how mothers’ entry into the labor force has impacted the household division of labor and to consider individual, employer, and government solutions. To compare the US work-family orientation to the European one.

    Watch video

    Assignment

    Quiz

11. Week of March 15. **Post-Nuclear Family Pattern**

Objective. To understand the post-nuclear arrangement in which families are less about obligation and more about choice, which makes them inherently less stable. To understand trends since 1965 in fertility, cohabitation, alternative families, out-of-wedlock births, people living alone, and female labor force participation.

Watch video

Quiz

12. Week of March 22. **Contemporary Dilemmas: Divorce**

Objective: To understand the effects of divorce on adults and children.

Watch video

Quiz


13. Week of March 29. **Contemporary Dilemmas: Child poverty.**

Objective. To understand trends and causes of contemporary child poverty in the U.S.

Watch video

Assignment

(no quiz this week; material will be on next quiz)


14. Week of April 5. **Future of the Family**

Objective: To consider the possibilities for further family change.

Watch video

Quiz on last week and this week


15. Week of April 12. **Catch Up**

Final paper due Thursday, April 15 at 11:59 on Turnitin.
<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPIC</th>
<th>THINGS TO WATCH AND READ</th>
<th>ASSIGNMENTS &amp; QUIZZES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 4</td>
<td>Introduction to Course</td>
<td>Watch lecture</td>
<td>By 11:59 pm. Wed, Jan 6, complete Honor Policy Quiz. This is your First Day Attendance! By Friday at 11:59 pm create your biosketch and put it in your group’s discussion board.</td>
</tr>
<tr>
<td>2 Jan 11</td>
<td>Comparison of Clan and Patriarchal Family Patterns</td>
<td>Watch lecture “Slow Down” chapter</td>
<td>Quiz#1 on Modules 1 &amp; 2 Discussion 1 *Both are open from 9 am Tuesday to 11:59 pm Thurs.</td>
</tr>
<tr>
<td>3 Jan 18</td>
<td>Childhood through the Ages</td>
<td>Watch lecture Two chapters and some pages from <em>Unequal Childhoods</em></td>
<td>Quiz#2 *Quiz is open from 9 am Tuesday to 11:59 pm Thurs.</td>
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<tr>
<td>4 Jan 25</td>
<td>Family and Community bound Together in the Patriarchal Era. Relations between the Sexes in Marriage. Courtship in the Patriarchal Era.</td>
<td>Watch lecture “Marrying for Love” chapter</td>
<td>Quiz#3 Discussion 2 *Both are open from 9 am Tuesday to 11:59 pm Thurs.</td>
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<tr>
<td>5 Feb 1</td>
<td>Contemporary Courtship</td>
<td>Watch lecture 2 chapters from <em>American Hookup</em></td>
<td>Quiz#4 *Quiz is open from 9 am Tuesday to 11:59 pm Thurs.</td>
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<tr>
<td>6 Feb 8</td>
<td>Love Scripts Across Time</td>
<td>Watch lecture No reading</td>
<td>Quiz#5 Discussion 3 *Both are open from 9 am Tuesday to 11:59 pm Thurs.</td>
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<tr>
<td>7 Feb 15</td>
<td>Catch up</td>
<td>No lecture/reading</td>
<td>No assignments/quizzes</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Lecture/Reading</td>
<td>Quiz/Discussion</td>
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<td>Feb 22</td>
<td>Characteristics of the Nuclear Family and Social Construction of Gender</td>
<td>Watch lecture “Ideology of Separate Spheres” “Betwixt &amp; Between”</td>
<td>Quiz#6</td>
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<tr>
<td>Mar 1</td>
<td>Nuclear Family Life outside the Middle Class</td>
<td>Watch lecture “Thank you, Jesus”</td>
<td>Quiz#7</td>
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<tr>
<td>Mar 8</td>
<td>Work &amp; Family in Post-Nuclear Era</td>
<td>Watch lecture “Parenting and Happiness”</td>
<td>Quiz#8</td>
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<tr>
<td>Mar 15</td>
<td>Post-Nuclear Family Pattern</td>
<td>Watch lecture No reading</td>
<td>Quiz#9</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Contemporary Dilemmas: Divorce</td>
<td>Watch lecture “Divorce”</td>
<td>Quiz#10</td>
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<tr>
<td>Mar 29</td>
<td>Contemporary Dilemmas: Child poverty</td>
<td>Watch lecture “On Culture, Politics &amp; Poverty”</td>
<td>No quiz (this material will be in the next module’s quiz)</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Future of the Family</td>
<td>Watch lecture “Coping with the Costs of Individualism”</td>
<td>Quiz#11 on Modules 13 &amp; 14</td>
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<tr>
<td>Apr 12</td>
<td>Catch up</td>
<td>No lecture/reading (Write your paper!)</td>
<td>Final paper portal is open Tuesday at 9 am to Thursday (April 15) at 11:59 pm</td>
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</table>