

**All in the Family
Syllabus**

Introduction

One of the more important social issues today, and certainly one that has become politically important, is the family. Whatever happened to the two-parent family, with 2.4 kids, who lived happily in the suburbs? Population shifts, changing mores, multiculturalism, higher divorce rates, two-parent wage-earners – all these pressures and more have shifted family relationships in ways never dreamed of by the writers of the television programs of the 50s. But, in fact, were those families ever preponderant in the American population? How have family relationships changed over the history of our country? What do history, sociology, and literary analysis tell us about family relationships? Are some family arrangements more appropriate than others? Have family structures always changed to meet the environmental, economic, and social conditions surrounding them?

This course examines these questions with the aim of gaining a fuller understanding of the history and diversity of families in our society so that we can participate more intelligently in the contemporary debate on the family. It also addresses important personal issues relevant to students since we are all members of families.

Course Goals

In INT 200, the faculty of the Hamilton Holt School of Rollins College has as its objective to enable students to develop a heightened appreciation of the human condition through interdisciplinary, liberal arts study. The faculty has designed the Introduction to the Liberal Arts to introduce new students to the liberal arts and to prepare them to engage fully in the conversation inherent in a liberal arts education.

Goal 1: To understand the interrelatedness of various academic disciplines' quest for knowledge in the liberal arts.

Goal 2: To prepare students to undertake a rigorous liberal arts education, especially in relation to the development of writing and thinking skills.

Faculty

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Required Texts

Stephanie Coontz, *The Wat We Never Were* (Basic Books)

Richard Yates, *Revolutionary Road* (Vintage)

Michael Cunningham. *A Home at the End of the World* (Picador)

Paper Assignments

Each paper should be in the essay format. This means that each paper should include an introduction with a clear thesis statement and an indication of lines of argument, the body of the essay, and a conclusion. All citations should follow *The Chicago Manual of Style*. A handout on this style will be distributed.

Paper #1:

A 500-word essay, typed and double-spaced. Use as your topic one of the discussion questions handed out on September 8 or 15. These will concern material on the Griswold or Coontz readings.

September 22: Paper is due.

Paper #2:

A 500-word essay, typed and double-spaced. Use as your topic one of the discussion questions handed out on October 6, 13, or 20.

October 27: Paper is due.

Paper #3:

A 1,500-word essay, typed and double-spaced and. You need to use at least two scholarly books and three articles from a scholarly journal beyond the required course reading material. You may not use web sites. The paper must deal with some aspects of the topics we have considered in this course. You may not, however, complete a paper on one of the writers who have been a central focus of this course.

You might consider a topic looking at either a specific historical or contemporary issue on the family or you might consider a specific literary or cultural representation of one of these issues. You must incorporate at least two or three of the course readings in your final analysis and conclusion to demonstrate how your research enhances the course materials.

November 17: Your thesis statement, outline, and a list of source materials are due.

November 24: Final paper is due. Paper must include proper citations and a list of References Cited.

Late Submission of Papers

The policy of Rollins College regarding incomplete work states: “A grade of ‘I’ indicating that the work of a course is Incomplete may be assigned only when circumstances beyond the control of the student, such as illness or necessary absence from the campus, have made it impossible for the student to complete the work of the course within the normal period.” We adhere strictly to this policy. The staff has also adopted the following regulation to discourage the late submission of course work. All work must be submitted on the due date announced. The final grade of work handed in late will be lowered by one grade (e.g., B- to C+) for each calendar day beyond the due date. Work submitted later than seven calendar days after the due date will be unacceptable and will receive no credit. There will be no exceptions to these penalties.

Academic Dishonesty

Academic dishonesty will not be tolerated. Plagiarism is the unacknowledged—or insufficiently acknowledged—use of words or ideas not your own. The penalty for academic dishonesty is failure, either for the assignment or for the course. All instances of academic dishonesty must be reported to the Honor Council; any student accumulating two occasions of academic dishonesty will be subject to dismissal.

Attendance Policy

You are expected to attend all classes. Excessive absences can lower your grade: in an evening program, each missed class equals three classes in a day program. Students who miss more than two classes will automatically fail the course. Attendance will be taken at discussion and lectures. Missing lecture will count as a full absence.

All works—even the longer assignments—must be read in their entirety before the beginning of class on the first day of discussion indicated on the schedule. Participation involves not only being prepared for each class and contributing your ideas, but also listening courteously while others present theirs and helping your classmates and your professor develop their ideas through your thoughtful questions and comments. Please try to talk to the class as a whole and not just to the professor--and do learn the names of your classmates and use them. Quality of participation is very important in determining borderline grades and can, for example, make the difference between a B- and a C+ or an A- and a B+.

Reading Assignments

Students will be expected to produce one thoughtfully prepared thesis statement in response to each set of discussion questions distributed by the professors. These are graded assignments. To understand the expectations of a thesis statement, read and be familiar with this online handout: <http://www.unc.edu/depts/wcweb/handouts/thesis.html>

In addition a short quiz will be administered at the beginning of each discussion period on the readings.

E-mail

The official means of communication in the Hamilton Holt School is through Rollins e-mail accounts. You must set up your account immediately if you have not already done so and check it frequently. The only means of official communication outside of class is through Rollins e-mail. “I could not access my Rollins e-mail account” is not a valid excuse.

Class Decorum

A facet of being an educated person is understanding that other people may disagree with you, and in fact hold to strong convictions that are diametrically opposed to your own. The topic of this class is controversial and is meant to be so; your instructors do not want to change opinions, but rather attempt to have students comprehend the many aspects of complicated and thorny issues that do not necessarily have tidy answers. We expect that disagreements will arise among students, but we also expect that students will use reasoned and thoughtful responses during class discussion. We will not tolerate personal verbal attacks, nor will we accept generalizations about class members. If you engage in such behavior, you will receive a private warning from your instructor; if you continue to belittle or personalize your responses to your peers, a written notice will be given to the Dean of the Holt School requesting a meeting with you, the dean, and your instructor.

In addition, please have all pagers, mobiles, and other electronic devices in the off position. **The use of laptops or other electronic devices are not allowed in this course unless the student has received prior accommodations from the Office of Student Disabilities.** It is extremely annoying to have such devices going off, forcing your instructors and peers to listen to Bach, Beethoven, rings, bells, whistles, and other noises emanating from said devices. Mobile phones that go off in class will be confiscated and crushed! Students found text-messaging or surfing the internet on their computers during discussion or lecture will be publicly humiliated and dismissed from class. Such a dismissal will count as an absence.

The Academic Honor Code

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, journals, quizzes, and tests, the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Students With Disabilities

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with the Disability Services Coordinator, located in the Thomas P. Johnson Student Resource Center, (407) 646-2354.

Examinations

There will be two essay examinations as indicated in the calendar. The midterm examination will cover material from the first half of the course, while the final examination will be comprehensive. Two weeks prior to each examination, you will be given study questions from which the examination questions will be drawn randomly.

Final Grade

The final grade in this course will be based on the following formula:

Essays:	First, 10%
	Second, 15%
	Third, 20%
Class:	(Including attendance, preparation, and participation) 15%
Midterm:	15%
Final:	25%

Calendar

Week	Date	Discussion	Lecture
I	August 25	Course introduction	What are the Liberal Arts? What is Family? An Historical-Social Prospective (Levis and Ovist)
II	September 1	Stone, <i>Family, Sex, Marriage</i> , Ch. 2-4 (BB) ; Coontz, Ch. 1; CCF, “Unconventional Wisdom,” Vol. 1 & 2 (BB) Fadiman, “Inset a Carrot” (BB) Writers’ Workshop (Lilley)	Families in Other Times and Other Worlds (Ovist and Lilley)
III	September 8	Collier, Rosaldo & Yanagisko, “Is there a Family” (BB) ; Coontz, Ch. 3; Mintz & Kellogg, “The Godly Family in New England” (BB) ; Kingston, “No-Name Woman” (BB)	The Great American Barbeque: America After World War II (Levis)
IV	September 15	Griswold, <i>Fatherhood in America</i> , Ch. 8 & 9 (BB) ; May, <i>Homeward Bound</i> , Ch. 3 (BB) Begin Yates, <i>Revolutionary Road</i>	Beyond the White Picket Fence: Race, Class, Gender, and the “Traditional Family” (Ovist)
V	September 22	Coontz, Ch. 2 & 4; Jones, “The Roots of Two Revolutions” (BB) ; Johnson, “Minor Characters” (BB) ; Rubin “And How Did They Grow,” (BB) First Paper Due	Introduction to Yates (Lilley)

VI	September 29	Complete Yates, <i>Revolutionary Road</i>	Preparation for Midterm Examination
VII	October 6	Midterm Examination	The Historical Causes of the Breakdown of the “Perfect Family” (Levis)
VIII	October 13	Krugman, <i>Liberal</i> , Ch. 7-8 (BB) ; Phillips, “Defeat and Reconstruction: The Southernization of America” (BB)	Work, Family and the American Dream (Ovist)
IX	October 20	Hays, “ <i>Mommy Wars</i> ” (BB) Coontz, chaps. 7 & 9 Blair-Loy, “Introduction” (BB) Blades & Rowe-Finkbeiner, “ <i>The Motherhood Manifesto</i> ” (BB)	Who is Writing the Family Story in Post-modern Times? (Lilley)
X	October 27	Updike, “Separating,” Dark, “In the Gloaming” (BB) Second Paper Due	Family Alternatives: Gays and Same-sex Marriage
XI	November 3	Film: American Beauty	
XII	November 10	Chauncy, “Why do gays want to marry?” (BB) ; D’Emilio, “A New Beginning: The Birth of Gay Liberation” (BB) ; Barry Adam, “The Defense of Marriage Act and American Exceptionalism,” <i>Journal of the History of Sexuality</i> 12.2 (April 2003): 259-276 (JSTOR) Begin reading Cunningham, <i>Home at the End of the World</i>	Single Motherhood: Fact, Fiction and the Future of Marriage (Ovist)
XIII	November 17	Coontz, Ch. 10; Edin, “Few Good Men” (BB) ; Newman, “Family Values against the	Michael Cunningham’s Wide-angle Focus on the Family (Lilley)

Odds” (BB); Cherlin,
“Should the Government
Promote Marriage,” (BB)

Review thesis and outline

XIV	November 24	Complete Cunningham, <i>Home at the End of the World</i>	Review for Final Examination
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Third Paper due

XV	December 1	Final Examination
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