

FAMILY INTERVIEW ASSIGNMENT

Due: 04/25/19 by 12:00 midnight. Worth 25 points and is 50% of Final Exam points. Students will submit this assignment **via email** to wellsk@mjc.edu. For those who are unable to submit online, hard copy will be acceptable on or before 04/25/17.

Please Note: ALL Family Interviews, once posted to point total/grade, will be deleted and/or shredded. If student wishes to have their original submission returned, they should advise Instructor of their request. Emailed submissions will be acknowledged within 24 hours.

- 1) Student will choose to interview a family member, i.e., from family of origin, extended family, family of procreation, blended family, etc. (Can also be a partner of a committed or long-term relationship). Interview will engage face/face, phone call, Face Time, Skype, etc., **with Interviewee's permission**. Student will **disclose the confidentiality** of family interview by stating to Interviewee that the assignment will be deleted and/or shredded. (Verbal disclaimer only)
- 2) Using a list of questions (See Sample Question links on class website) of student's discretion, student will write the Interviewee's "family story", using the "Marriages & Families in the 21st Century" textbook for one or two references of family concepts, constructs, paradigms, etc., that may reflect the perspective of the story teller. This means that the student **will first interview and act as the listener** of the speaker's "story" for a short period of time where there are no interruptions; or it may take two short sessions. Student should **identify their subject by relationship**, i.e., "I chose to interview my paternal grandpa", etc. and using names are purely optional. Remember the rule of asking permission. Student will **then summarize** the speaker's views, responses, reflections, etc. and extract that "family story", **using their words and interpretations** of said story. Student will reference the data/research as it relates to one or more **terms and concepts** of family life/relationships that had been disclosed, revealed, applied, etc. in the interview/story.
- 3) Must be minimum two (2) pages in length. Questions are to be listed separately, **showing only five (5) of the list or series that were utilized** in obtaining responses and information, and should be listed at the end of paper. There is no set order or listing of which questions to use; questions will be at the discretion of the student; as the interviewer getting a "story" or different "perspective", student will ascertain if and when to ask more specific questions. This assignment is a personal story reflection and should be treated with respect and confidentiality.

This assignment must be typed, double-spaced, with name, date, and assignment title noted at top right of paper, single-spaced. References to the author, text, or studies, etc. may be incorporated into any part of the Interview perspective or summary; do not cite separately.

Sample references and verbiage: (Note: BOLD type being used here to show examples; do not use Bold type in your references.)

- According to **Tasha Howe**, the concept of the **Standard North American Family (SNAF)** resonated with my mother's, (or grandmother's, etc) experience. The sociologist, Dorothy Smith, termed it as "that which consists of a homemaker mother, breadwinning father, and their

children, usually envisioned as white and middle class.” (Student would then explain the connection.)

- As a single parent with three children, my father talked about the struggles of being the sole provider and the effects of stress on his family. He was describing **“workaholism”, the term defined by Clark (2016)** as “a condition where people work too much and cannot enforce proper boundaries between work and home life; they are often disconnected from family and work to avoid intimacy.” (Student uses this reference to draw the parallels to the story being told.)

Or another example: “In the chapter, **“The Economy of Working Families”, one study by — — — —** suggests that the level of stress...

Note: The quoted statements are shown as references to the data, using the words in print. Student may also paraphrase (reword the term or statement) but still must reference the author or sociologist by name. The student will also use quotes for any statements or phrases stated verbatim by the Interviewee where their own words are being used to give credence to their story. For example, one of my mom’s (or whoever) favorite expressions was, “Being on time is important to making a good impression”, etc.....

These connections can be affirming, thus making their perspective of the family story very both valuable and credible .