

Sociology 111AC

Sociology of the Family

UC Berkeley, Fall 2016

Tues./Thurs. 8- 9:30 a.m., 160 Kroeber

Instructor: Joanna Reed, Ph.D.

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Office hours: Tuesdays, 1-3 (sign-ups), Thursdays 1-2 (drop-in), and by appointment. Sign up for Tuesday appointments on the sign up sheet outside my office door at 479 Barrows.

Course Description: This course will explore contemporary family life with a focus on the United States. It will introduce you to how sociologists study families and consider topics that seem (and are!) personal and emotional—family relationships, marriage and romantic partnerships, gender ideologies and relations, parenthood, sex and sexuality—from a scientific perspective. We will consider both the “public” and “private” dimensions of families over the course of the semester: the public family as a setting for socially necessary tasks and a target of public policy, and the private family as the place where we hope to find love, intimacy and meaningful personal relationships. We begin the course by considering how U.S. families have changed since the mid-20th C. and the relationships between changing family organization and gender relations and ideologies. Then we move on to exploring contemporary family experiences, with attention to socially patterned variations by race and class. We cover topics such as family structure and its consequences; families and social policy; relationships between intimate partners; contemporary parenthood and relationships between parents and children; religion and family life; and families and market work and the marketplace. Central themes of the course are continuity and change in families. This course satisfies the American Cultures requirement.

Evaluation:

Reading Quizzes and Attendance Checks: 10%

Your Family, in Sociological Perspective Paper (Paper 1): 20% of grade, due on Sept. 22nd (Please note that this is a Friday, not a day that class meets. Turn in on bCourses by noon.)

Take-home Midterm: 20% of grade, due on Oct. 19th (Due to bCourses by 11 a.m.)

Cal Students' Family Plans: Interview Summary: 5% of grade. Must be posted on bCourses before midnight on Oct. 30 for credit

Cal Students' Family Plans: Qualitative Analysis Paper (Paper 2): 20% of grade, due on Nov. 22nd (turn in on bCourses by 6 p.m.)

Take-home Final Exam: 20% of grade, due Dec. 13th on bCourses.

Quizzes and Attendance Checks: We will have several quizzes over the course of the semester. These will be randomly announced in lecture throughout the semester. After class, you will have 24 hours to complete the quiz on bCourses. Questions will be based on the current lecture and readings, depending on where we are in the course. I will also periodically take attendance during class. Together the quizzes and attendance checks will count for 10% of your final grade. You will earn points for each correct answer on a quiz, and each attendance check, with the total of points you can earn this way capped at 100. Over the course of the semester, opportunities to earn points on quizzes and attendance checks will be greater than 100, which will allow for occasional absences or forgetfulness on your part. There will be no opportunity to make up the quizzes.

Exams: All exams will be take-home essay exams. Essay prompts for both the midterm and the final will be posted about a week before the exams are due. Instructions for formatting and length will be on the exam prompts.

Papers: You will write two papers during the semester, both about 6-8 pages in length. In the first paper, you will use your own family as a case study as you analyze trends in how families have changed over time. In the second paper, you will do your own qualitative analysis, drawing on interview data that you and other students will gather during the semester. The second paper assignment has two parts—doing an interview and writing up an interview summary, and then the paper itself. First, you will interview another student about their thoughts and plans for marriage, work and family (interview questions will be provided), write up a summary of the interview and post it on bCourses. After these summaries are due, we will complete an exercise in class that will familiarize you with the qualitative analysis techniques you will be expected to use to write your paper. Finally, you will write a paper based on your analysis of a sample of interview summaries, drawing on relevant readings from class, in particular *The Unfinished Revolution*. *Detailed instructions for each paper are posted on bCourses—be sure to read these now so you know what is expected.*

Course Policies:

Grading: Graduate student readers will be responsible for most of the hands-on grading for this course, working in close consultation with me. We try very hard to be fair and consistent with grading. The process for grading is as follows: I develop a rubric for the exams and papers and discuss it with the readers. We then grade several papers/exams together to make sure the grading is consistent between us. We will try to return exams and papers to you within two weeks. Readers may decide to hold regular office hours, or will meet with students by appointment after an assignment is handed back. Please understand that readers are not GSIs and do not have the same responsibilities toward students.

Grading Problems: I will handle all re-grade requests. If you would like to simply discuss the reasoning behind your grade, you can meet with the readers or me during office hours at any time. If you want to request a re-grade, you will need to either verbally or in writing explain to me why you think your paper deserves a different grade and submit the original paper or exam (and attached rubric, if there is one) to me within two weeks after the assignment was handed back. I will then re-grade your paper and determine your final grade for the assignment. Please be aware that if I re-evaluate your work, it is possible that your grade could go down, so consider these requests carefully.

Students are responsible for all material covered in lecture, including announcements, as well as keeping up with readings as listed on the syllabus. You will be expected to integrate materials from lecture and readings on exams and papers. Do not enroll in this class if you are unable to attend lectures regularly.

If you need **accommodations** for a disability or have a conflict due to the observance of religious holidays, please email or speak with me early in the semester to discuss appropriate arrangements.

Exams and assignments must be taken and turned in on time. If you have a personal emergency, contact me at the earliest opportunity to discuss alternative arrangements. Late assignments will be penalized one third of a grade for each day they are late (including weekends).

Incomplete Grades: Incompletes are an option of last resort for students experiencing true medical or other emergencies that make it impossible for them to complete their coursework on time. To be considered for an incomplete grade, students need to speak with me about it DURING the semester, have completed about half of the coursework, and provide documentation of the reason for the request.

Academic honesty is expected of all students. While I encourage students to discuss the readings and study together, everyone must do their own work. Suspected violations relating to this course will be reported to the appropriate administrative department and dealt with according to university policies. *Be aware of plagiarism.* Word for word use of even a single sentence from another author, publication or website without citation is plagiarism and is considered unethical. Plagiarism will result in a failing grade on the paper or exam with no opportunity to rewrite, as will any other kind of cheating. If you have questions about how to properly cite materials, or how to paraphrase appropriately, ask during office hours, or consult Ch. 6 of the writing guide "Writing for Sociology", available on the Soc. department website.

Email: Email is a good way to get in touch with me, but keep in mind that I cannot always respond right away. Do not expect a response during evenings or weekends. It is best to ask questions about class materials and assignments before or after class

or during office hours. If you don't receive a response from me, it is probably because the answer to your question is here, on the course syllabus.

Office Hours: I urge students to talk with me sometime during the semester. You can come by just to say "hi", you don't need to have a formal question about the material or an assignment, although of course that is welcome too. I enjoy getting to know you and this is a way to make a large class more personal. Please come see me especially if you are having trouble with the course. I can't help you if you don't communicate with me! I have both sign-up and drop-in office hours. Please sign up for office hours appointments on the sign up sheet posted outside my office door at 479 Barrows. You are free to drop by during this time as well, but I'll give priority to people who have appointments. My office is shared, so if you need to speak with me confidentially, please try to let me know ahead of time so I can try to ensure privacy.

Coffee: On a few dates (TBA) during the semester, I will invite students to join me for coffee somewhere on/near campus. I'll have coffee for the first five people who show up and bring some snacks.

Laptops, tablets, phones, etc.: If you want to use a laptop to take notes, please sit in the last few rows of the lecture hall. This is to reduce the distractions to other students. Please do not text, check your email, social media, shop, book flights, etc. during class. There is no point in coming to class if you do not plan to pay attention and participate.

Course Materials:

Books: All books can be purchased in the bookstore or via online sources. They are also on 2-hour reserve at Moffitt Library and are both available as electronic resources through Oski-Cat.

1. Gerson, Kathleen. (2010) *The Unfinished Revolution: How a New Generation is Reshaping Family, Work and Gender in America*. New York: Oxford University Press
2. Edin, Kathryn & Maria Kefalas. (2005) *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: University of California Press
3. Mason, Mary Ann & Eve Mason Eckman. (2007) *Mothers on the Fast Track: How a New Generation Can Balance Family and Careers*. New York: Oxford University Press

Reader: Purchase at the Copy Central on Bancroft St. A copy will also be on reserve at Moffitt library. I will also post these readings on bCourses. Some readings (noted on syllabus) will only be available on bCourses, and most of these can also be accessed directly from the library website.

Readings: Unless noted otherwise, the readings on the syllabus are required. In general, aim to complete the readings during the week they are assigned, in the order in which they are listed on the syllabus. If you do this, you will probably be a little bit ahead of me, which is ideal. I will usually bring readings into lecture in the order they are listed in the syllabus, but I will not be able to cover all the readings in class. It is your responsibility to keep up and ask questions.

Course Schedule:

Week 1, Aug. 24: Introduction to the course

Week 2, Aug. 29, 31: Historical origins of U.S. family diversity

Readings: Baca-Zinn, M. (1999) "Social Science Theorizing for Latino Families in the Age of Diversity". In Eds., Coontz, S., Parson, M. & Raley, G., *American Families: A Multicultural Reader*, pp. 230-41. New York: Routledge (Reader)

Dill, B. (1999) "Fictive Kin, Paper Sons and *Compadrazgo*: Women of Color and the Struggle for Family Survival". In Eds., Coontz, S., Parson, M. & Raley, G., *American Families: A Multicultural Reader*, pp. 2-19. New York: Routledge (Reader)

Cherlin, A. (2014) *Labor's Love Lost*. New York: Russell Sage Foundation. Ch. 1

Week 3, Sept. 5, 7: Historical origins of U.S. family diversity

Readings: Furstenberg, F. (2007) "The Making of the Black Family: Race and Class in Qualitative Studies in the 20th Century". *Annual Review of Sociology*, 33: 429-448

Coontz, S. (1999). *Marriage, A History*. New York: Penguin. Ch. 14, 15

Week 4, Sept. 12, 14: Moving into the present...

Readings: Hochschild, A. (1989) *The Second Shift*. New York: Avon Books. Ch. 4, 6, 8, 9(Reader)

Cherlin, A. (2009) *The Marriage-Go-Round*, Introduction, Ch. 1 (Reader)

Week 5, Sept. 19, 21: Contemporary Family Forms

Readings: Pew Research Center (2010) *The Decline of Marriage and the Rise of New Families*, Pew Research Center Social and Demographic Trends Report. Executive Summary and Overview

Gamson, J. (2015) *Modern Families: Stories of Extraordinary Journeys to Kinship*. New York: NYU Press. Introduction, Ch. 1

Gerson, K. (2010) *The Unfinished Revolution*. Oxford Univ. Press. Ch. 1-3

Paper 1 due Sept. 22nd (post to bCourses by noon)

Week 6, Sept. 26, 28: Contemporary Family Forms

Readings: Gerson, K. (2010) *The Unfinished Revolution*. Ch. 4-9

Week 7, Oct. 3, 5: Family instability and the social class divide

Readings: Carlson, M. & England, P. (2011). "Social Class and Family Patterns in the United States". In Eds. Carlson, M. & England, P. *Social Class and Changing Families in an Unequal America*, pp. 1-9. Stanford, CA: Stanford University Press

Edin, K. & Kefalas, M. (2005). *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: University of California Press. Introduction- Ch. 4

Week 8, Oct. 10, 12: Family instability and social policy

Readings: Edin, K. & Kefalas, M. (2005). *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: University of California Press. Ch. 5,6

Cancian, M., Meyer, D., & Han, E. (2011). "Child Support: Responsible Fatherhood and the Quid Pro Quo" *Annals, AAPSS*, 635, May 2011

Week 9, Oct. 17, 19: Families, policy and instability

Take-home Midterm due Oct. 19th (post to bCourses by 11 a.m.) No lecture on the 19th.

Readings: Mincy, R., Jethwani, M. & Klempin, S. (2015). *Failing our Fathers*. New York: Oxford University Press. Ch. 3

Gonzalez, R. (2016). *Lives in Limbo: Undocumented and Coming of Age in America*. Berkeley, CA: University of California Press, Ch. 1, 5

Week 10, Oct. 24, 26: Parents and Children

Readings: Hays, S. (1996) *The Cultural Contradictions of Motherhood*. New Haven, CT: Yale University Press. Ch. 5

Villalobos, A. (2014). *Motherload: Making It All Better in Insecure Times*. Berkeley, CA: University of California Press. Ch. 1

Nelson, M. (2010) *Parenting Out of Control: Anxious Parents in Uncertain Times*. New York: NYU Press. Ch. 1

Week 11, Oct. 31, Nov. 2: Parents and Children

Readings: Zhou, M. (2011). "Conflict, Coping and Reconciliation: Intergenerational Relations in Chinese Immigrant Families". In Eds. Skolnick, A. & Skolnick, J., *Family in Transition*, pp. 472-84. Boston, MA: Allyn & Bacon

Stacey, J. (2011). *Unhitched*. New York: NYU Press. Ch. 2, "Gay Parenthood and the End of Paternity as We Knew It"

Grigoryeva, A. (2017). "Own Gender, Sibling's Gender, Parent's Gender: The Division of Elderly Parent Care Among Adult Children". *American Sociological Review*, 82(1)116-146

Oct. 30 is the last day to post your interview summary to bCourses for credit (before midnight). The Qualitative Data Analysis Exercise that will help you write your paper will be in class on Oct. 31

Week 12, Nov. 7, 9: Religion and Family Patterns

Readings: Wilcox, W.B. (2004) *Soft Patriarchs, New Men: How Christianity Shapes Fathers and Husbands*. Chicago: University of Chicago Press. Ch. 4, 6

Alghafli, Z., Hatch, T. & Marks, L. (2014) "Religion and Relationships in Muslim Families: A Qualitative Examination of Devout Married Muslim Couples". *Religion*, 5: 814-833

Week 13, Nov. 14, 16: Work, Families and the Marketplace: Family and Careers

Readings: Mason, M. & Eckman, E. (2007). *Mothers on the Fast Track: How a New Generation Can Balance Family and Careers*. New York: Oxford University Press

Week 14, Nov. 21 (no class this week): Work, Families and the Marketplace

Paper 2 due on Nov. 22nd (turn in on bCourses by 6 p.m.)

Readings: Hochschild, A. (1997) *The Time Bind*. Ch. 1,3,4

Week 15, Nov. 28, 30: Work, Families and the Marketplace

Readings: Bianchi, S., Robinson, J. & Milkie, M. (2006). *Changing Rhythms of American Family Life*. New York: Russell Sage Foundation, Ch. 10 (Reader)

Vandell, D., Belsky, J., Burchinal, M., Vandergrift, N. & Steinberg, L. (2010) "Do Effects of Early Child Care Extend to Age 15 Years?" *Child Development*, 81(3) 737-756

Hochschild, A. (2003) "Love and Gold" pp. 185-197 in *The Commercialization of Intimate Life*. Berkeley, CA: UC Press

"RRR" week: Dec. 5-9. Extra office hours, times TBA

Take Home Final is due on Dec. 13th. Must be submitted to bCourses by noon. Final essay prompts will be posted to bCourses by Dec. 5th, noon.