

Attention: A sign-in sheet will be circulated in Soc. 111AC at each class during the first three weeks of the semester. **Students who miss two consecutive classes during the first three weeks without notifying me will be dropped from the class.** To make sure you stay enrolled, sign the attendance sheet or send me an email to excuse your absence.

Sociology 111AC: Sociology of the Family

Sociology of the Family
10 Evans
T/Th: 5:00 to 6:30 p.m.
Spring Semester 2020

Instructor: Mary E. Kelsey, Ph.D.
454 Barrows Hall
Office hours:
Tuesday 2:30 – 4:30 p.m.
E-mail: mkelsey@berkeley.edu

Course Description

This course will examine major elements in the complex relationship between families and larger social forces. Rather than assuming a universal model of the family (sometimes seen as the “building block” of society) we will look at families as diverse social entities that are supported or constrained by economic factors, public policies, gender ideologies, racial hierarchies, sexual norms and cultural changes—including those brought through immigration. Once we understand how forces of social inequality play out within families in general, we can better understand the dynamics within individual families. With insights into social and institutional influences on American families, we consider a variety of political, economic and cultural reforms that would best support families in their diverse forms.

Course Goals

- 1) to better understand the social forces that have shaped American family life;
- 2) to appreciate the impact of social policies on family stability and instability;
- 3) to increase awareness of family dynamics as they affect personal life;
- 4) to approach personal family-related decisions with enhanced critical and creative skills;
- 5) to value sociology as a tool to illuminate the social elements within “private” spheres of life.

Required texts

This course has two required texts and one required course reader as follows:

- 1) Arlie Hochschild, *THE SECOND SHIFT*
- 2) Brigid Schulte, *OVERWHELMED*
- 3) Course reader available at *Krishna Copy* at 2595 Telegraph Ave. near the corner of Parker Street. All articles including recommended readings are included in the course reader.

Note: both books have been placed on reserve in Moffitt Library, **but you must buy a course reader.**

Grades

Grading will be based on the completion of the following assignments:

- 1) 20% There will be **five (5) quizzes**. Each quiz will be announced in class and you will have 24 hours to take the quiz on B-course. The average of your **four (4)** best quiz grades will be used to calculate your final (cumulative) quiz score.
- 2) 30% There will be **two (2) take home essays** (midterm exams) each worth 15% of your grade. Essay prompt will be posted in both a b-course module and the Assignments section. All essays will be submitted electronically to the Assignments section on B-course.

- 3) 5% Submission of draft of final project (description to follow). Drafts will receive comments but no grade other than credit/no credit to acknowledge submission of a serious attempt to start your final project. Because you are getting credit for starting your project, there will be no extensions granted.
- 4) 35% Final project based on investigation into and reflection on how different forms of social inequality (class, race, gender) affected your family life as well as the quality of life within your home community (6-7 pages). Essay prompt will be posted in both a b-course module and the Assignments section. All essays will be submitted electronically to the Assignments section on B-course.
- 5) 10% Participation—participation includes:
 - a) participation in class as demonstrated by answering i-clicker questions (5%)
 - b) at least 1 post (either new posts or responses to classmates’ comments) per module on the Discussion Board for a total of 5 posts (5%)

Note: I will post power point lectures after class only if at least 90% of the class has participated in class by answering i-clicker questions!

- 6) **Extra credit:** Students may earn up to **1 point** of extra credit by doing **one** of the following:
 - a) reading and writing a review of any book on the Supplemental Reading list or other books on the family subject to my approval (1 point); **OR**
 - b) writing a “drive-by ethnography” (1 point)

Extra credit instructions are posted in the Assignment section on B-course. Extra credit is due by or before May 11.

There is no final exam in Soc. 111AC. Note that the due date for the final project is different from the final exam date listed on Cal Central.

Grading Scale

Your assignments will be given a numeric score and posted on the B-course Grade Book. At the end of the semester, your scores will be totaled and converted to a letter grade based on the scale: given below. Please note that points are not “rounded up” (or down).

97-100	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-

Important Dates

February 18: First midterm essay due. See Assignments section in b-course for details.

March 17: Second midterm essay due. See Assignments section in b-course for details.

April 14: Rough draft of final essay due

May 11: Last day to post comments on the Discussion Board on B-course

May 11: Last day to submit extra credit to Assignments tab on B-course

May 12: Final Project due. See Assignment section in B-course for details

(Note Again: There is no final exam in Soc. 111AC—Final project due date differs from final exam date listed in Cal Central)

ALL STUDENT PAPERS SUBMITTED ON B-COURSE WILL BE SCREENED FOR PLAGIARIZED SOURCES VIA “TURNITIN”

University policy on cheating or plagiarism (from 2020 On-line Course Catalog)

Achievement and proficiency in subject matter include your realization that *neither is to be achieved by cheating*. An instructor has the right to give you an F on a single assignment produced by cheating without determining whether you have a passing knowledge of the relevant factual material. That is an appropriate academic evaluation for a failure to understand or abide by the basic rules of academic study and inquiry. An instructor has the right to assign a final grade of F for the course if you plagiarized a paper for a portion of the course, even if you have successfully and, presumably, honestly passed the remaining portion of the course. It must be understood that any student who knowingly aids in plagiarism or other cheating, e.g., allowing another student to copy a paper or examination question, is as guilty as the cheating student.

READING ASSIGNMENTS AND SCHEDULE

PLEASE READ THE ASSIGNED READING **BEFORE** ATTENDING CLASS

Module 1 ACADEMIC CONSTRUCTIONS OF THE FAMILY: “Functional/Dysfunctional” vs. “Diverse”

Jan 21 The Family in Social Context

Assigned Reading

- 1) Stephanie Coontz, “The Evolution of American Families” (posted on b-course)
- 2) Free Encyclopedia, “Industrialization and Its Impact on Family Life” (posted on b-course)

Video: “Job Switching” (episode from *I Love Lucy*)

Jan 23 Social Norms and Gender Norms: Re-examining the 1950’s family

Assigned reading

- 1) Talcott Parsons and Robert Bales, excerpt from *Family, Socialization and Interaction Process* (1955) (in course reader (R) and posted on b-course)
- 2) Excerpt from *Betty Crocker Cookbook* 1950 (R)

Module 2 GENDER IDEOLOGIES & SOCIO-ECONOMIC CHANGES

Jan 28 The Changing Economic Landscape

Assigned reading

- 1) Parsons and Bales continued
- 2) Stephanie Coontz, “What We Really Miss About the 1950s” (R)

Jan 30 When Mothers Enter the Labor Market

Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, “Introduction to the Penguin Edition” & chs. 1 - 5

Feb 4 Gender Tensions and Changing Marital Dynamics

Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 6, 8, 10, 12-15

Recommended reading: Arlie Hochschild, *The Second Shift*, chs. 16-17

Feb 6 Gender Flexibility and Co-Provider Families

Assigned Reading

- 1) Stephanie Coontz, “Why Working Mothers Are Here to Stay” (R)
- 2) Kathleen Gerson, “Changing Lives, Resistant Institutions” (R)

Feb 11 The Second Shift in Diverse Contexts

Assigned reading

- 1) Scott Coltrane, “Changing Patterns of Family Work: Chicano Men & Housework”(R)
- 2) Christopher Carrington, excerpt from *No Place Like Home* (R)

Recommended reading

- 1) Pepper Schwartz, “Peer Marriage” (R)

Undergraduate student deadline to add, drop, or change class units is Wednesday, February 12 (11:59 pm)

Feb 13 Contemporary Tensions in Family Life

Assigned reading

- 1) Brigid Schulte, *Overwhelmed*, chs 1 - 4
- 2) Philip Cohen, “Family Diversity is the New Normal for America’s Children” (R)
- 3) Steven Greenhouse, “Delayed Child Rearing, More Stressful Lives” (R)

Feb 18 FIRST MIDTERM DUE (Submit electronically to Assignment section on B-course)

Module 3: WORK, SOCIAL POLICIES, AND FAMILY LIFE

Feb 18 Declining Middle and Working Class Incomes

Video: Two American Families (Frontline)

<http://www.pbs.org/wgbh/pages/frontline/two-american-families/>

Assigned reading

- 1) U.S. Census Bureau, Selected Data on Poverty and Inequality (Power Point posted on B-course)
- 2) Andrew Cherlin, “The Fall of the Working Class Family: 1975-2010” (R)
- 3) Raj Chetty et al., “The Fading American Dream: Trends in Absolute Income Mobility Since 1940” (R)

Feb 20 Evolution and Devaluation of Caretaking Work

Assigned reading

- 1) Ann Crittenden, “How Mother’s Work Was Disappeared,” and “The Truly Invisible Hand” (R)
- 2) Brigid Schulte, *Overwhelmed*, ch. 9 (“The Cult of Intensive Motherhood”)

Feb 25 Economic Costs of Parenting

- 1) Brigid Schulte, *Overwhelmed*, ch. 5 (“Your Mother is Not the Ideal Worker”)
- 2) Ann Crittenden, “The Mommy Tax” (from *The Price of Motherhood*) (R)

Feb 27 The “Mommy Wars” and Fallacy of “Choice”

Assigned Reading

- 1) Pamela Stone & Meg Lovejoy, “Fast-Track Women & the ‘Choice’ to Stay Home” (R)
- 2) Anne-Marie Slaughter, “Why Women Still Can’t Have It All” (R)

Mar 3 American Individualism and the Family

Assigned Reading

- 1) Stephanie Coontz, “We Always Stood on Our Own Two Feet” (R)

Mar 5 Individualism, Poverty, and Poverty Policy in the US

Assigned Reading

- 1) Matthew Desmond, “Severe Deprivation America: An Introduction” (R)
- 2) Sharon Hays, “Work, the Family, and Welfare” (R)

Mar 10 Poverty Policy for Poor Mothers

Assigned reading

- 1) Sharon Hays, *Flat Broke with Children*, chs. 2, 3, 4 (Posted on B-course)

Mar 12 Life After Welfare Reform

Assigned Reading

- 1) Kathryn Edin and H. Luke Shaefer, Intro and Ch. 1 from *\$2.00 a Day* (R)
- 2) Stephanie Coontz and Nancy Folbre, “Marriage, Poverty, and Public Policy” (R)
- 3) Kathryn Edin and Maria Kefalas, “Unmarried With Children” (R)

Mar 17 Second midterm essay due (Submit electronically to Assignment section on B-course)

Hand out prompt for final project including questions to ask your parents

Mar 17 Class and Childrearing

Assigned Reading

- 1) Annette Lareau, “Invisible Inequality: Social Class and Childrearing in Black and White Families.” (R)
- 2) Frank Furstenberg, Jr., “Diverging Development: The Not So Invisible Hand of Social Class in the United States” (R)
- 3) Toxic Stress and Adverse Childhood Experiences (ACEs) (R)

Mar 19 Neighborhood and Social Mobility

Assigned reading

- 1) Tracy Jan, “Redlining Was Banned 50 Years Ago” (R)
- 2) Clyde Haberman, “Housing Bias and the Roots of Segregation” (R)
- 3) Patrick Sharkey, “Neighborhoods, Cities, and Economic Mobility” (R)
- 4) Raj Chetty and Nathaniel Hendren, “The Impacts of Neighborhoods on Intergenerational Mobility” (R)

March 24 and 26 Spring Break

Module 4 CULTURAL HETEROGENEITY: Does “Different” Equal “Dysfunctional”?

March 31 Overview of Race, Ethnicity, and Immigration

Assigned reading

- 1) Philip Cohen, “Race, Ethnicity, and Immigration” (R)
- 2) Calvin Schermerhorn, “Why the racial wealth gap persists, more than 150 years after Emancipation” (R)

Apr 2 Challenges Facing African American Families

Assigned reading

- 1) Stephanie Coontz, “Pregnant Girls, Wilding Boys, Crack Babies and the Underclass: The Myth of Black Family Collapse” (R)
- 2) *New York Times*, “Extensive Data Shows Punishing Reach of Racism for Black Boys” (R)

April 3 Deadline to change grading option (from grade to P/NP or vice versa)

Apr 7 Parsons Strikes Again! (**READ THIS ASSIGNMENT CRITICALLY!!!**)

Assigned Reading

- 1) Daniel Patrick Moynihan, Excerpts from “The Negro Family: the Case for National Action” (**Posted on b-course**)

Apr 9 In Defense of Strong Mothers

Assigned Reading

- 1) Patricia Hill Collins, “Shifting the Center: Race, Class and Feminist Theorizing about Motherhood” (R)
- 2) Bahr, Kathleen S., “The Strength of Apache Grandmothers” (R)

Suggested Reading

- 1) Ta-Nahesi Coates, “The Black Family in the Age of Mass Incarceration” (posted on B-course)

Apr 14 First Draft of Final Essay Due (Submit electronically to Assignments on B-course)

Apr 14 Immigration Policies and Social Repression

Assigned reading

- 1) Review pp. 97 – 111 of Philip Cohen’s “Race, Ethnicity, and Immigration” (assigned reading March 31)
- 2) Laura Enriquez, “Shared Experiences of Undocumented Immigration Status Within Mixed Status Families” (R)
- 3) Evelyn Nakano Glenn, “Split Household, Small Producer, and Dual Wage Earner: an Analysis of Chinese American Family Strategies” (R)

Apr 16 Immigration Policies and Social Mobility

Assigned reading

- 1) Robert Suro, “Explaining Cuban American Success” (R)
- 2) Deborah Woo, “The Inventing and Reinventing of ‘Model Minorities’” (R)

Apr 21 Dynamics Within Immigrant Families

Assigned reading

- 1) Karen Pyke, “The ‘Normal American Family’ as an Interpretive Structure of Family Life among Grown children of Korean and Vietnamese Immigrants” (R)
- 2) Min Zhou, “Conflict, Coping and Reconciliation: Intergenerational Relations in Chinese Immigrant Families” (R)

Module 5 MEETING THE CHALLENGES OF CONTEMPORARY FAMILY LIFE
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Apr 23 Making Relationships Work

Assigned reading

- 1) John Gottman and Ann Silver, “What Makes Marriage Work?” (R)

Recommended radio broadcast

John Gottman on making relationships work

<http://www2.kuow.org/mp3high/mp3/SpeakersForum/SpeakersForum20090409.mp3>

Apr 28 Helping Families Meet New Demands

Assigned reading

- 1) Stephanie Coontz, “Working with What We’ve Got: the Strengths and Vulnerabilities of Today’s Families” (R)
- 2) Brigid Schulte, *Overwhelmed* ch. 7 (“When Work Works”) and ch. 8 (“The Stalled Gender Revolution”)
- 3) Brigid Schulte, “*The Second Shift* at 25: Q&A with Arlie Hochschild” (R)

April 30 Review and catch up

Review Week: activities TBA

May 12 Final Essay Due Submit electronically to Assignment section on B-course