

Sociology 111AC

Sociology of the Family

UC Berkeley, Fall 2015

Tues./Thurs. 8- 9:30 a.m., 101 Barker

Instructor: Joanna Reed, Ph.D.

joannareed@berkeley.edu

Office hours: Tuesdays, 10 a.m. to 12 p.m. and by appointment. A sign up sheet is 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—ideals about love, marriage, gender, 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 important tasks such as raising children and caring for family members and the private family as the place where we hope to find love, intimacy and meaningful personal relationships. We begin the course by considering the history of family organization and diversity in the U.S., focusing on the period from the 19th Century to today. The rest of the course is devoted to exploring contemporary family experiences, with attention to socially patterned variations by race and class. We cover topics such as family structure and politics; relationships between intimate partners; contemporary parenthood and relationships between parents and children; market work and family life and the influence of the marketplace and globalization on families. Central themes of the course will be diversity and change, as we consider the many ways families have changed over the last 60 years (in particular) in the U.S., and the diversity of past and present family experiences. This course satisfies the American Cultures requirement.

Evaluation:

Exam 1: 15% of grade Sept. 22 (note the early date of this exam!) in class

Paper 1: 20% of grade, due in class on Oct. 15

Exam 2: 20% of grade, in class on Nov. 5

Exam 3: 20% of grade, in class on Dec. 4

Final Paper: 25% of grade (paper + interview and summary), paper due Dec. 14, 3:30 p.m. to marked box in 410 Barrows Hall

Interview and Interview summary-- complete anytime during semester, must be posted to bCourses by Nov. 19 for credit

Exams: All exams will be in-class and consist mostly of short answer questions. Exam 1 may also contain some multiple-choice or True/False questions. You will not need to bring a bluebook for any of the exams.

Papers: You will write two papers during the semester, both about 7-10 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. Later in the semester, 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: There will be graduate student reader(s) for this course who will be responsible for most of the 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. 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 without any preparation. If you want to request a re-grade, you will need to write a paragraph or two explaining 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. 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.

Office Hours: I urge students to talk with me sometime during the semester, just to say “hi” and especially if you are having trouble with the course. I can’t help you if you don’t communicate with me! There is a sign up sheet outside my office door for regular office hour appointments. You are free to drop by, but I’ll give priority to people who have appointments. If you have another class or work during my scheduled office hours, we can schedule another time to meet.

Laptops, etc.: Students choosing to use laptops will sit in a particular place in the room, to be announced.

Circulation of Course Materials: DO NOT copy course materials or post them on-line or anywhere else. This includes the syllabus, lecture slides, notes, review sheets and exams. As a student in the course, you will have access to everything you need on bCourses.

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.

1. Gerson, Kathleen. (2010) *The Unfinished Revolution: How a New Generation is Reshaping Family, Work and Gender in America*. New York: Oxford University Press (Also available as an electronic resource on Oski-Cat)

2. Coontz, Stephanie. (2005) *Marriage, A History*. New York: Penguin Books

3. Edin, Kathryn & Maria Kefalas. (2005) *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: University of California Press

Reader: Purchase at the Copy Central on Bancroft St. A copy will also be on reserve at Moffitt library. Online: Some readings (noted on syllabus) will be posted 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. Some recommended readings will be discussed in lecture, and are included as a reference for these discussions as well as to use as sources for your papers. In general, aim to complete the readings during the week they are assigned. If you do this, you will probably be a little ahead of me, which is ideal. I will usually discuss readings in the order they are listed in the syllabus.

Course Schedule:

Aug. 27: Introduction to the course

Week 1, Sept. 1, 3: Contemporary U.S. families under the sociological lens

Readings: Coontz, S. (1999) *Marriage, A History*. Introduction

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

Recommended: 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)

Week 2, Sept. 8, 10: Historical origins of U.S. family diversity

Readings: Coontz, S. (1999). *Marriage, A History*. Ch. 11, 12, 13

Recommended: 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)

Week 3, Sept. 15, 17: Historical origins of U.S. family diversity

Readings: Coontz, S. (1999). *Marriage, A History*. Ch. 14, 15, 16

Recommended: 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 (bCourses)

Week 4, Sept. 22, 24: Family Forms: Contemporary Partnering

Exam 1 Sept. 22 in class

Readings: Coontz, S. (1999) *Marriage, A History*. Ch. 17

Gerson, K. (2010) *The Unfinished Revolution*. Oxford Univ. Press. Ch. 1, 2

Khim, S. (2015) "The New Nuclear Family". *The New Republic*, July 23, 2015
<http://www.newrepublic.com/article/122349/new-nuclear-family>

Recommended: Hochschild, A. & Machung, A. (1989) *The Second Shift*. New York: Avon Books. Excerpt In Eds. Skolnick, A. & Skolnick, J., *Family in Transition*, pp. 355-62. Boston, MA: Allyn & Bacon (Reader)

Week 5, Sept. 29, Oct. 1: Family Forms: Contemporary Partnering and Unpartnering

Readings: Gerson, K. (2010) *The Unfinished Revolution*. Ch. 5,6,7

Week 6, Oct. 6, 8: Family instability and the social class divide

Readings: McLanahan, S. & Sandefur, G. (1994). *Growing Up With a Single Parent: What Hurts, What Helps*. Cambridge, MA: Harvard University Press. Ch. 1 (Reader)

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 (Reader)

Edin, K & Kefalas, M. (2005). *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: University of California Press. Introduction- Ch. 2

Week 7, Oct. 13, 15: Challenges for Low-Income Families

Paper 1 due in class Oct. 15

Readings: Edin, K & Kefalas, M. (2005). *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: University of California Press. Ch. 3-6

Edin, K. & Nelson, T. (2013). *Doing the Best I Can: Fatherhood in the Inner City*. Berkeley, CA: University of California Press. Introduction (Reader)

Week 8, Oct. 20, 22: Families, Social Class and Public Policy

Readings: Edin, K. & Nelson, T. (2013). *Doing the Best I Can: Fatherhood in the Inner City*. Berkeley, CA: University of California Press. Ch. 6 and 8 (Reader)

Folbre, N. (2001). *The Invisible Heart: Economics and Family Values*. New York: The New Press. Ch. 5 “Children as Pets” (Reader)

Recommended: Brooks-Gunn, J., Duncan, G. & Mariato, N. 1997. “Poor Families, Poor Outcomes: The well-being of Children and Youth”. Eds., Duncan, G. & Brooks-Gunn, J. *The Consequences of Growing Up Poor*, p. 9-13 of Ch. 1. New York: Russell Sage Foundation (bCourses)

Week 9, Oct. 27, 29: Social Class, Parenting Styles, and Families’ Daily Lives

Readings: Lareau, A. (2003). *Unequal Childhoods: Social Class and Family Life*. Berkeley, CA: University of California Press, Ch. 1,3, 5. (Reader)

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

Week 10, Nov. 3, 5: Religion, Culture, Lifestyles and Family Diversity

Exam 2 Nov. 5th in class

Readings: Hays, S. (1996). *The Cultural Contradictions of Motherhood*. New Haven, CT: Yale University Press. Ch. 5 “Intensive Motherhood” (required) and “The Mommy Wars” (recommended) (Reader)

Hondagneu-Sotelo, P. & Messner, M. (1999). “Gender Displays and Men’s Power: The ‘New Man’ and the Mexican Immigrant Man”. In Eds., Coontz, S., Parson, M. & Raley, G., *American Families: A Multicultural Reader*, pp. 342-58. New York: Routledge (Reader)

Look at this website about research on same-sex parenting and child well-being, and skim one or two studies of your choice.

<http://whatweknow.law.columbia.edu/topics/lgbt-equality/what-does-the-scholarly-research-say-about-the-wellbeing-of-children-with-gay-or-lesbian-parents/>

Week 11, Nov. 10, 12: Religion, Culture, Lifestyles and Family Diversity

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 (Reader)

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 (online and on bCourses)

Week 12, Nov. 17, 19: Work, Families and the Marketplace: Family and Careers

Nov. 19th (midnight) is the last day to post interview summary to bCourses for credit

Readings: Mason, M. & Eckman, E. (2007). *Mothers on the Fast Track: How a New Generation Can Balance Family and Careers*. Introduction, Ch. 1, 2, 3 (Reader)

Hochschild, A. (1997) *The Time Bind*, Ch. 1, 2

**Week 13, Nov. 24 (no class Nov. 26th) : Work, Families and the Marketplace
Happy Thanksgiving**

Qualitative Data Analysis Workshop in class on the 24th

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

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

Recommended: The NICHD Study Of Early Child Care and Youth Development: Findings for Children up to Age 4 ½ Years (2006). U.S. Department of Health and Human Services, National Institutes of Health, National Institute of Child Health and Human Development

https://www.nichd.nih.gov/publications/pubs/documents/seczyd_06.pdf (online and bspace)

Week 14, Dec. 1, 3 (no class Nov. 27, holiday): Work, Families and the Marketplace

Exam 3 in class on Dec. 3

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

Dreby, J. (2010) *Divided By Borders: Mexican Migrants and their Children*. Ch. 1 "Sacrifice". Berkeley, CA: University of California Press (Reader)

Recommended: Hochschild, A. (2012). *The Outsourced Self: Intimate Life in Market Times*. New York: Picador. Ch. 4, 5 (Reader)

Week 15: RRR week, extra office hours TBA

The Final Paper is due on Dec. 14th (by 3:30 p.m.). Submit a hard copy to the marked box in 410 Barrows Hall AND an electronic copy to bCourses.