

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 p.m. to 3 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—family relationships, marriage and romantic partnerships, 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 how to define families today, along with the history of family organization and diversity in the U.S., focusing on the 20th Century. 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:

Your Family History, in Sociological Perspective Paper (Paper 1): 20% of grade, due on Sept. 29th (turn in on bCourses by 8 a.m.)

Take-home Midterm: 20% of grade, due on Oct. 21st (Please note that this is a Friday, not a day that class meets. Turn midterm in on bCourses by 6 p.m.)

Cal Students' Family Plans: Interview Summary: 10% of grade. Must be posted on bCourses before midnight on Nov. 2nd for credit

Cal Students' Family Plans: Qualitative Analysis Paper (Paper 2): 25% of grade, due on Nov. 22nd (turn in on bCourses by 6 p.m.)

Take-home Final Exam: 25% of grade, due Dec. 14th on bCourses.

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.

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. My office is shared, so if you need to discuss something in confidence, please let me know ahead of time so I can try to ensure privacy.

Laptops, 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 participate.

Circulation of Course Materials: Please do not copy or distribute course materials on-line or anywhere else. This includes the syllabus, lecture outlines, notes, review questions 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 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

Reader: Purchase at the Copy Central on Bancroft St. A copy will also be on reserve at Moffitt library. I will also plan to 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. 25: Introduction to the course

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

Week 2, Aug. 30, Sept. 1: Contemporary U.S. families under the sociological lens

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

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 3, Sept. 6, 8: Historical origins of U.S. family diversity

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

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

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 4, Sept. 13, 15: Historical origins of U.S. family diversity

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

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 5, Sept. 20, 22: Contemporary Family Forms

Readings: Gerson, K. (2010) *The Unfinished Revolution*. Oxford Univ. Press. Ch. 1-4

Khimm, 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 6, Sept. 27, 29: Contemporary Family Forms

Paper 1 due Sept. 29th (post to bCourses by 8 a.m.)

Readings: Gerson, K. (2010) *The Unfinished Revolution*. Ch. 5-9

Week 7, Oct. 4, 6: 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 (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. 4

Week 8, Oct. 12, 13: Challenges for Low-Income Families

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

Edin, K. & Nelson, T. (2013). *Doing the Best I Can: Fatherhood in the Inner City*. Berkeley, CA: University of California Press. Ch. 1, 3

Week 9, Oct. 18, 20: Families, Social Class and Public Policy

Take-home Midterm due Oct. 21st (post to bCourses by 6 p.m.)

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

Mincy, R., Jethwani, M. & Klempin, S. (2015). *Failing our Fathers*. New York: Oxford University Press. Ch. 3, 6

Cherlin, A. (2014). *Labor's Love Lost*. New York: Russell Sage. Ch. 7

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 10, Oct. 25, 27: Families, Social Class and Public Policy

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

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

Week 11, Nov. 1, 3: Family life, class, religion and culture

Nov. 2nd is the last day to post your interview summary to bCourses for credit (before midnight). Qualitative data analysis exercise will be in class on Nov. 3rd.

Readings: Villalobos, A. (2014). *Motherload: Making It All Better in Insecure Times*. Berkeley, CA: University of California Press. Ch. 1, 5

Nelson, M. (2010) *Parenting Out of Control: Anxious Parents in Uncertain Times*. New York: NYU Press. Ch. 1 (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://whatwewknow.law.columbia.edu/topics/lgbt-equality/what-does-the-scholarly-research-say-about-the-wellbeing-of-children-with-gay-or-lesbian-parents/>

Week 12, Nov. 8, 10: 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 13, Nov. 15, 17: 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*. Introduction, Ch. 1, 2, 3 (Reader)

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

Week 14, Nov. 22 (no class Nov. 24th Thanksgiving): 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. 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/seccyd_06.pdf

(online and bspace)

Week 15, Nov. 29, Dec. 1: Work, Families and the Marketplace

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

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

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

Take Home Final is due on Wed. Dec. 14th. Must be submitted to bCourses by noon. Final essay prompts will be posted to bCourses by Dec. 6th, 3 p.m.