

Sociology 111AC

Sociology of the Family

UC Berkeley, Fall 2018
MWF 1 PM-2 PM, 100 GPB

Instructor: Joanna Reed, Ph.D.
joannareed@berkeley.edu

Office hours: Wednesdays 10-12 (sign-up) and Fridays 10:15-11:15 (drop-in), and by appointment. 479 Barrows Hall

Course Description: This course explores 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 the meaning of “diversity” in the family context, how U.S. families have changed since the mid-20th C. and the relationships between changing family organization, gender relations and ideologies, and economic trends. Then we move on to exploring contemporary family experiences, with attention to socially patterned variations by social class, race and gender. We cover topics such as family structure and its consequences for children and society; families and social policy; relationships between intimate partners; contemporary parenthood and relationships between parents and children; and families and market work and the marketplace. Central themes of the course are continuity and change in families, along with family diversity and its relationship to structural forces in American society. This course satisfies the American Cultures requirement.

Course Materials and Reading Schedule:

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 on the UCB library website.

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: The reader is available for purchase at the Copy Central Store at 2411 Telegraph Ave. A copy will also be on reserve at Moffitt library. I will also post these readings on bCourses, under the “course readings” tab under “files”. Readings in the reader are marked with an (R) on the syllabus.

Journal Articles and other sources: These are marked with a (bC) on the syllabus, and posted on bCourses under “course readings”.

Reading Schedule: For any given week, please read in the order readings are listed on the syllabus. They are listed for the week (rather than the day) to allow for more flexibility in lecture, but we will generally consider them sequentially. I will provide more guidance on what to read and when, and when readings should be paired together either in class or via a bCourses announcement prior to the week in question. In general though, for any given week, you should make sure to have read at least the first reading listed before Monday’s class, and completed all the reading for that week before Friday’s class.

Evaluation:

Class Participation and Attendance: 10% of grade

Your Family, in Sociological Perspective Paper: 20% of grade, due on Sept. 21st

-Turn in to bCourses assignments by 10 pm.

Take-home Midterm: 20% of grade, due on Oct. 19th

-Essay prompts will be released one week ahead of the due date.

-Turn in to bCourses assignments by 2 pm.

Cal Students’ Family Plans Qualitative Analysis Paper, 30% of grade

-Interview write-up (5%): You may complete this part of the assignment any time during the semester before the due date, Nov. 1 at midnight.

-Turn in to bCourses assignments AND post to bCourses discussions

-Paper: 25% of grade, due on Nov. 20th

-Turn in to bCourses by 5 pm.

Take-home Final Exam: 20% of grade, due Dec. 12th at 10 pm to bCourses assignments.

Class Participation (100 points): quizzes, in-class activities and attendance checks: I will gauge your class participation in a few ways. There will be periodic reading quizzes in lecture that will count for participation credit. We will do some in-class activities and I will also periodically take attendance during class. Together

this will count for 10% of your final grade, and this grade will be calculated as a percentage of 100 points, based on the total number of activities we do. I will drop exclude two activities before calculating the total to allow for occasional absence or illness. Around Thanksgiving break, I will post a tally of your points so far, and some opportunities to make up points.

Exams: All exams will be take-home essay exams. Essay prompts for both the midterm and the final will be posted one 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 it up, 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 an (imperfect) transcript of the interview and post it on bCourses where your classmates will have access to it. After the interviews are due, we will devote at least one lecture to a “crash course” on qualitative data analysis that will teach you the 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. *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: Despite our best efforts, grading mistakes do occasionally occur. If you want to request a re-grade, you will need to submit to me a short paragraph that explains why you think your paper deserves a different grade referencing the assignment prompt and/or grading guide for the assignment 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 (or do not plan) to attend lectures regularly.

If you have **accommodations** for a disability or a conflict due to campus athletics or 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). In other words, if an assignment is one day late, the grade goes from a B to a B-, and so on.

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, weekends or holidays. It is best to ask questions about class materials and assignments before or after class or during office hours. Before emailing me, please make sure that the answer to your question is not here, on the course syllabus.

Office Hours: I encourage you to come to office hours sometime during the semester. Certainly office hours are the time to ask questions about and clarify course material and assignments, or receive feedback. But you can also come by just to say “hi” and introduce yourself, or talk about something you think is interesting. 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.

Technology: Did you know that taking handwritten notes might improve your grade in this class? Do you know that reading materials in print form (rather than on a screen) is associated with improved comprehension and retention? Please consider reducing the use of technology when it comes to reading and taking notes. **If you want to use a laptop or tablet to take notes, please sit in the back of the classroom to reduce distractions to other students.** Please keep your phone away during class, and do not text, check email or social media, shop, make travel plans, etc. during class. This behavior is distracting and disrespectful to me and to your fellow students. If you do not plan on participating and giving class your full attention, please do not come to class.

Lecture Slides: Lecture slides will be available on bCourses just before class. Think of the slides as an outline for what is covered in class, not a substitute for your own note taking or attendance.

Your Health and Well-Being: Being a college student can be full of excitement and possibilities, but at times may feel overwhelming or be difficult in other ways. Some degree of this is to be expected, but if you are experiencing a lot of distress, anxiety or have a pre-existing mental health issue, there are resources on campus to help. You are not alone; many others share your difficulties. Even if you don’t think you need them, I encourage you to look at these websites now, so you know what is available. There is much more than counseling appointments: there are web tutorials and videos, support groups and mindfulness classes, for example. Counseling center staff have told me these groups and classes can be a great preventative resource, and are a great way to get the semester off to a good start. Counseling and Psychological Services (CAPS), (510) 642-9494, <https://uhs.berkeley.edu/counseling>. More general resources on mental health, services are at <https://uhs.berkeley.edu/health-topics/mental-health>.

Course Schedule*:

Week 1, Aug. 22, 24: Introduction to the course: What are “traditional” and “diverse” families in the U.S.?

Readings: Course syllabus!

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 (R)

Coontz, S. (2000) “Historical Perspectives on American Families.” *Journal of Marriage and Family*, Vol. 62, no 2 (bC)

Week 2, Aug. 27, 29, 31: Historical origins of U.S. family diversity

Readings:

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

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

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

Readings:

Takaki, R. (2008) *A Different Mirror: A History of Multicultural America*. New York: Back Bay Books. Ch. 1, 14-16 (R)

Jackson, D. (2001). “This Hole in Our Hearts: The Urban-Raised Generation and the Legacy of Silence.” Pp. 189-206 in eds. Lobo, S & Peters, K. *American Indians and the Urban Experience*. Walnut Creek, CA: Altamira Press (R)

Campbell, A. (2016) “How Americans’ Past Shapes Native Americans’ Present”. *The Atlantic*, Oct. 12, 2016

<https://www.theatlantic.com/business/archive/2016/10/native-americans-minneapolis/503441/> (look up online)

Week 4, Sept. 10, 12, 14: Transitions of the later 20th C.

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

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

Bachrach, C., Hindin, M. & Thompson, E. (2000) “The Changing Shape of Ties That Bind: An Overview and Synthesis.” Pp. 3-16 in *The Ties That Bind: Perspectives on Marriage and Cohabitation*. New York: Aldine de Gruyter (R)

Week 5, Sept. 17, 19, 21: Contemporary Family Forms

Readings: Gerson, K. (2010) *The Unfinished Revolution*. Oxford Univ. Press. Ch. 1-6

Recommended: 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

Your Family, In Sociological Perspective Paper due Sept. 21st, 10 pm.

Week 6, Sept. 24, 26, 28: Contemporary Family Forms

Readings: Gerson, K. (2010) *The Unfinished Revolution*. Ch. 7-9

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

Moore, M. & Stombolis-Ruhstorfer, M. (2013) "LGBT Sexuality and Families at the Start of the 21st Century". *Annual Review of Sociology*, 39, pp. 491-507 (bC)

Week 7, Oct. 1, 3, 5: Contemporary 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 (R)

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. 8, 10, 12: Family instability, the state 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 and Conclusion

Cohen, P. (2016) "Welfare Reform Attitudes and Single Mothers' Employment After 20 Years". *Welfare Reform at 20. How's That Working For You?* Online Symposium, Council on Contemporary Families, Aug. 22, 2016.
<https://contemporaryfamilies.org/tanf-attitudes-at-20/>

Randles, J. (2016) "The Frontlines of Welfare Reform: Why Marriage and Responsible Fatherhood Programs Succeed or Fail". *Welfare Reform at 20*.

How's That Working For You? Online Symposium, Council on Contemporary Families, Aug. 22, 2016.

<https://contemporaryfamilies.org/welfare-reform-frontlines/>

Week 9, Oct. 15, 17, 19: Families, the state and social policy

Take-home Midterm due Oct. 19th (post to bCourses by 2 p.m.) No lecture on the 19th.

Readings:

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

Pettit, B. & Hook, J. (2009) *Gendered Tradeoffs: Family, Social Policy and Economic Inequality in Twenty-One Countries*. New York: Russell Sage Foundation. Ch.1 "Gender Inequality in the Labor Market in Comparative Perspective" (R)

Week 10, Oct. 22, 24, 26: Contemporary motherhood and fatherhood

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

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

Schmitz, R. (2016) "Constructing Men as Fathers: A Content Analysis of Formulations of Fatherhood in Parenting Magazines". *Journal of Men's Studies*, Vol. 24, no. 1, pp. 3-23 (bC)

Edin, K., Nelson, T. & Reed, J. (2011) "Daddy, Baby; Momma, Maybe: Low-Income Urban Fathers and the 'Package Deal' of Family Life". Ch. 4 in eds. Carlson, M. & England, P. *Social Class and Changing Families in an Unequal America*. Stanford, CA: Stanford University Press (R)

Week 11, Oct. 29, 31, Nov. 2: 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

Nov. 1st is the last day to post your Cal Students" Family Plans interview write-up to bCourses for credit (before midnight). The Qualitative Data Analysis Exercise that will help you write your paper will be in class on Nov. 2nd

Week 12, Nov. 5, 7, 9: Work, families and the marketplace: family and careers

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

Macdonald, C. (2011) *Shadow Mothers*. Berkeley, CA: University of California Press. Ch. 3, 5, and 6 (bC)

Week 13, Nov. 14, 16: Parents and children: family relationships and dynamics

Readings: Lareau, A. & Weininger, E. (2008) "Class and the Transition to Adulthood" in *Social Class: How Does it Work?* Pp. 118-151 in eds. Lareau, A. & Conley, D. New York: Russell Sage Foundation (R)

VanCampen, K.S. & Russell, S. T. (2010) *Cultural Differences in Parenting Practices: What Asian American Families Can Teach Us*. Frances McClelland Institute for Children, Youth and Families ResearchLink, Vol.2, No. 1. Tuscon, AZ: The University of Arizona (bC)

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 (R)

Week 14, Nov. 19 (Thanksgiving Break): Parents and children: family relationships and dynamics

Cal Students' Family Plans Paper Due Nov. 20th by 5 pm (Note that this is NOT a day our class meets!)

Readings: Dreby, J. (2015) *Everyday Illegal: When Policies Undermine Immigrant Families*. Berkeley, CA: University of California Press. Ch. 3 & 4 (R)

Week 15, Nov. 26, 28, 30: Parents and children: family relationships and dynamics

Readings: Meadow, T. (2018) *Trans Kids: Being Gendered in the 21st Century*. Berkeley, CA: University of California Press. Chapters TBA (bC)

"RRR" week: Dec. 3-7

Final Exam: Take Home Final is due on Dec. 12th, 10 pm

***Course schedule is subject to change at the discretion of the instructor.**