

**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 Hall  
T/Th: 5:00 to 6:30 p.m.  
Spring Semester 2016

**Instructor: Mary E. Kelsey, Ph.D.**  
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Office hours:  
Tues. 10 am -12 pm (454 Barrows)  
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#### 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 truly 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 three required texts and one required course reader as follows:

- 1) Sharon Hays, *FLAT BROKE WITH CHILDREN*
- 2) Arlie Hochschild, *THE SECOND SHIFT*
- 3) Brigid Schulte, *OVERWHELMED*
- 4) 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:** the three books have also 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 quiz score.
- 2) 30% There will be **two** take home essays (midterm exams) each worth 15% of your grade. All essays will be submitted electronically to the Assignments section on B-course.
- 3) 35% Final exam essay 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). All essays will be submitted electronically to the Assignments section on B-course.

- 4) 5% Submission of draft of final project. Draft will receive comments but no grade other than credit/no credit to acknowledge submission of a serious attempt to start your final project. There will be no extensions granted.
- 5) 10% Attendance and participation—participation includes:
  - a) participation in class as demonstrated by answering i-clicker questions
  - 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.
  - c) improvement in quiz or essay scores and any other activities reflective of your engagement with the class, (e.g., contributions to class discussion, office hour visits)

**Note: I will post power point lectures after class only if at least 85% of the class has participated in class by answering i-clicker questions!**

- 6) **Extra credit:** Students may earn up to 2 points of extra credit by
  - a) reading and writing a review of any book on the Supplemental Reading list or other books on the family subject to my approval (2 points);
  - b) writing a “drive-by ethnography” (2 points)Extra credit assignments may be turned in to the assignment section (under Extra Credit) on b-course through May 9  
See Appendix A at the end of the syllabus for further explanation of extra credit options.

### 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 16:** First midterm essay due by 5 pm

**March 15:** Second midterm essay due by 5 pm

**April 14:** Rough draft of final essay due by 5 pm

**May 8:** Last day to post comments on the Discussion Board on B-course

**May 9:** Last day to submit extra credit

**May 10: Final Project due by 3 p.m. submitted electronically to the Assignment section on B-course. Note: there is no final exam in Soc. 111AC.**

### University policy on cheating or plagiarism (from 2016 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 19 The Family in Social Context: “Public Issues” and “Personal Troubles”

Assigned Reading

- 1) C. Wright Mills, “The Promise” (in course reader (R) and posted on b-course)

Video

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

#### Jan 21 Assigned reading

- 1) Stephanie Coontz, “Historical Perspectives on American Families” (R) and posted on b-course)

#### Jan 26 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)

Recommended films

*Marty* (1955)

*The Man in the Grey Flannel Suit* (1956)

*Far From Heaven* (2002)

### Module 2 GENDER IDEOLOGIES & SOCIO-ECONOMIC CHANGES

#### Jan 28 Assigned reading

- 1) Philip Cohen, “Family Diversity is the New Normal for America’s Children” (R)
- 2) Stephanie Coontz, “What We Miss About the 1950s” (R)
- 3) Arlie Hochschild, *The Second Shift*, “Introduction to the Penguin Edition” & chs. 1 - 4

#### Feb 2 Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 5, 6, 8, 10

#### Feb 4 Assigned reading

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

#### Feb 9 Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 12 – 15
- 2) Robert Pear, “Married and Single Parents Spending More Time With Children” (R)

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

<b>Module 3: WORK, SOCIAL POLICIES, AND FAMILY LIFE</b>
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**Feb 11**

Assigned reading

- 1) Stephanie Coontz, “Why Working Mothers Are Here to Stay” (R)
- 2) Brigid Schulte, *Overwhelmed*, chs 1-4

**Feb 16 First midterm essay due by 3 pm** (Submit electronically to Assignment section on B-course)

Video: Two American Families (Frontline)

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

**Feb 18** Assigned reading

- 1) Ann Crittenden, “How Mother’s Work Was Disappeared,” “The Truly Invisible Hand” and “The Mommy Tax” (from *The Price of Motherhood*) (R)

**Feb 23** Assigned reading

- 1) Brigid Schulte, *Overwhelmed*, ch 5 (“The Ideal Worker is Not Your Mother”) and ch. 9 (“The Cult of Intensive Motherhood”)
- 2) Pamela Stone & Meg Lovejoy, “Fast-Track Women & the ‘Choice’ to Stay Home” (R)

**Feb 25** Assigned Reading

- 1) Stephanie Coontz, “We Always Stood on Our Own Two Feet” (R)
- 2) U.S. Census Bureau, Selected Data on Poverty and Inequality (Power Point on B-course)

Recommended Reading

Arlie Hochschild, “So How’s the Family?” (R)

**Mar 1** Assigned Reading

- 1) Sharon Hays, *Flat Broke with Children*, chs. 1, 5

**Mar 3** Assigned Reading

- 1) Sharon Hays, *Flat Broke with Children*, chs. 2-4

**Mar 8** Assigned reading

- 1) Ruby Mendenhall, Stefanie DeLuca and Greg Duncan, “Neighborhood Resources, Racial Segregation and Economic Mobility: Results from the Gautreaux Program” (R) (hint: focus on the literature review, results, conclusion and policy implications sections, skim the section on methods and procedures)
- 2) Stephanie Coontz and Nancy Folbre, “Marriage, Poverty and Public Policy” (R)
- 3) Linda A. Mooney, et al., “Perceptions of Marriage among Low-Income Single Mothers” (R)

Recommended reading

Kathryn Edin and Maria Kefalas, “Unmarried with Children” (R)

**Mar 10** Assigned reading

- 1) Kathleen Gerson, “Changing Lives, Resistant Institutions: A New Generation Negotiates Gender, Work, and Family Change” (R)
- 2) Stephanie Coontz, “The Future of Marriage” (R)

**Mar 15 Second midterm essay due by 3 pm** (Submit electronically to Assignment section on B-course)

Hand out prompt for final exam including questions to ask your parents  
Recommended reading

Dalton Conley, ch. 1 *The Pecking Order: which siblings succeed and why*

<b>Module 4 CULTURAL HETEROGENEITY: Does “Different” Equal “Dysfunctional”?</b>
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**Mar 17**

Assigned reading

- 1) Ronald L. Taylor, “Diversity Within African American Families” (R)

March 22 and 24 Spring Break

**Mar 29** Assigned Reading

- 1) Stephanie Coontz, “Pregnant Girls, Wilding Boys, Crack Babies and the Underclass: The Myth of Black Family Collapse” (R)
- 2) Tami Luhby, “Worsening Wealth Inequality by Race” (R)
- 3) Erik Eckholm, “Plight Deepens for Black Men, Studies Warn” (R)

**Mar 31** Assigned Reading

- 1) Daniel Patrick Moynihan, Excerpts from “The Negro Family: the case for national Action” (AKA “The Moynihan Report”) (R)

**Apr 5** 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)

**Apr 7** Assigned reading

- 1) Maxine Baca Zinn and Barbara Wells, “Diversity Within Latino Families” (R)
- 2) Robert Suro, “Explaining Cuban American Success” (R)

**Apr 12** Assigned reading

- 1) Masako Ishii-Kuntz, “Diversity Within Asian American Families” (R)

**Apr 14 First Draft of Essay Due by 3 pm** (Submit electronically to Assignment section on B-course)

Assigned reading

- 1) Evelyn Nakano Glenn, “Split Household, Small Producer, and Dual Wage Earner: an Analysis of Chinese American Family Strategies” (R)

- 2) Deborah Woo, “The Inventing and Reinventing of ‘Model Minorities’” (R)

**Apr 19** 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) Alice Y. Hom, “Perspectives of Asian American Parents with Gay and Lesbian Children” (R)

<b>Module 5 MEETING THE CHALLENGES OF CONTEMPORARY FAMILY LIFE</b>
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**Apr 21** Assigned reading

- 1) Pepper Schwartz, “Peer Marriage” (R)
- 2) Brigid Schulte, *Overwhelmed* ch. 7 (“When Work Works”) and ch. 8 (“The Stalled Gender Revolution”)

**Apr 26** 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** Review and catch up

Assigned reading

- 1) Stephanie Coontz, “Working with What We’ve Got: the Strengths and Vulnerabilities of Today’s Families” (R)
- 2) Michael P. Johnson and Kathleen J. Ferraro, “Research on Domestic Violence: Making Distinctions” (R)
- 3) “Characteristics of a Batterer” (R)

**May 3 and 5 Review Week: activities TBA**

**May 10 Final Essay due by 3 p.m.**

Submit electronically to Assignment section on B-course

**Appendix A  
Extra Credit Guidelines**

All extra credit assignments are **due by or before May 9**. Submit extra credit to the Assignments section on b-course (look for the Extra Credit section)

You may earn up to 2 points of extra credit.

**Option A: Book Review (2 points)**

Write a 2 - 3 page (double-spaced) review of one of the books on the Supplemental Readings list (Appendix B) or any other book that you think is a good match for this class. Your review should include answers to the following questions:

- 1) What is the main issue addressed by this book?
- 2) What is the main argument (or central thesis) put forth by this book?

- 3) What do you think is the book's most important empirical and/or theoretical claim?
- 4) How does this book relate to the material read and discussed in class?
- 5) (optional) Do you see any weaknesses in the book or are there any questions that you would like to ask the author?

**Option B: Drive-by Ethnography (2 points)**

This assignment should be 2 – 3 pages (double-spaced) in length and should address some of the issues discussed below. Think about doing this project with one or two other people. Ride a bus line that travels between poorer and wealthier neighborhoods. I would suggest, for example, that you ride the #18 bus from Berkeley BART east to its final stop in the Montclair district of Oakland, but any bus route that goes from the “flatlands” to the “hills” or through poorer and richer areas would be fine. What can you tell about the neighborhoods you go through? Are there differences in the type and quality of housing? How would you describe the landscaping of the neighborhood, (e.g., do you see a lot of cement or greenery, is there litter in the streets, are there places for kids to play, is there evidence of attention to what the buildings look like)? What kind of stores do you see (e.g., liquor stores or wine shops)? What do you notice in terms of changes in riders? How would you describe the people you see outside the bus? What significance do you attach to these differences between neighborhoods? On what basis did you conclude that a neighborhood was richer or poorer? Write a two-page (or so) description of your bus trip with details about what you noticed about the different neighborhoods. What would it be like to raise kids in the poorest and richest neighborhoods that you observed?

**Appendix B  
SUPPLEMENTAL READING**

**The following books have been placed on 1-day reserve in Moffitt Library:**

1. Karen Brodtkin, HOW JEWS BECAME WHITE FOLKS E184.J5 B7415 1998
2. Nijole V. Benokraitis, CONTEMPORARY ETHNIC FAMILIES IN THE UNITED STATES (This book is a collection of articles divided into long “chapters.” Choose 1 of the 8 chapters and read all the articles within that chapter for review.) E184.A1 C597 2002
3. Christopher Carrington, NO PLACE LIKE HOME HQ76.3.U53.S253 1999
4. Dalton Conley, THE PECKING ORDER: WHICH SIBLINGS SUCCEED AND WHY HQ536.C7455 2004
5. Stephanie Coontz, THE WAY WE NEVER WERE HQ535.C643 1992
6. Stephanie Coontz, THE WAY WE REALLY ARE HQ535.C644 1997
7. Stephanie Coontz, MARRIAGE, A HISTORY: FROM OBEDIENCE TO INTIMACY, OR HOW LOVE CONQUERED MARRIAGE HQ503 .C66 2005

8. Collins, Jane L and Victoria Mayer, BOTH HANDS TIED: WELFARE REFORM AND THE RACE TO THE BOTTOM IN THE LOW-WAGE LABOR MARKET HD8072.5.C656 2010
9. Andrea Doucet, DO MEN MOTHER? *Fathering, care, and domestic responsibility* HQ756.D578 2006
10. Kathryn Edin and Maria Kefalas, PROMISES I CAN KEEP, HQ759.45 .E35 2005
11. Barbara Ehrenreich and Arlie Hochschild, GLOBAL WOMAN: NANNIES, MAIDS AND SEX WORKERS IN THE NEW ECONOMY HD6072 .G55 2004
12. Kathleen Gerson, THE UNFINISHED REVOLUTION: HOW A NEW GENERATION IS RESHAPING FAMILY, WORK AND GENDER IN AMERICA HQ536 .G47 2010
13. Alice Goffman, *ON THE RUN*, HV9956.P53 G64 2014
14. Arlie Hochschild, THE COMMERCIALIZATION OF INTIMATE LIFE, HM1106.H63 2003
15. Arlie Hochschild, THE TIME BIND HQ536.H633 1997
16. Jennifer Senior, ALL JOY AND NO FUN HQ755.8 .S453 2014
17. Paul Tough, WHATEVER IT TAKES: Geoffrey Canada's quest to change Harlem and America HC79.P63.T68 2008
18. Paul Tough, HOW CHILDREN SUCCEED: GRIT, CURIOSITY AND THE HIDDEN POWER OF CHARACTER LB1139.25.T68 2012
19. ANY BOOK YOU FIND WRITTEN BY JOHN M. GOTTMAN (I recommend *Seven Principles for Making Marriage Work* as a starting point)

**The required course texts and primary sources of articles for the course reader have also been placed on 24-hour reserve in Moffitt Library:**

1. Arlie Hochschild, THE SECOND SHIFT HQ536.H63 2003
2. Brigid Schulte, OVERWHELMED HQ759.48 .S33 2014
3. Sharon Hays, FLAT BROKE WITH CHILDREN HV95.H36 2003
4. David H. Demo, Katherine R. Allen, Mark A. Fine (eds.), HANDBOOK OF FAMILY DIVERSITY HQ518.H1538 2000