

**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  
Hearst Field Annex A1  
T/Th: 3:30 to 5:30 p.m.  
Spring Semester 2018

**Instructor: Mary E. Kelsey, Ph.D.**  
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Fri. 9 am -11 am  
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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 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 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. 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% Attendance and 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 85% 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 directions are posted in the Assignment section on B-course. Extra credit is due by or before May 7. (See Appendix A at the end of the syllabus)

**There is no final exam in Soc. 111AC.**

**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 13:** First midterm essay due. See Assignments section in b-course for details.

**March 13:** Second midterm essay due. See Assignments section in b-course for details.

**April 10:** Rough draft of final essay due.

**May 7:** Last day to post comments on the Discussion Board on B-course

**May 7:** Last day to submit extra credit to Assignments tab on B-course

**May 8: Final Project due.** See Assignment section in B-course for details

**Note: there is no final exam in Soc. 111AC.**

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

**University policy on cheating or plagiarism** (from 2018 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 16** 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)
- 2) Stephanie Coontz, “Historical Perspectives on American Families” (R) and posted on b-course)

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

**Jan 18** 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 23** Assigned reading

- 1) Stephanie Coontz, “What We Really Miss About the 1950s” (R)
- 2) Philip Cohen, “Family Diversity is the New Normal for America’s Children” (R)

**Jan 25** Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, “Introduction to the Penguin Edition” & chs. 1 - 4

**Jan 30** Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 5, 6, 8, 10, 12-15
- 2) Steven Greenhouse, “Delayed Child Rearing, More Stressful Lives” (R)

Recommended reading

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

**Feb 1** Assigned reading

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

**Feb 6** Assigned reading

- 1) Kathleen Gerson, “Changing Lives, Resistant Institutions: A New Generation Negotiates Gender, Work, and Family Change” (R)

### Module 3: WORK, FAMILY LIFE, AND SOCIAL POLICIES

#### Feb 8 Assigned reading

- 1) Andrew Cherlin, "The Fall of the Working Class Family: 1975-2010" (R)

Video: Two American Families (Frontline)

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

#### Feb 13 **FIRST MIDTERM DUE** (Submit electronically to Assignment section on B-course)

##### Assigned reading

- 1) Stephanie Coontz, "Why Working Mothers Are Here to Stay" (R)
- 2) U.S. Census Bureau, Selected Data on Poverty and Inequality (Power Point on B-course)
- 3) Raj Chetty et al., "The Fading American Dream: Trends in Absolute Income Mobility Since 1940" (R)

#### Feb 15 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)
- 1) Pamela Stone & Meg Lovejoy, "Fast-Track Women & the 'Choice' to Stay Home" (R)

#### Feb 20 Assigned Reading

- 1) Brigid Schulte, *Overwhelmed*, chs 1 - 4

##### Recommended reading

Brigid Schulte interviews Arlie Hochschild on the 25<sup>th</sup> Anniversary of *The Second Shift*

[https://www.washingtonpost.com/blogs/she-the-people/wp/2014/08/06/the-second-shift-at-25-q-a-with-arlie-hochschild/?utm\\_term=.38def2d0ee22](https://www.washingtonpost.com/blogs/she-the-people/wp/2014/08/06/the-second-shift-at-25-q-a-with-arlie-hochschild/?utm_term=.38def2d0ee22)

#### Feb 22 Assigned Reading

- 1) Brigid Schulte, *Overwhelmed*, ch 5 ("The Ideal Worker is Not Your Mother") and ch. 9 ("The Cult of Intensive Motherhood")

#### Feb 27 Assigned Reading

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

#### Mar 1 Assigned Reading

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

#### Mar 6 Assigned reading

- 1) Kathryn Edin and H. Luke Shaefer, Intro and Ch. 1 from *\$2.00 a Day*
- 2) Stephanie Coontz and Nancy Folbre, "Marriage, Poverty and Public Policy" (R)

#### Mar 8 Assigned Reading

- 1) Linda A. Mooney, et al., "Perceptions of Marriage among Low-Income Single Mothers" (R)
- 2) Stephanie Coontz, "The Future of Marriage" (R)

##### Recommended reading

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

**Mar 13** **Second midterm essay due** (Submit electronically to Assignment section on B-course)

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

Assigned reading

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

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

**Mar 15** Assigned reading

- 1) Clyde Haberman, “Housing Bias and the Roots of Segregation” (R)
- 2) 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)
- 3) Raj Chetty and Nathaniel Hendren, “The Impacts of Neighborhoods on Intergenerational Mobility” (R)

**Mar 20** Assigned reading

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

**Mar 22** Assigned Reading

- 1) Stephanie Coontz, “Pregnant Girls, Wilding Boys, Crack Babies and the Underclass: The Myth of Black Family Collapse” (R)
- 2) Tanzina Vega, “Minorities Fall Further Behind Whites in Wealth During Economic Recovery” (R)
- 3) Trymaine Lee, “The City: Prison’s Grip on the Black Family” (R)

March 27 and 29 Spring Break

**Apr 3** Assigned Reading

- 1) Daniel Patrick Moynihan, Excerpts from “The Negro Family: the case for national Action” (R) **READ THIS ASSIGNMENT CRITICALLY!!!**

**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 10 First Draft of Essay Due** (Submit electronically to Assignment section on B-course)

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 17** 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 24** Assigned reading

- 1) Brigid Schulte, *Overwhelmed* ch. 7 (“When Work Works”) and ch. 8 (“The Stalled Gender Revolution”)
- 2) Pepper Schwartz, “Peer Marriage” (R)
- 3) 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 26** 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 1 and 3 Review Week: activities TBA**

<b>May 8 Final Essay due</b>
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Submit electronically to Assignment section on B-course.

## Appendix A: Extra Credit Guidelines

All extra credit assignments are **due by or before May 7**. Submit extra credit to the Assignments section on b-course (look for the Extra Credit section). You may earn 1 point of extra credit by doing ONE of the following two options.

**Option A: Drive-by Ethnography (1 point)**

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 home and building maintenance or do you see “run-down” places? 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 at least two pages (double-spaced) describing 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?

### **Option B: Book Review (1 point)**

Write a 2 - 3 page (double-spaced) review of one of the books on the Supplemental Readings list 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?

### **SUPPLEMENTAL READING LIST**

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

1. Matthew Desmond, *EVICTED: POVERTY AND PROFIT IN THE AMERICAN CITY* HD7287.96.U6 D47 2016
2. Kathryn Edin and H. Luke Shaefer, *\$2.00 A DAY: LIVING ON ALMOST NOTHING IN AMERICA* HC110.P6 E343 2015
3. Alice Goffman, *ON THE RUN* HV9956.P53 G64 2014
4. Paul Tough, *HELPING CHILDREN SUCCEED: WHAT WORKS AND WHY* LC4091 .T678 2016
5. Paul Tough, *WHATEVER IT TAKES: Geoffrey Canada's quest to change Harlem and America* HC79.P63.T68 2008
6. Karen Brodtkin, *HOW JEWS BECAME WHITE FOLKS* E184.J5 B7415 1998
7. Christopher Carrington, *NO PLACE LIKE HOME* HQ76.3.U53.S253 1999
8. Dalton Conley, *THE PECKING ORDER: WHICH SIBLINGS SUCCEED AND WHY* HQ536.C7455 2004
9. Stephanie Coontz, *MARRIAGE, A HISTORY: FROM OBEDIENCE TO INTIMACY, OR HOW LOVE CONQUERED MARRIAGE* HQ503 .C66 2005
10. Andrea Doucet, *DO MEN MOTHER? Fathering, care, and domestic responsibility* HQ756.D578 2006
11. Kathryn Edin and Maria Kefalas, *PROMISES I CAN KEEP*, HQ759.45 .E35 2005
12. Barbara Ehrenreich and Arlie Hochschild, *GLOBAL WOMAN: NANNIES, MAIDS AND SEX WORKERS IN THE NEW ECONOMY* HD6072 .G55 2004
13. 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 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