

Sociology 111AC: Sociology of the Family
Spring Semester 2022

Lecture: T/Th: 5:00 to 6:30 p.m.
A-1 Hearst Field Annex
E-mail: mkelsey@berkeley.edu

Instructor: Mary E. Kelsey, Ph.D.
Office hours: Tues 2:30 – 4:00 p.m.
454 Social Sciences Building

Use Zoom links on B-course home page to join lectures or office hours from Jan 18 – 27.
You may find course materials under the Course Modules tab on B-course.

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.

It is highly recommended that students have completed one sociology class before taking Soc. 111AC.

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. See announcements for links to electronic copies.

- 1) Arlie Hochschild, *THE SECOND SHIFT*
- 2) Brigid Schulte, *OVERWHELMED*.

All other course readings will be posted on B-course.

Grades

Grading will be based on the completion of the following assignments:

- 1) 25% There will be **five (5) quizzes**. Each quiz will be released in the quiz section of B-course by noon on Friday and due the following Monday. The average of your best **four (4)** quiz scores will be used to calculate your final (cumulative) quiz score. (This means you do not have to take quiz 5 if you are happy with the cumulative average of the first 4 quizzes.)
- 2) 35% There will be **two (2) take home essays** (midterm exams)
The first essay exam will be worth **15%** of your grade.
The second essay exam will be worth **20%** of your grade.
The essay prompts will be posted in the Assignments section and as well as in a

B-course module devoted to each essay. The module includes supporting materials to help you organized your essay. **Make sure you review these materials.**

- 3) 4% Community and family history worksheets (credit/no credit)
- 4) 4% Draft of final project (credit/no credit)
Drafts will receive comments but no grade to acknowledge submission of a serious attempt to start your final project. Because you are getting credit for starting your project, there will be no extensions.
- 5) 27% 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).
- 6) 5% Discussion Posts: (credit/no credit)
Post at least one comment, either a new comment or a response to a classmate's comment, per module on the Discussion Board
- 7) **Extra credit:** Students may earn up to **1 point** of extra credit by submitting a brief reflection on the racial/ethnic, gendered, and classed impact of Covid. Alternatively, students mau watch and review a video lecture or documentary related to the class. Suggested videos are listed in the assignment section. **Detailed extra credit instructions are posted in the Assignment section on B-course.** Extra credit is due by or before May 9.

There is no final exam in Soc. 111AC. Note that the due date for the final project is different from the final exam date listed on Cal Central.

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

Monday, Feb 7: Quiz 1 due

Wednesday, Feb 9: Add/Drop Deadline

Wednesday, Feb 16: First midterm essay due

Monday, Feb 1: Quiz 2 due

Wednesday, Mar 16: Second midterm essay due

Monday, Mar 28: Quiz 3 due

Friday, Apr 1: Deadline to change grading options

Monday, Apr 11: Quiz 4 due

Wednesday, Apr 13: Preliminary worksheets for final project due

Wednesday, Apr 20: Rough draft of final project due

Friday, Apr 29 Deadline to submit late change of class schedule

Monday, May 9: Quiz 5 due (optional or makeup)

Monday May 9: Last day to post comments on the Discussion Board or submit extra credit

May 10: Final Project due

Note Again: THERE IS NO FINAL EXAM IN SOC. 111AC!

University policy on cheating or plagiarism (from 2021 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.

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

READING ASSIGNMENTS AND SCHEDULE

PLEASE READ THE ASSIGNED READING **BEFORE** ATTENDING CLASS

Module 1 THE FAMILY and INDUSTRIAL SOCIETY

Jan 18 The Family in Social Context

Assigned Reading

- 1) Stephanie Coontz, “The Evolution of American Families”
- 2) Free Encyclopedia, “Industrialization and Its Impact on Family Life”

Jan 20 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)
- 2) Excerpt from *Betty Crocker Cookbook* 1950

Jan 25 The Changing Economic Landscape

Assigned reading

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

Module 2 GENDER IDEOLOGIES & SOCIO-ECONOMIC CHANGES

Jan 27 When Mothers Enter the Labor Market

Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, “Introduction to the Penguin Edition” & chs. 1 - 3

Feb 1 Gender Tensions and Changing Marital Dynamics

Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 4, 5, 6, 8, 10

Feb 3 Gender Flexibility and Co-Provider Families

Assigned Reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 12 – 15
- 2) Stephanie Coontz, “Why Working Mothers Are Here to Stay”

Recommended reading:

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

Feb 7 Quiz 1 due

Feb 8 The Second Shift: Next Generation

Assigned reading

- 1) Christopher Carrington, “Feeding Work and the Creation of Gender . . . Identities” (excerpt from *No Place Like Home*)
- 2) Kathleen Gerson, “Changing Lives, Resistant Institutions”

Feb 9 Last Day to ADD or DROP Classes

Feb 10 Contemporary Tensions in Family Life

Assigned reading

- 1) Brigid Schulte, *Overwhelmed*, chs 1 - 4
- 2) Steven Greenhouse, “Delayed Child Rearing, More Stressful Lives”

Module 3: WORK, SOCIAL POLICIES, AND FAMILY LIFE

Feb 15 Evolution and Devaluation of Caretaking Work

Assigned reading

- 1) Ann Crittenden, “How Mother’s Work Was Disappeared,” and “The Truly Invisible Hand”
- 2) Brigid Schulte, *Overwhelmed*, ch. 9 (“The Cult of Intensive Motherhood”)

Feb 16 **FIRST MIDTERM DUE**

Feb 17 Economic Costs of Parenting

- 1) Brigid Schulte, *Overwhelmed*, ch. 5 (“Your Mother is Not the Ideal Worker”)
- 2) Ann Crittenden, “The Mommy Tax” (from *The Price of Motherhood*)
- 3) Lisa Featherstone, “The Pandemic Is a Family Emergency”

Feb 21 Quiz 2 due

Feb 22 The “Mommy Wars” and Fallacy of “Choice”

Assigned Reading

- 1) Pamela Stone & Meg Lovejoy, “Fast-Track Women & the ‘Choice’ to Stay Home”
- 2) Anne-Marie Slaughter, “Why Women Still Can’t Have It All”

Feb 24 American Individualism and the Family

Assigned Reading

- 1) Stephanie Coontz, “We Always Stood on Our Own Two Feet”

Mar 1 Declining Middle- and Working-Class Incomes

Video: Two American Families (Frontline)

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

Assigned reading

- 1) Andrew Cherlin, “The Fall of the Working Class Family: 1975-2010”
- 2) Raj Chetty et al., “The Fading American Dream: Trends in Absolute Income Mobility Since 1940”

Mar 3 Individualism, Poverty, and Poverty Policy in the US

Assigned Reading

- 1) Matthew Desmond, “Severe Deprivation America: An Introduction”
- 2) Sharon Hays, “Work, the Family, and Welfare”

Mar 8 Poverty Policy for Poor Mothers

Assigned reading

- 1) Sharon Hays, *Flat Broke with Children*, chs. 2, 3
- 2) Kathryn Edin and Maria Kefalas, “Unmarried with Children”

Mar 10 Life After Welfare Reform

Assigned Reading

- 1) Sharon Hays, *Flat Broke with Children*, ch. 4
- 2) Kathryn Edin and H. Luke Shaefer, Intro and Ch. 1 from *\$2.00 a Day*
- 3) Karen Christopher, “Family Friendly Europe”

Mar 15 Class and Childrearing

Assigned Reading

- 1) Frank Furstenberg, Jr., “Diverging Development: The Not So Invisible Hand of Social Class in the United States”
- 2) Toxic Stress and Adverse Childhood Experiences (ACEs)

Mar 16 **Second midterm essay due**

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

Mar 17 Overview of Race/Ethnicity

Assigned reading

- 1) Philip Cohen, “Race, Ethnicity, and Immigration” (pp. 77 – 96)
- 2) Annette Lareau, “Invisible Inequality: Social Class and Childrearing in Black and White Families”

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

March 22 and 24 Spring Break

Mar 28 Quiz 4 due

Mar 29 Challenges Facing African American Families

Assigned reading

- 1) Stephanie Coontz, “Pregnant Girls, Wilding Boys, Crack Babies and the Underclass: The Myth of Black Family Collapse”
- 2) *New York Times*, “Extensive Data Shows Punishing Reach of Racism for Black Boys”

Mar 31 Institutionalizing Second Class Citizenship: Residential Segregation

Assigned reading

- 1) Calvin Schermerhorn, “Why the racial wealth gap persists, more than 150 years after Emancipation”
- 2) Clyde Haberman, “Housing Bias and the Roots of Segregation”
- 3) Tracy Jan, “Redlining Was Banned 50 Years Ago”
- 4) Raj Chetty and Nathaniel Hendren, “The Impacts of Neighborhoods on Intergenerational Mobility”

**Apr 5 Parsons Strikes Again! The Historical Power of Stereotypes
(READ THIS ASSIGNMENT CRITICALLY!!!)**

Assigned Reading

- 1) Daniel Patrick Moynihan, Excerpts from “The Negro Family: the Case for National Action”

Apr 7 In Defense of Strong Mothers

Assigned Reading

- 1) Patricia Hill Collins, “Shifting the Center: Race, Class and Feminist Theorizing about Motherhood”
- 2) Bahr, Kathleen S., “The Strength of Apache Grandmothers”

Suggested Reading

- 1) Ta-Nahesi Coates, “The Black Family in the Age of Mass Incarceration”

Apr 8 Deadline to change grading option (from grade to P/NP or vice versa)

Apr 11 Quiz 5 due

Apr 12 Immigration Policies and Social Repression

Assigned reading

- 1) Philip Cohen, “Race, Ethnicity, and Immigration” (pp. 97 – 111)
- 2) Laura Enriquez, “Shared Experiences of Undocumented Immigration Status Within Mixed Status Families”
- 3) Evelyn Nakano Glenn, “Split Household, Small Producer, and Dual Wage Earner: an Analysis of Chinese American Family Strategies”

Apr 13 Family/Community Worksheets Due

Apr 14 Immigration Policies and Social Mobility

Assigned reading

- 1) Deborah Woo, “The Inventing and Reinventing of ‘Model Minorities’”
- 2) Robert Suro, “Explaining Cuban American Success”

Apr 19 Dynamics Within Immigrant Families

Assigned reading

- 1) Karen Pyke, “The ‘Normal American Family’ as an Interpretive Structure of Family Life among Grown children of Korean and Vietnamese Immigrants”
- 2) Min Zhou, “Conflict, Coping and Reconciliation: Intergenerational Relations in Chinese Immigrant Families”

Apr 20 **First Draft of Final Essay Due**

Module 5 MEETING THE CHALLENGES OF CONTEMPORARY FAMILY LIFE

Apr 21 Making Relationships Work

Assigned reading

- 1) John Gottman and Ann Silver, “What Makes Marriage Work?”

Recommended radio broadcast

John Gottman on making relationships work

<http://www2.kuow.org/mp3high/mp3/SpeakersForum/SpeakersForum20090409.mp3>

Apr 26 Supporting Families

Assigned reading

- 1) Stephanie Coontz, “Working with What We’ve Got: The Strengths and Vulnerabilities of Today’s Families”

Apr 28

Assigned reading

- 1) Brigid Schulte, *Overwhelmed* ch. 7 (“When Work Works”) and ch. 8 (“The Stalled Gender Revolution”)
- 2) Brigid Schulte, “*The Second Shift* at 25: Q&A with Arlie Hochschild”

Review Week: activities TBA

May 9 Quiz 6 due (optional to replace low quiz score or to make up a missed exam)

Last day to submit any outstanding discussion posts and extra credit

May 10 Final Essay Due