

SOCIOLOGY 111AC – SOCIOLOGY OF THE FAMILY

SUMMER 2018

Instructor: Mario Castillo
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Office: 483 Barrows Hall

Lecture: M/T/W/Th 2-4 p.m.
Lecture Hall: Mulford 230
Office Hours: T/W 1-2 p.m.

This course will critically examine the complex relationship between *the family* as a social institution and broader social forces. Rather than assuming a universal model of the family, we will look at families as evolving, diverse, social entities that are both supported and constrained by political climates, economic factors, gender ideologies, racial and ethnic hierarchies, sexual norms, and consequential cultural shifts. By understanding how and in what ways broader social forces affect families in general, we can better understand not only the dynamics within individual families but also the unique dynamics existent within our own family structures.

This course will consist of an extensive engagement with the required texts and lecture material. We will focus on *deep reading* versus *massive reading*. It is important, therefore, that you complete all of the assigned readings before lecture, and come prepared to grapple with the material extensively. As your instructor, I will help clarify the material, answer questions, facilitate discussions, and provide feedback on your work to the extent possible. If there is anything I can do to make this course more fulfilling for you, please come talk to me.

By the end of this course you will be able to:

- Explain and critique what social scientists have argued constitutes the family.
- Describe and evaluate the ways in which the family as an institution has evolved.
- Understand the social forces that have shaped and challenged family life.
- Critically analyze factors that impact family stability.
- Effectively communicate what you have learned about the family to others.
- See your family experience within a larger social, cultural, and historical context.
- Understand and be sensitive to family experiences unfamiliar from your own.

REQUIRED TEXTS

Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life*. 2nd ed. Berkeley, CA: University of California Press.

Have at least one notebook for taking handwritten notes! You will not need a laptop!

GRADE BREAKDOWN

10% Attendance
10% Participation

15%	Paper 1 (4-5 pages)	Due Friday, July 13th by 4:00 p.m. (details forthcoming)
15%	Midterm Exam	Thursday, July 19th (submit hard copy in class)
25%	Paper 2 (4-5 pages)	Due Friday, August 3rd by 4:00 p.m. (details forthcoming)
25%	Final Exam	Thursday, August 9th (submit hard copy in class)

Your scores will be totaled and converted to a letter grade based on the following scale:

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62

COURSE POLICIES

Attendance: Attendance is mandatory and will be taken at the beginning of every class. Since this is a condensed summer course, we will be covering a significant amount of material during each class. Missing class will inevitably affect your ability to do well in the course and significantly compromise your participation grade. If you expect to be absent from or substantially late to more than one class, you may wish to reconsider taking this course. *If you absolutely must miss a class, you are responsible for any material covered during your absence.*

Participation: Your participation grade will be based on a number of factors including: your rate of attendance; the degree to which you regularly share your thoughts, observations, and questions during class; your level of engagement with other students in the class (e.g., in small groups/teams); the completion of various in-class assignments; office hours visits and email correspondence; the completion of both a presentation and response activity (see below); and regular contributions to your SOC 111AC notebook.

Small Group Presentations and Response Sessions: At the beginning of the course, you will be assigned to a small group of no more than three people (although most groups will consist of two people). Your small group will be required to present the reading material due for one day of the course. Essentially, your group will be the lecturing team for that day. I will have a sign-up sheet for your group to decide on which day to present. Additionally, your group will be required to provide a “critical and engaging response” to another group’s presentation. These slots will be included in the sign-up sheet as well. Finally, each presenting/response group is required to meet with me at 2:00 p.m. (before lecture) in 483 Barrows the day of your presentation/response. These “alignment sessions” should last no more than 30-minutes. More detailed instructions will be distributed in class.

Classroom Behavior: I ask that you respect our classroom community by arriving on time and not leaving before class is over. Be mindful of your behavior and respectful of others. It is perfectly fine for you to share a brief idea with the person sitting next to you during lecture; however, incessant chatting with your neighbor (especially on topics that are unrelated to the class) can be distracting to others, so please refrain from it.

Office Hours: I will hold office hours in 483 Barrows on Tuesdays and Wednesdays from 1-2 p.m. I typically meet with students in 10-minute increments. If more time is preferred please let me know. If you are unable to meet during my scheduled office hours, please email me so that we can set up a time to meet. During office hours, I can answer questions about the reading, assignments, exams, or anything else about the class. If you are having trouble with any aspect of the course, please see me as early as possible; it is much easier for me to help you if you alert me to difficulties early on.

Email: I occasionally send emails to the class via bCourses. You are responsible for the content included in these emails. I check my email most days, but you should expect to wait at least 24 hours to hear back from me. If you email me on the weekend, please do not expect a response until Monday.

Course Website: I have set up a bCourses website for SOC 111AC. This is where you will find a copy of the syllabus, have access to required readings, receive important announcements from me, and be able to monitor your grade. It is essential that you gain access to our class website immediately. Please let me know if you have any difficulty accessing bSpace.

Laptops, Cell Phones, and Other Electronic Devices: Cell phones and other electronic devices must be kept in your bags and on silent mode during class. It is not necessary for you to bring a laptop to class as you will be required to generate handwritten notes versus typed notes.

Exams: There will be a midterm exam at the end of the third week of classes and a longer cumulative final exam on the last day of the course. The exams may incorporate a variety of question types (multiple choice, definitions, short answer, and essay questions). I will hand out a study guide about one week before each exam. The exams will be given in class. There will be no make-ups for exams.

Missed Exams or Assignments: Except in the case of a real and verifiable emergency accompanied by appropriate and official documentation, students will NOT be allowed to make up missed exams or to hand in assignments without penalty. In the case that you have a real emergency, you are obligated to notify me within 24-hours of the missed class, and you must provide appropriate documentation to verify the emergency. If I am not informed in a timely manner you forfeit your right to make up an exam or to complete an assignment late without penalty. Except for extenuating circumstances, all approved make-ups (for cases that meet the criteria above) must be completed within one week of the missed exam or assignment.

Papers: You will write two short essays during this course. The first paper is due by 5:00 p.m. on Friday, July 13th, and the second paper is due by 5:00 p.m. on Friday, August 3rd (days we do not meet for lecture). Both papers must be uploaded to bCourses. More detailed instructions will be distributed about a week before the respective due dates.

Late Papers: Please be sure to submit your papers on time! If you absolutely must hand in a late paper, you may submit it no later than 24 hours after the due date. If your paper is received within 24-hours of the time it was due, your grade will automatically be

reduced by 1/3 of a letter grade. If you submit a late paper it must be emailed to the instructor and reader (in addition to being posted to bCourses). No papers will be accepted later than 24 hours after the due date and time. Extensions will only be given in extreme circumstances. Any requests are to be accompanied by official documentation at least 24-hours before the due date. No extensions will be given on the actual due date.

Re-grades: I understand that grades are important to you. Consequently, if you are not happy with your grade on any of the class assignments (including your class participation grade), I will support you in a fair and consistent review process. Please report all errors in writing no later than one week after the grade is posted at our class website. It is your responsibility to keep an eye on posted grades and it is also your responsibility to report errors in a timely fashion. Late requests for grade appeals will not be accepted. If you wish to appeal an assignment grade, you must follow these steps:

1. Look over your work very carefully. Make note of the various places where we corrected your work. Pay special attention to the commentary that we left at the end of your assignment. Be sure to understand what we expected you to do on this assignment. Re-grade requests are not an opportunity for you to voice disagreement with our grading rubric, but a chance for you to point to serious errors in grading.
2. Prepare a brief (250 words or fewer) typed document detailing why you think your grade is inaccurate. Please note that a re-grade request is not an opportunity for you to re-write the assignment. Rather, your task here is to point to clear and convincing evidence that, given our rubric, we have made a serious error in evaluating your exam. Staple your commentary to the back of your original assignment. In the case of briefs, please print a copy of the brief and attach it to your re-grade request.
3. Place your grade appeal in my mailbox (410 Barrows) no later than one week after grades are released to the class. I will not accept emailed requests for a re-grade, so please plan accordingly. In re-grading your work, *I reserve the right to increase or decrease the number of points that were awarded to you on the work.*

I will not accept re-grade requests that do not follow these rules. Please be advised that I will not consult you on whether you should submit your work for a re-grade request. This decision has to be yours and yours alone.

Plagiarism: Academic misconduct includes: cheating on assignments or examinations; the practice of taking someone else's work or ideas and passing them off as one's own; submitting the same paper to meet the requirements of more than one course without the approval and consent of all instructors concerned. For more on academic dishonesty and its consequences call 510-643-9069 or visit <http://campuslife.berkeley.edu/conduct>. *Any case of academic misconduct will result in an automatic failure of this course.*

Students with Disabilities: Students with disabilities should contact me as soon as possible. You will be responsible for providing an accommodation letter from the Disabled Student's Program (DSP). If you would like to request academic

accommodations due to a disability, please contact DSP at 510-642-0518 (V) 510-642-6376 (TTY). More information is available online at <http://dsp.berkeley.edu/>.

COURSE OUTLINE

This outline is subject to change; should any changes be made, you will be notified. Exam dates and paper due-dates will not change. You are expected to read all of the assigned material before the beginning of class.

WEEK 1 – CONCEPTUALIZING THE FAMILY

Monday, 7/2 – Introduction

Dweck, Carol. 2006. *Mindset: The New Psychology of Success*. New York, NY: Random House. Ch. 1 (**11 pages**)

Duhigg, Charles. 2016. *Smarter, Faster, Better: The Secrets of Being Productive in Life and Business*. Pg. 38-51, 65-70, 242-247, 264-266 (**29**)

Tuesday, 7/3 – The Universality of *The Family*

Spiro, Melford. 1954. “Is the Family Universal?” Pg. 839-846 (**8**)

Reiss, Ira. 1965. “The Universality of the Family: A Conceptual Analysis” Pg. 443-453 (**11**)

Collier, Jane. 1997. “Is There a Family? New Anthro Views” Pg. 71-81 (**10**)

Wednesday, 7/4 – (NO CLASS but read) Theoretical Constructs of *The Family*

Jacobsen et al. 2004. “Theories of the Family and Policy” Pg. 25-34, 75-77 (**13**)

Rodgers, Roy. 1964. “Toward a Theory of Family Development” Pg. 262-270 (**9**)

Thursday, 7/5 – The Social Structure of *The Family*

Parsons, Talcott and Robert Bales. “The American Family: Its Relations to Personality and to the Social Structure” Pg. 3-33 (**30**)

WEEK 2 – THE EVOLVING FAMILY

Monday, 7/9 – Historical Perspectives on Family Forms

Coontz, Stephanie. 2000. “Historical Perspectives on Family Diversity” from *Handbook of Family Diversity*. Pg. 42-57 (**15**)

Laslett, Barbara. 1973. “The Family as a Public and Private Institution: An Historical Perspective” Pg. 480-492 (**11**)

Tuesday, 7/10 – Decline of the American Family?

Popenoe, David. 1993. “American Family Decline, 1960-1990: A Review and Appraisal” Pg. 527-542 (14)

Stacey, Judith. 1993. “Good Riddance to ‘The Family’: A Response to David Popenoe” Pg. 545-547 (3)

Wednesday, 7/11 – Diverse Family Forms: The New Normal?

Cherlin, Andrew. 2010. “Demographic Trends in the United States: A Review of Research in the 2000s” Pg. 403-419 (14)

Pew Research Center. 2015. “Parenting in America: Outlook, Worries, Aspirations are Strongly Linked to Financial Situation” Ch. 1 Pg. 15-26 (12)

Thursday, 7/12 – Workshop Paper 1

FRIDAY, 7/13 – PAPER 1 DUE

WEEK 3 – FAMILY VARIATIONS – PART I

Monday, 7/16 – Considering Marriage and Reproduction

Glick, Paul C. 1947. “The Family Cycle” Pg. 164-174 (11)

Bell, Duran. 1997. “Defining Marriage and Legitimacy” Pg. 237-253 (8) You are encouraged to read the “Comments” section of this text.

Tuesday, 7/17 – The Deinstitutionalization of Marriage?

Thornton, Arland. 1985. “Changing Attitudes Toward Separation and Divorce: Causes and Consequences” Pg. 856-872 (16)

Cherlin, Andrew. 2004. “The Deinstitutionalization of American Marriage” Pg. 848-861 (12)

Wednesday, 7/18 – Alternative Kinship + Review

Levine, Nancy. 2008. “Alternative Kinship, Marriage, and Reproduction” Pg. 375-389 (11)

THURSDAY, 7/19 – MIDTERM EXAM

WEEK 4 – FAMILY VARIATIONS – PART II

Monday, 7/23 – Families Formed Outside of Marriage

Bumpass, Larry et al. 1991. “The Role of Cohabitation in Declining Rates of Marriage” Pg. 913-927 (14)

Seltzer, Judith. 2000. "Families Formed Outside of Marriage" Pg. 1247-1268 (17)

Tuesday, 7/24 – Reflections on Parenthood

Coontz, Stephanie. 1997. "Working with What We've Got: The Strengths and Vulnerabilities of Today's Families" from *The Way We Really Are* Ch. 9 Pg. 157-177 (20)

Powell, Brian et al. 2016. "Implications of Changing Family Forms for Children" Pg. 301-322 (16)

Wednesday, 7/25 – Intergenerational Relations

Bengtson, Vern. 2001. "Beyond the Nuclear Family: The Increasing Importance of Multigenerational Bonds" Pg. 1-16 (14)

Furstenberg, Frank. 2014. "The Future of Intergenerational Relations in Aging Societies" Pg. 31-40 (8)

Thursday, 7/26 – Immigrant Families

Zhou, Min. 2009. "Conflict, Coping, and Reconciliation: Intergenerational Relations in Chinese Immigrant Families" Pg. 21-46 (25)

Foner, Nancy and Joanna Dreby. 2011. "Relations Between the Generations in Immigrant Families" Pg. 545-564 (16)

WEEK 5 – THE FAMILY EXPERIENCE

Monday, 7/30 – Class, Race, and Family Life

Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life*. 2nd ed. Berkeley, CA: University of California Press. Chs. 1, 2 (23)

Tuesday, 7/31 – Class, Race, and Family Life Cont.

Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life*. 2nd ed. Berkeley, CA: University of California Press. Chs. 3, 4 (44)

Wednesday, 8/1 – Working Families and Gendered Power Relations

Hochschild, Arlie Russell and Anne Machung. 2003. *The Second Shift: Working Families and the Revolution at Home*. Ch. 1, 2 (22)

Thursday, 8/2 – Working Families and Gendered Power Relations Cont.

Hochschild, Arlie Russell and Anne Machung. 2003. *The Second Shift: Working Families and the Revolution at Home*. Ch. 5 (17)

FRIDAY, 8/3 – PAPER 2 DUE

WEEK 6 – THE FUTURE OF FAMILIES

Monday, 8/6 – The Future of Families

Organisation for Economic Cooperation and Development (OECD). 2011. “The Future of Families to 2030 - Projections, Policy Challenges, and Policy Options: A Synthesis Report” Pg. 1-34 (34)

Tuesday, 8/7 – America’s Families and Living Arrangements + Review

Vespa, Jonathan et al. 2012. “America’s Families and Living Arrangements: 2013” Pg. 1-34 (34)

Wednesday, 8/8 – No Class

THURSDAY, 8/9 – FINAL EXAM

COURSE SCHEDULE

WEEK	DATE	FOCUS	ACTIVITIES
1	Mon - 7/2	Conceptualizing the Family (Total Pages 121)	Introduction
	Tue - 7/3		
	Wed - 7/4		No Class
	Thu - 7/5		
	Fri - 7/6		
2	Mon - 7/9	The Evolving Family (69)	
	Tue - 7/10		
	Wed - 7/11		
	Thu - 7/12		
	Fri - 7/13		S-Guide / PAPER 1 DUE
3	Mon - 7/16	Family Variations - Part I (58)	
	Tue - 7/17		
	Wed - 7/18		
	Thu - 7/19		MIDTERM EXAM
	Fri - 7/20		
4	Mon - 7/23	Family Variations - Part II (130)	
	Tue - 7/24		
	Wed - 7/25		
	Thu - 7/26		
	Fri - 7/27		
	Mon - 7/30		

5	Tue - 7/31	The Family Experience (106)	
	Wed - 8/1		
	Thu - 8/2		
	Fri - 8/3		S-Guide / PAPER 2 DUE

6	Mon - 8/6	The Future of Families (68)	
	Tue - 8/7		
	Wed - 8/8		No Class
	Thu - 8/9		FINAL EXAM
	Fri - 8/10		

THIS SYLLABUS IS SUBJECT TO CHANGE