

Sociology 111 –Sociology of the Family

UC Berkeley, Fall 2012

145 Dwinelle, 1-2 pm MWF

Instructor: Joanna Reed, Ph.D.

Office hours: Wed. 2:15-4:15 and by appointment, Office 434

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Course Description

Families all over the world relate people biologically and socially and organize care and residence, but the specifics of how they accomplish these things often varies substantially across time and space. This course will explore family life in the contemporary United States. It will introduce you to how sociologists study families and along with them, topics that seem personal and emotional—ideals about love, marriage, gender, 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 important tasks such as raising children and caring for family members and the private family as the place where we hope to find love, intimacy and meaningful personal relationships. Central themes of the course will be diversity and change, as we consider the many ways families have changed over the last 60 years (in particular) in the U.S., and the diversity of past and present family experiences.

We begin the course by discussing theories and methods sociologists use to study families, and then consider the history of family organization in the U.S., focusing on the period from the 19th Century to today. The rest of the course is devoted to exploring aspects of contemporary family experiences, with attention to socially patterned variations. We cover topics such as family structure and politics; relationships between intimate partners; contemporary parenthood and relationships between parents and children; market work and family life and the influence of the marketplace and globalization on families.

Evaluation:

Take-home midterm exam: 20% of grade; distributed on Bspace 10/26 (Fri.), **due 10/29** in class (Mon.) (week 9)

Take-home final exam: 20% of grade; distributed on Bspace by 5 pm on 12/7, **due on 12/12** at 4 pm.

Paper 1—20% of grade; **due Sept. 28** in class (week 5)

Paper 2— 40% grade (paper + related assignments); paper due in class **Nov. 30**

Interview summary—(5% of total course grade); complete anytime during semester, must be posted online by Nov. 9 for credit

Qualitative Data Analysis Exercise—(5% of total course grade); **due Oct. 12** in class

Exams: Both exams will be take-home essay exams. The midterm will cover material from the beginning of the course up until the midterm, and the final will concentrate on material after the midterm, but may ask you to incorporate material from earlier in the semester as well.

Papers: You will write two papers during the semester, both about 7-10 pages in length. In the first paper, you will use your own family as a case study as you analyze trends in family change. 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. This assignment has three parts—an interview summary, a “practice” qualitative analysis, and the paper itself. First, you will interview another student about their thoughts about marriage, work and family (interview questions will be provided), write up a summary of the interview and post it on Bspace. Later in the semester, you will complete an exercise that will familiarize you with the qualitative analysis techniques you will be expected to use in your paper. Finally, you will write a paper based on your analysis of your own and other students’ interview summaries, drawing on relevant readings from class, in particular *The Unfinished Revolution*. Detailed instructions for each paper and the additional assignments are posted on Bspace.

Course Policies:

Grading: There will be two graduate student readers for this course who will be responsible for most of the 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. 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. If you have a problem with a grade, you should first discuss it with the reader who assigned the grade. If that does not resolve the problem, then I will discuss it with the reader and meet with you. Please know that if we agree to re-evaluate your work, it will be under closer scrutiny and your grade could possibly go down as a result. We will use the gradebook function on Bspace to post grades, but you should always check and make sure the grade on the hard-copy of your assignment matches the one online.

Students are responsible for all material covered in lecture, including announcements. You will be expected to integrate materials from lecture and readings on exams and papers. Please do not enroll in this class if you will not be able to attend the lectures regularly. If you must miss, please make arrangements with another student for notes.

If you need **accommodations** for a disability or have a conflict due to 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.

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 0 on the paper with no opportunity to rewrite. If you have questions about how to properly cite materials, or how to paraphrase appropriately, I am happy to address this during office hours.

Email: Email should not be used for questions about class materials—these questions should be asked in class or during office hours. I don’t check email more than once per day, and cannot always respond right away, so talk to me before or after class, or during office hours if you have an important issue.

Office Hours: I urge students to talk with me sometime during the semester, just to say “hi” and especially if you are having trouble with the course. I want you to do well. Either come to my office hours, or schedule a meeting. I can’t help you if you don’t communicate with me! Because I have so many students this semester, please sign up for a slot during regular office hours at www.wejoinin.com/sheets/hbmx . You are free to drop by, but I’ll give priority to people who have appointments.

Circulation of Course Materials: DO NOT reproduce course materials or post them on-line or anywhere else. This includes the syllabus, lecture slides, notes, review sheets and exams. As a student in the course, you will have access to everything you need on Bspace.

Course Materials:

Books:

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. & Kefalas, Maria. (2005) *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: UC Press
3. Hochschild, Arlie R. (1997) *The Time Bind: When Work Becomes Home and Home Becomes Work*. New York: Metropolitan Books

Reader:

Copy Central on Bancroft, and on reserve at Moffitt library

Online: Some readings (noted on syllabus) will be posted on Bspace, and most of these can also be accessed directly from the library website.

Course Schedule¹

Aug. 24 Introduction to course and concepts

Readings: Cherlin, A. (2009) *The Marriage-Go-Round*, Introduction, Ch. 1

Week 1: Aug. 27, 29, 31 Introducing “the” family; theories and methods for studying families

Readings: Gerson, K. (2010) *The Unfinished Revolution*. Oxford Univ. Press. Ch. 1, 2,5

West, C. & Zimmerman, D. (1987) “Doing Gender”. *Gender & Society* 1(2): 125-151 (Bspace)

Week 2: Sept. 5, 7 Gender, Sexualities and Families

Readings: Coltrane, S. (1996) *Family Man: Fatherhood, Housework and Gender Equity*. New

York: Oxford University Press. Ch. 3 “Changing Patterns of Family Work”

Stacey, J. (2011). *Unhitched: Love, Marriage and Family Values from West Hollywood to Western China*. New York: NYU Press. Ch. 1 “Love, Sex and Kinship in Gay El Lay”

¹ Course schedule is subject to change at the discretion of the instructor.

Pascoe, C. J. (2007). *Dude You're A Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press. Ch. 2 "Becoming Mr. Cougar"

Week 3 Sept. 10, 12, 14 Gender and families continued/Family organization in the U.S. (past)

Readings: Coontz, S. (1999). *Marriage, A History*. Ch. 9, 10, 13-15

Week 4 Sept. 17, 19, 21 Family organization (present): contemporary partnering

Readings: Coontz, S. 1999. *Marriage, A History*. Ch. 16

England, P. et al. (2008) "Hook Ups on College Campuses" from *The Gendered Society Reader* (Bspace)

Gerson, K. (2010) *The Unfinished Revolution*. Ch. 6,7

Qian, Z. (2005). "Breaking the Last Taboo: Interracial Marriage in America". *Contexts*, Fall 2005

Week 5 Sept. 24, 26, 28 Unpartnering; family structure and inequality

Paper 1 due Sept. 28

Readings: Coontz, S. (1997) *The Way We Really Are*, Ch.5 "Putting Divorce in Perspective" Pp. 97-108. New York: Basic Books

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

McLanahan, S. "Family Instability and Complexity after a Nonmarital Birth". Pp. 108-133 in Eds. Carlson, M. & England, P. *Social Class and Changing Families in an Unequal America*. Stanford, CA: Stanford University Press

Week 6 Oct. 1, 3, 5 Family structure and inequality/Families and public policy

Readings: Hertz, R. 2006. *Single By Chance, Mothers By Choice*. Ch. 1, 3

Hays, S. (2003) *Flat Broke With Children: Women in the Age of Welfare Reform*. Ch.1, 3. Oxford University Press

Folbre, N. 2001. *The Invisible Heart: Economics and Family Values*. New York: The New Press. Ch. 5 "Children as Pets"

Week 7 Oct. 8, 10, 12 Families and public policy/ experiences of poor families

Qualitative Analysis Assignment due Oct. 12

Readings: Edin, K & Kefalas, M. 2005. *Promises I Can Keep.*, Introduction- Ch. 5

Week 8 Oct. 15, 17, 19 Parents and children: diverse meanings and experiences of parenthood

Readings: Dreby, J. (2010) *Divided By Borders: Mexican Migrants and their Children*. Ch. 1 "Sacrifice". Berkeley, CA: University of California Press

Edin, K. & Kefalas, M. (2005) *Promises I Can Keep*, Ch. 6 and conclusion

Hays, S. 1996. *The Cultural Contradictions of Motherhood*. New Haven, CT: Yale University Press. Ch. 6
"The Mommy Wars"

Week 9 Oct. 22, 24, 26 Parents and children: class, cultural and other differences

Take-home midterm posted on Bspace Oct. 26 at 1 pm (no lecture that day), due Monday, Oct. 29 in class

Readings: Simon, R. (2008) "The Joys of Parenthood, Reconsidered". *Contexts*, Spring 2008 (Bspace)

Lareau, A. (2003) *Unequal Childhoods: Social Class and Family Life*. Berkeley, CA: University of California Press, Ch. 1, 3

Chua, A. (2011) *The Battle Hymn of the Tiger Mother*. New York: Penguin Pp 3-13, 20-24, 85-92, 102-107

Stacey, J. 2011. *Unhitched: Love, Marriage and Family Values from West Hollywood to Western China*. New York: NYU Press. Ch. 2 "Gay Parenthood and the End of Paternity as We Knew it"

Week 10 Oct. 29, 31, Nov. 2 Parents and Children cont'd/The Gendered Experience of Market Work

Midterm due in class Oct. 29

Readings: Crittenden, A. (2001) *The Price of Motherhood*. New York: Holt and Co. Introduction and Ch. 1
"Where we are now"

Mason, M. & Eckman, E. 2007. *Mothers on the Fast Track: How a New Generation Can Balance Family and Careers*. Introduction, Ch. 1, 2, 3

Week 11 Nov. 5, 7, 9 Families, market work and intimate life

Nov. 9th, last day to post an interview summary for credit

Readings: Hochschild, A. *The Time Bind*. Part 1, Ch. 5-7

Week 12 Nov. 12, 14, 16 Families, market work and intimate life

Readings: Hochschild, A. *The Time Bind*, Ch. 11-13, Part 3

Week 13 Nov. 19, (21) Families, market work and intimate life

office hours on Monday this week, same time

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

THANKSGIVING BREAK

Week 14 Nov. 26, 28, 30 Family life, markets and globalization

Paper 2 due Nov. 30 in class

Readings: Hochschild, A. (2003) "Love and Gold" pp. 185-197 in *The Commercialization of Intimate Life*. Berkeley, CA: UC Press

Hochschild, A. 2012. *The Outsourced Self*. Ch. 4, 5.

Week 15 Dec. 3, 5, 7 "RRR" week—extra office hours TBA

TAKE HOME FINAL EXAM: Distributed on bspace on **Fri. Dec. 7** by 5 pm. **Due by 4 pm to box in 410 Barrows Hall** on **Dec. 12.**