

Enrollment This course is currently over-enrolled, so I will be taking attendance during each class during the first two weeks, dropping students who miss two consecutive classes without notifying me, and adding in students from the waitlist. This applies to enrolled and waitlisted students, so make sure you sign in!

Sociology 111 –Sociology of the Family

UC Berkeley, Spring 2012

227 Cory, MWF 10-11

Instructor: Joanna Reed, Ph.D.

Office hours: Wed. 1-3 and by appointment, 472 Barrows

joannareed@berkeley.edu

Course Description

We all are part of families, for better and for worse. Families are universally important social institutions, past and present. Although the majority of families around the world have certain things in common—relating people biologically and socially, organizing care and residence, the specifics of how these things are accomplished may vary substantially across time and space. This course focuses on families in the contemporary U.S. It will introduce you to how sociologists study families and along with them, topics that seem very personal, emotional and important to many of us—ideals about love, marriage, gender, parenthood, sex and sexuality—scientifically. We consider both the “public” and “private” dimensions of families over the course of the semester-- families as settings for socially important tasks such as raising children and caring for family members, and a focus for public policy and as the place where we experience much of our private lives. A central theme 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 myriad forms of family diversity that surround us.

During the first part of the course, we consider the history of (U.S.) families from the 19th century to today, focusing on the influence of marriage and changes in family organization over time. We also discuss sociological theories and methods used to study and understand families, including theories of gender and sexualities. In the second part of the course we focus on family experiences. We begin by considering diversity in contemporary families, how variations in families are socially patterned and political aspects of families. We then move on to exploring dimensions of experience in contemporary family life, including relationships between men and women; parents and children; market work and family and the influence of the marketplace.

Evaluation:

25% midterm—**Mar. 9**

25% final exam—**May 8**

20% Paper 1: due **Feb. 17**

30% Paper 2: due **Apr. 27**

interview summary due **Mar. 23**

Exams: Both exams will be essay and short answer 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. About one week before each exam, I will hand out a review sheet with several possible exam questions. The actual exam will consist

of questions selected from the review sheet. The midterm will be in class on **March 8**, and the final exam will be on **May 8**, from 3-6 pm.

Papers: You will write two short papers during the semester, each between 5-7 pages in length. The first paper will ask you to compare and contrast and otherwise respond to course readings. A specific prompt will be posted on Bspace for you to respond to. The second paper assignment has two parts—an interview and summary and then a paper. Earlier in the semester, you will interview another student about their thoughts about marriage, work and family (interview questions will be provided on Bspace). You will write up a summary of the interview and post it on Bspace. Later in the semester, you will write a paper based on your analysis of a selected theme from your interview plus summaries of other students' interviews in relation to what you've read in Gerson's *The Unfinished Revolution*. Completing an interview and posting a summary will account for roughly 1/3 of your grade on the total assignment. More detailed instructions for each paper are posted on Bspace.

Extra Credit "pop" quizzes: I will occasionally give a "pop" quiz, consisting of a few multiple choice questions about the course readings at the beginning of lecture. Points earned on these quizzes will count as extra credit toward your final grade. The quizzes are intended to encourage you to keep up with the readings, and most of all, to attend class. There will be no opportunity to make up a quiz if you are not present in class on the day of a quiz, for whatever reason.

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.

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.

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!

Laptops: Laptops will be provisionally allowed; I prefer that you take written notes. Please put away all phones and refrain from checking them during class.

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. Cherlin, A. (2009) *The Marriage-Go-Round*. New York: Knopf
2. Edin, K. & Kefalas, M. (2005) *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: UC Press
3. Hochschild, A. (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 be accessed directly from the library website also.

Course Schedule¹

Part 1: History, Theories and Methods

Week 1: Jan. 18, 20 Introduction to course and concepts

Lecture: Defining "the family"; public and private families

Readings: *The Marriage-Go-Round*, Introduction, Ch. 1

Week 2: Jan. 23, 25, 27 Marriage and family organization in society

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

Lecture: history of marriage from the 19th C. to today in the U.S.

Readings: *The Marriage-Go-Round*, Ch. 2-4

Week 3: Jan 30, Feb. 1, 3 Theories and Methods for Studying Families

Lecture: overview of influential theoretical perspectives; methods

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

Cherlin, A.J. (2000). Toward a new home socioeconomics of union formation. In L. J. Waite, C. Bachrach, M. Hindin, E. Thomson, & A. Thornton (Eds.), *The ties that bind: Perspectives on marriage and cohabitation* (pp. 126-146). New York: Aldine de Gruyter.

Week 4: Feb. 6, 8, 10 Gender and Families

Topics: Gender roles and socialization; Gender and Interaction

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

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

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

Gerson, K. (2010) *The Unfinished Revolution*. Ch. 2

Week 5: Feb. 13, 15, 17 Sexualities

Lecture: Sexual identities, Sexual behavior, Social "problems" of sexuality

Readings: Connell, R.W. (1995) *Masculinities*. Berkeley, CA: University of California Press, Ch. 6 "A Very Straight Gay"

Herd, G. (2004) "Coming of Age and Coming Out Ceremonies Across Cultures" pp. 39-57 in *The Gendered Society Reader*, Eds. Kimmel, M. & Aronson, A. Oxford University Press

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

Part 2: Family Experiences

Week 6: Feb. 22, 24 Family Diversity

Lecture: Family structure and disadvantage; Families and public policy

Readings: McLanahan, S. & Percheski, C. (2008) Family Structure and the Reproduction of Inequalities. *Annual Review of Sociology*, Vol. 34:257-276 (online)

Cherlin, A. *The Marriage-Go-Round*, Ch. 7

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

Edin, K. & Kefalas, M. (2005) *Promises I Can Keep*, Introduction, and Ch. 1

Week 7: Feb. 27, 29 Mar. 2 Family Diversity

Lecture: poor families; poverty and family trajectories

Readings: Edin, K. & Kefalas, M. (2005) *Promises I Can Keep*, Ch. 2-6 and conclusion

Week 8: Mar. 5, 7, 9 Family Diversity

Midterm Mar. 9 in class

Lecture: ethnic variation; gay and lesbian families

Readings: Stacey, J. (1999) "Gay and Lesbian Families are Here; All our Families are Queer; Let's Get Used to It!" pp. 372-405 in *American Families: A Multicultural Reader*, Eds. Coontz, S., Parson, M. & Raley, G. London: Routledge

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

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

Week 9: Mar. 12, 14, 16 : Partnering/Marriage

Lecture: Cohabitation, Marriage, Remarriage

Readings: Cherlin, A. *The Marriage Go Round*. Ch. 8

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

Week 10: Mar. 19, 21, 23 Breaking up/Divorce

Lecture: divorce/family break-ups; family instability and social class in the U.S.

Readings: Newman, K. (2003) *A Different Shade of Gray: Midlife and Beyond in the Inner City*. New York: The New Press. Ch. 4

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

Reed, J. (2007) "Anatomy of the Breakup: How and why do unmarried couples with children break-up?" in *Unmarried Couples with Children*. Eds, England, P. & Edin, K. Pp. 133-156. New York: Russell Sage

SPRING BREAK

Week 11: Apr. 2, 4, 6 Parenthood

lecture: contemporary parenthood; are some kinds of parenting (and parents) "better" than others?

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

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

Stacey, J.& Biblarz, T. (2001). (How) Does the Sexual Orientation of Parents Matter? *American Sociological Review* 66, n.2 :159-83. (online)

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

Week 12: Apr. 9,11,13 Families and (market) Work

Lecture: Ambivalence about motherhood and market work for women; motherhood penalties; “mommy wars?”

Readings:

1. Crittenden, A. (2001)*The Price of Motherhood*. New York: Holt and Co. Introduction and Ch. 1 “Where we are now”
2. Hochschild, A. *The Time Bind* , Introduction and Ch. 1-4

Week 13: Apr. 16, 18, 20 Families and Work

Lecture: “Family Friendly” work; time use; childcare: effects on children?

Readings:

1. Hochschild, A. *The Time Bind*. Ch., 5-14

Week 14: Apr. 23, 25, 27 Commercialization and Intimate Life

Lecture: the market and family life; commodification of care, rebellions?--“radical” homemakers

Readings: Hochschild, A. *The Time Bind*, Ch. 15-16

Hondagneu-Sotelo, P. (2007) *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Ch. 2

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

Week 15: Apr. 30, May 2, 4 “RRR” week

PAPERS DUE MAY 4th to box in 410 Barrows by 5 pm. Turn in TWO copies, paper-clipped together please. One letter grade per day will be deducted for late papers. No papers will be accepted after May 6th.

FINAL EXAM May 11, 3-6 pm