Household and Family in Comparative Perspective
Sociology 184/Demography 165

UC Berkeley, Spring 2012
Tuesday and Thursday 9:30 to 11, 110 Barrows

Syllabus version January 15, 2012

Instructor contact information:
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Office hours: Tuesday 11 to 1

I. Course description:

The family is a central institution in every human society. In the vast majority of societies, this institution is structured by affinity (or marriage), consanguinity (or biological relatedness), co-residence, and caring. But the specific forms that each of these take vary widely. Marriage, for example, may be monogamous or polygamous; it may be dissolvable or indissolvable; partners may select each other or be selected by networks of kin; it may be an essential element of adulthood or more nearly optative. So while family is critical to the ordering of society around the world, in different societies families are very different. These differences are often related to differences in economy, politics, demography, and religion.

This course provides an introduction to the family in comparative perspective. At the end of the course, you will have a basic understanding of the structured variation in consanguinity, affinity, co-residence, and caring observed cross-culturally, and will be better able to think about the American family in a broad, comparative framework.

II. Format and practicalities:

This course is expected to have some 60 students, making class discussion difficult. Nonetheless, I will try to avoid 90 minutes of uninterrupted lecturing when I can. Critical to that endeavor is your keeping up with the reading. You have one article assigned for each class meeting, and it is important that you complete that reading prior to class.

What readings are required? All the required readings are listed in this syllabus and will be available electronically though Bspace at *https://bspace.berkeley.edu/*

How to get your questions answered: The best time and place for questions about the material is in class. If you do not understand something, chances are good that some of your classmates do not understand it either, and asking during class can be a service to them. If you are uncomfortable asking questions during class, I am happy to address your questions during office hours. More personal questions or concerns are also best addressed in office hours. I have set aside this time for you, and I am glad to see you there! Email should not be used for questions about the material, and indeed is the "medium of last resort", when you cannot get to office hours for some reason. I check email not more than once a day, and cannot always respond right away. If you have an important issue, come to office hours.

Timely completion of assignments: Work is due when it is due. Except for very special circumstances, I will not accept work late. If you have a real emergency, email me 24 hours before the assignment is due, and I will work with you to make an exception.

Academic Honesty Policy: Honesty is critical in all academic work. When I lecture, I endeavor to always cite my sources, identify places where experts disagree, and tell you honestly when I do not know the answer to a question. Your obligation is the same: do your own work on assignments and exams and cite your sources. If you are unsure how to cite a source, ask me during class or office hours. Anyone who submits plagiarized work will automatically receive a zero for that assignment. A serious case of plagiarism will result in a grade of F for the class and a referral to campus authorities. More information about academic honesty and campus policies is available at: *http://campuslife.berkeley.edu/conduct/integrity/definition.*

Religious Holy Days: I am glad to accommodate your observance of religious ritual. To do so, I need warning. Please notify me of your pending absence at least two weeks prior to the date of observance of a religious holy day. If you must miss a class, an exam, or a work assignment in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Documented Disability Statement: I am happy to provide accommodation to any student with an accommodation letter from the Disabled Students Program (DSP). Any student with a disability who requires academic accommodations should contact DSP for assistance. Information is available at *http://dsp.berkeley.edu*. **Please notify me as quickly as possible if the material being presented in class is not in a format that is accessible to you.**.

III. Course requirements:

Students will be expected to:

- ✓ **Read the assigned material** by the class period indicated in the syllabus, and participate in class.

- ✓ **Demonstrate mastery of the course material in an in-class midterm and final exam.** The exams will be a combination of short-answer and essay questions. The final will be cumulative, but will emphasize the material in the second half of the course.

- ✓ **Demonstrate engagement with the course material through two short papers (about 6 pages each)**. These papers ask you to reflect on the relationships between different readings.

IV. Grades will be based equally on: a mid-term exam, final exam, and two papers (that is, each 25%). In general, course grades will follow the usual distribution (ie. 95% is an A, 90% is an A-, etc.). However, grade cut-points may be altered slightly so that they fall at natural breaks in the point distribution (that is, 89% may be a B+ or an A-).

Regrading policy: If you believe that a grade on an assignment or exam question is inappropriate or unfair, submit the original paper with a written description of what you would like reconsidered. Please note that a regrade may result in either an increase or a decrease in your score.

V. Tentative course schedule: ***The following represents my current plans and objectives. As we go through the semester, it may be necessary or desirable to make changes to this schedule, add or change assigned readings, etc. That is a normal part of the teaching process. If revisions are made, they will be announced in class and posted on Bspace.***

Tuesday, January 17: Introduction

Thursday, January 19: Defining "family"

Reiss, Ira. 1965. "The Universality of the Family: A Conceptual Analysis." *Journal of Marriage and the Family* 27:443-453.

Tuesday, January 24: Family as process

Glick, P.C. 1947. "The Family Cycle." *American Sociological Review* 12(2):164-174.

Thursday, January 26: American families in flux

Popenoe, David. 1993. "American Family Decline, 1960-1990: A Review and Appraisal." *Journal of Marriage and the Family*. 55(3):527-542.

CONSANGUINITY

Tuesday, January 31: Is consanguinity the core of the family?

Malinowski, Bronislaw. (1987). The Sexual Life of Savages. Boston: Beacon Press. Pp. 140-166.

Thursday, February 2: No class (JJH travels)

Tuesday, February 7: Pregnancy and birth as rites of passage

Davis-Floyd, R. 2003. *Birth as an American Rite of Passage*. Berkeley: University of California Press. **PAGES**

Thursday, February 9: Other ways of becoming a parent

Inhorn, M. 2003. "Global Infertility and the Globalization of New Reproductive Technologies: Illustrations from Egypt." *Social Science and Medicine* 56:1837-1851.

Tuesday, February 14: Social roles of parenting

Scheper-Hughes, Nancy. 1992. "(M)Other Love: Culture, Scarcity, and Maternal Thinking" in Death Without Weeping: Mother Love and Child Death in Northeast Brazil. Univ. of Chicago Press.

Thursday, February 16: Fertility rates over time and across contexts

Coale, A. 1973. "The Demographic Transition." Presented at International Population Conference, Liege, Belgium.

Tuesday, February 21: Economic and cultural models of fertility

*****FIRST PAPER DUE IN CLASS*** Compare and contrast the articles by Malinowski and Scheper-Hughes in about 6 pages. You may focus your comparison either on the empirical material that the authors address or on the frameworks that they use.**

Thursday, February 23: The consequences of childbearing for women

Budig, Michelle J. and Paula England. 2001. "The Wage Penalty for Motherhood." *American Sociological Review* 66:204-225.

Tuesday, February 28: **Midterm review**

Thursday, March 1: **MIDTERM IN CLASS**

AFFINITY

Tuesday, March 6: **Is affinity the core of family?**

Hua, C. 2001. A Society without Fathers or Husbands. New York, Zone Books (MIT University Press), Pages 185-215.

Thursday, March 8: **Who can marry whom? Who *does* marry whom?**

Heaton, Tim. 1990. Religious Group Characteristics, Endogamy, and Interfaith Marriages. *Sociology of Religion.* 51(4):363-376.

Tuesday, March 13: **Marriage timing**

Oppenheimer, V.K. 1988. "A Theory of Marriage Timing." *American Journal of Sociology* 94(3):563-591.

Thursday, March 15: **Passions in and out of place**

Trawick, Mararet. 1990. Notes on Love in a Tamil Family. Berkeley, University of California Press. Pages 170-204.

Tuesday, March 20: **Love as the basis of marriage**

Goode, William. 1959. "The Theoretical Importance of Love." *American Sociological Review.* 24(1):38-47.

Thursday, March 22: **Marriage exchanges**

Schlegel, A. and R. Eloul. 1988. "Marriage Transactions - Labor, Property, Status." *American Anthropologist* 90(2):291-309.

March 27 and 29: **NO CLASS (SPRING BREAK)**

Tuesday, April 3: **Marriage, cohabitation, and divorce**

Kalmijn, Mattias. 2007. Explaining cross-national differences in marriage, cohabitation, and divorce in Europe, 1990–2000. *Population Studies*. **61(3):243-263.**

Thursday, April 5: Does marriage matter?

Waite, Linda (1995). "Does Marriage Matter?" *Demography* 32:483-507.

CORESIDENCE AND CARING

Tuesday, April 10: Are coresidence and caring really the core of the family?

Borneman, J. 1997. "Caring and being cared for: displacing marriage, kinship, gender and sexuality." *International Social Science Journal* 49(4):573-585.

Thursday, April 12: Multigenerational households

*****SECOND PAPER DUE IN CLASS. Consider any two of the readings from Coale through Borneman. In 6 pages or so, compare and contrast how the two authors think about marriage. In particular, focus on what they treat as the core of affinity.**

Tuesday, April 17: Caring across households

Stack, Carol B. and Linda M. Burton. (1994) "Kinscripts," in Glenn, Evelyn Nakano, Grace Chang, and Linda Rennie Forcey, eds. *Mothering*. New York: Routledge. p. 33-44.

Thursday, April 19: The commodification of sentiment

Hochschild, Arlie Russell. (2003). "The Commodity Frontier," and "Love and Gold," *From* The Commercialization of Intimate Life. Berkeley: University of California Press. Pages 30-44 and 185-197.

Tuesday, April 24: Conclusion and review

FINAL EXAM WEDNESDAY, MAY 9, 11:30-2:30