

Attention: Attendance in Soc. 111AC will be taken at each class during the first two weeks of the semester (intermittently thereafter). Students who miss two consecutive classes during the first two weeks without notifying me will be dropped from the class. To make sure you stay enrolled, sign the attendance sheet or send me an email to excuse your absence.

Sociology 111AC: Sociology of the Family

Sociology of the Family
160 Kroeber Hall
T/Th: 5:00 to 6:30 p.m.
Spring Semester 2014

Instructor: Mary E. Kelsey, Ph.D.
454 Barrows Hall
Office hours:
Tues. 10:30-11:30 a.m.
Tues. 2:00 – 3:00 p.m.
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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, gender ideologies, racial inequality, 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 can better imagine a variety of political, economic and cultural reforms that would truly support families in their diverse forms.

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 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 three required texts and one required course reader as follows:

- 1) Kathleen Gerson, *THE UNFINISHED REVOLUTION*
- 2) Sharon Hays, *FLAT BROKE WITH CHILDREN*
- 3) Arlie Hochschild, *THE SECOND SHIFT*
- 4) Course reader available at *Krishna Copy* at 2595 Telegraph Ave. near the corner of Parker Street. All articles including recommended readings are included in the course reader except when noted as located in B-Space “Readings” folder.

Grades

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

- 1) 20% There will be 5 pop quizzes. Each quiz will be announced in class and you will have 24 hours to take the quiz on the B-space. The **best 4** quiz grades will be counted towards your total quiz score.
- 2) 30% There will be **two** take home essays (midterm exams) each worth 15% of your grade.

- 3) 40% Final exam essay based on investigation into and reflection upon 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).
- 4) 10% Attendance and participation — participation includes:
 - a) regular attendance in class (no more than 2 unexcused absences to get full credit),
 - b) contributions to the class discussion board (Forum) on B-space including at least 4 posts (either new posts or responses to classmates' comments) and reading at least 10 postings by classmates.
 - c) **turning in assignments, including the rough draft of your final essay, on time**
 - d) picking up graded essays
 - e) improvement in quiz or essay scores and any other activities reflective of your engagement with the class (e.g., contributions to class discussion, office hour visits)

Note: I will post power point lectures after class if at least 85% of the class is in attendance and has signed the attendance roster!

- 5) **Extra credit:** Students may earn up to 20 points of extra credit by
 - a) reading and writing a one page review any of books on the Supplemental Reading list or other book on the family subject to my approval (up to 20 points);
 - b) writing a “drive-by ethnography” (up to 20 points)
 - c) writing a one page sociological evaluation of stereotypes relating to the family (e.g., gender roles in the family, ideas about single mothers, poor families, etc.) as found in the media (up to 10 points). This extra credit option may be repeated once.

See Appendix A at the end of the syllabus for a fuller explanation of extra credit options. Extra credit assignments may be turned in to Prof. Kelsey via email or hard copy up until May 14 (the day before the final paper is due).

Grading Scale

Your assignments will be given a numeric score and posted on the B-space Grade Book. The numeric score of each assignment will be multiplied by the value of the assignment’s weight in the overall grade, (e.g., each midterm exam scores will be multiplied by 1.5 to represent 15% of final grade, your final project will be multiplied by 4 to represent 40% of final grade). 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).

970-1000	A+	870-899	B+	770-799	C+	670-699	D+
930-969	A	830-869	B	730-769	C	630-669	D
900-929	A-	800-829	B-	800-829	C-	800-829	D-

Important Dates

February 18: First midterm essay due in class

March 18: Second midterm essay due in class

April 22: Rough draft of final essay due in class

May 14: All extra credit submissions are due by or before 5 pm May 14.

Extra credit write-ups can be submitted to me as hard copies or emailed to me directly (mkelsey@berkeley.edu).

May 15: Final Essay due by 3 p.m. in my office, 454 Barrows (you may make arrangements to submit your essay earlier)

University policy on cheating or plagiarism (from 2014 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

READING ASSIGNMENTS AND SCHEDULE

PLEASE READ THE ASSIGNED READING BEFORE ATTENDING CLASS

Unit 1 ACADEMIC CONSTRUCTIONS OF THE FAMILY:

“Functional/Dysfunctional” vs. “Diverse”

Jan 21 Introduction to the course

The Family in Social Context: “Public Issues” and “Personal Troubles”

Assigned Reading

- 1) C. Wright Mills, “The Promise” (attached to class email/posted on B-Space—find the “Readings” folder under the “Resources” tab. It is also included in the course reader)

Video

“Job Switching” (episode from *I Love Lucy*)

Jan 23 Assigned reading

- 1) Stephanie Coontz, “Historical Perspectives on American Families” (B-space and course reader)

Jan 28 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)* (B-space and class reader)
- 2) Excerpt from *Betty Crocker Cookbook 1950* (R)

Recommended films

Marty (1955)

The Man in the Grey Flannel Suit (1956)

Far From Heaven (2002)

Unit 2 GENDER IDEOLOGIES & SOCIO-ECONOMIC CHANGES

Jan 30 Assigned reading

- 1) Stephanie Coontz, “What We Miss About the 1950s” (R)
- 2) Arlie Hochschild, *The Second Shift*, “Introduction to the Penguin Edition” & chs. 1-3

Feb 4 Assigned reading

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

Feb 6 Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 10, 12 – 15
- 2) Scott Coltrane, “Changing Patterns of Family Work: Chicano Men & Housework” (R)

Recommended reading

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

Feb 11 Assigned reading

- 1) Stephanie Coontz, “Why Working Mothers Are Here to Stay” (R)
- 2) Arlie Hochschild, “So How’s the Family?” (R)
- 3) Robert Pear, “Married and Single Parents Spending More Time With Children” (R)

Feb 13 Contemporary Views of Domestic Labor and Family Life

Assigned reading

- 1) Christopher Carrington, “Introduction”, “Feeding Work” and “Division of Labor” (from *No Place Like Home*) (R)

Feb 18 First midterm essay due in class

Video: Two American Families (Frontline)

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

Feb 20 Assigned reading

- 1) Ann Crittenden, “The Truly Invisible Hand” and “The Mommy Tax” (R)
- 2) Pamela Stone and Meg Lovejoy, “Fast-Track Women and the ‘Choice’ to Stay Home” (R)

Feb 25 Assigned reading

- 1) Kathleen Gerson, *The Unfinished Revolution*, Chs. 1- 3

Unit 3 FAMILY IDEOLOGIES, STABILITY AND SOCIAL POLICIES

Feb 27 Assigned Reading

- 1) Stephanie Coontz, “We Always Stood on Our Own Two Feet” (R)
- 2) U.S. Census Bureau, Selected Data on Poverty and Inequality (Power Point on B-space)

Mar 4 Assigned Reading

- 1) Sharon Hays, *Flat Broke with Children*, ch. 1

Recommended reading

Sharon Hays, *Flat Broke with Children*, ch. 5

Mar 6 Assigned Reading

- 1) Sharon Hays, *Flat Broke with Children*, chs. 2-4

Mar 11 Assigned reading

- 1) Ruby Mendenhall, Stefanie DeLuca and Greg Duncan, “Neighborhood Resources, Racial Segregation and Economic Mobility: Results from the Gautreaux Program” (R)

(hint: focus on the literature review, results, conclusion and policy implications sections, skim the section on methods and procedures)

- 2) Stephanie Coontz and Nancy Folbre, "Marriage, Poverty and Public Policy" (R)
- 3) Linda A. Mooney, et al., "Perceptions of Marriage among Low-Income Single Mothers" (R)

Recommended reading

Kathryn Edin and Maria Kefalas, "Unmarried with Children." (R)

Mar 13 Assigned reading

- 1) Kathleen Gerson, *The Unfinished Revolution*, chs. 4-6

Recommended Reading

Stephanie Coontz, "The Future of Marriage" (R)

Mar 18 Second midterm essay due in class

Video: "The House We Live In" (Part 3 of the documentary, *Race: the power of an illusion*)

Recommended reading

Dalton Conley, ch. 1 *The Pecking Order: which siblings succeed and why*

Unit 4 CULTURAL HETEROGENEITY: Does "Different" Equal "Dysfunctional"?

Mar 20 Hand out prompt for final exam including questions to ask your parents

Assigned reading

- 1) Stephanie Coontz, "Pregnant Girls, Wilding Boys, Crack Babies and the Underclass: The Myth of Black Family Collapse" (R)
- 2) Tami Luhby, "Worsening Wealth Inequality by Race" (R)
- 3) Erik Eckholm, "Plight Deepens for Black Men, Studies Warn" (R)

March 25 and 27 Spring Break

Apr 1 Assigned Reading

- 1) Shirley A. Hill, "The Politics of Theorizing African American Families."

Recommended reading

Ronald L. Taylor, "Diversity Within African American Families" (R)

Apr 3 Assigned Reading

- 1) Daniel Patrick Moynihan, Excerpts from "The Negro Family: the case for national Action" (AKA "The Moynihan Report") (R)

Apr 8 Assigned Reading

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

Apr 10 Assigned reading

- 1) Maxine Baca Zinn and Barbara Wells, "Diversity Within Latino Families" (R)

- 2) Robert Suro, "Explaining Cuban American Success" (R)

Recommended Reading

- 1) Richard Griswold Del Castillo, "*La Familia: Family Cohesion among Mexican American Families in the Urban Southwest, 1848-1900*" (R)

Apr 15 Assigned reading

- 1) Masako Ishii-Kuntz, "Diversity Within Asian American Families" (R)

Apr 17 Assigned reading

- 1) Evelyn Nakano Glenn, "Split Household, Small Producer, and Dual Wage Earner: an Analysis of Chinese American Family Strategies" (R)
- 2) Deborah Woo, "The Inventing and Reinventing of 'Model Minorities'" (R)

Apr 22 First Draft of Essay Due In Class

Assigned reading

- 1) Karen Pyke, "The 'Normal American Family' as an Interpretive Structure of Family Life among Grown children of Korean and Vietnamese Immigrants" (R)
- 2) Alice Y. Hom, "Perspectives of Asian American Parents with Gay and Lesbian Children" (R)

Apr 24 Assigned reading

- 1) Kathleen Gerson, *The Unfinished Revolution*, chs. 6-7
- 2) Pepper Schwartz, "Peer Marriage" (R)

Unit 5 MEETING THE CHALLENGES OF CONTEMPORARY FAMILY LIFE

Apr 29 Assigned reading

- 1) John Gottman and Ann Silver, "What Makes Marriage Work?" (R)

Recommended radio broadcast

John Gottman on making relationships work

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

May 1 Review and catch up

Assigned reading

- 1) Stephanie Coontz, "Working with What We've Got: the Strengths and Vulnerabilities of Today's Families" (R)
- 2) Michael P. Johnson and Kathleen J. Ferraro, "Research on Domestic Violence: Making Distinctions" (R)
- 3) "Characteristics of a Batterer" (R)

Recommended reading

Kathleen Gerson, *The Unfinished Revolution*, chs. 8-9

May 6 and 8 Review Week: activities TBA

May 15 Final Essay due by 3 pm in my office, 454 Barrows

You may submit essay earlier by leaving it in my mailbox in 410 Barrows Hall.

Appendix A Extra Credit Guidelines

All extra credit assignments are **due by or before May 15**. Assignments can be given to me as hard copies or emailed to me directly (mkelsey@berkeley.edu)
You may earn up to 20 points of extra credit.

Option A: Book Review (20 points)

If you wish to write a 2 - 3 page (double-spaced) review of one of the books on the Supplemental Readings list (Appendix B) or any other book you think is a good match for this class, your review should include answers to the following questions:

- 1) What is the main question addressed by this book?
- 2) What is the main argument (or central thesis) put forth by this book?
- 3) What do you think is the book's most important empirical and/or theoretical claim?
- 4) How does this book relate to the material read and discussed in class?
- 5) (optional) Do you see any weaknesses in the book or are there any questions that you would like to ask the author?

Option B: Drive-by Ethnography (20 points)

This assignment should be 2 – 3 pages (double-spaced) in length and should address some of the issues discussed below. Think about doing this project with one or two other people. Choose a bus line that travels between poorer and wealthier neighborhoods. I would suggest for example that you take the #18 bus from Berkeley BART east to its final stop in the Montclair district in Oakland, but any bus route that goes from the “flatlands” to the “hills” or through poorer and richer areas would be fine. What can you tell about the neighborhoods you go through? Are there differences in the type and quality of housing? How would you describe the landscaping of the neighborhood, (e.g., do you see a lot of cement or greenery, is there litter in the streets, are there places for kids to play, is there evidence of attention to what the buildings look like)? What kind of stores do you see (e.g., liquor stores or wine shops)? What do you notice in terms of changes in riders? How would you describe the people you see outside the bus? What significance do you attach to these differences between neighborhoods? On what basis did you conclude that a neighborhood was richer or poorer? Write a two-page (or so) description of your bus trip with details about what you noticed about the different neighborhoods. What would it be like to raise kids in the poorest and richest neighborhoods that you observed?

Option C: Analysis of Stereotypes about Different American Families in the Media (10 pts)

This assignment should be 1.5 -2 pages (double-spaced) in length and should address some of the issues discussed below. As should become evident as this class progresses, there are many media-promoted myths and stereotypes about different types of families. For example, some common myths reflected in visual media include the perceptions that women exist largely to take care of men and children, that the second shift poses no problem for working mothers, single mothers cannot adequately raise their sons, most African American families have no father figure, poor parents are more likely to be abusive, white extended families are warm and loving, while Asian-American extended families are intrusive and African American extended families usually include at least one highly dysfunctional member, etc. Your extra credit project should

find/describe a clip from visual media, (i.e., television, movies, internet/you-tube postings) that inadvertently or unintentionally perpetuates a myth about the family. What is your analysis of the message of the media clip and the larger social reality that may be simplified and/or stereotyped in the media? By the end of your review, you should demonstrate a more critical awareness of the deeper and complex relationship between families and society.

Appendix B SUPPLEMENTAL READING

The following books have been placed on 1-day reserve in Moffitt Library:

1. Karen Brodtkin, HOW JEWS BECAME WHITE FOLKS E184.J5 B7415 1998
2. Leslie Bennetts, THE FEMININE MISTAKE HD6053 .B42 2007
3. Nijole V. Benokraitis, CONTEMPORARY ETHNIC FAMILIES IN THE UNITED STATES (This book is a collection of articles divided into long "chapters." Choose 1 of the 8 chapters and read all the articles within that chapter for review.) E184.A1 C597 2002
4. Christopher Carrington, NO PLACE LIKE HOME HQ76.3.U53.S253 1999
5. Dalton Conley, THE PECKING ORDER: WHICH SIBLINGS SUCCEED AND WHY HQ536.C7455 2004
6. Stephanie Coontz, THE WAY WE NEVER WERE HQ535.C643 1992
7. Stephanie Coontz, THE WAY WE REALLY ARE HQ535.C644 1997
8. Stephanie Coontz, MARRIAGE, A HISTORY: FROM OBEDIENCE TO INTIMACY, OR HOW LOVE CONQUERED MARRIAGE HQ503 .C66 2005
9. Ann Crittenden, THE PRICE OF MOTHERHOOD HQ759.C924 2001
10. Collins, Jane L and Victoria Mayer, BOTH HANDS TIED: WELFARE REFORM AND THE RACE TO THE BOTTOM IN THE LOW-WAGE LABOR MARKET HD8072.5.C656 2010
11. Jason DeParle, AMERICAN DREAM: three women, ten kids and the nation's drive to end welfare HV95 .D26 2004
12. Andrea Doucet, DO MEN MOTHER? *Fathering, care, and domestic responsibility* HQ756.D578 2006
13. Kathryn Edin and Maria Kefalas, PROMISES I CAN KEEP, HQ759.45 .E35 2005

14. Barbara Ehrenreich and Arlie Hochschild, GLOBAL WOMAN: NANNIES, MAIDS AND SEX WORKERS IN THE NEW ECONOMY HD6072 .G55 2004
15. Arlie Hochschild, THE COMMERCIALIZATION OF INTIMATE LIFE, HM1106.H63 2003
16. Arlie Hochschild, THE TIME BIND HQ536.H633 1997
17. Mary Ann Mason, MOTHERS ON THE FAST TRACK HQ759.48.M347 2007
18. Melvin Oliver and Walter Shapiro, BLACK WEALTH, WHITE WEALTH HB835.O44 2006
19. Paul Tough, WHATEVER IT TAKES: Geoffrey Canada's quest to change Harlem and America HC79.P63.T68 2008
20. Paul Tough, HOW CHILDREN SUCCEED: GRIT, CURIOSITY AND THE HIDDEN POWER OF CHARACTER LB1139.25.T68 2012
21. William Julius Wilson, WHEN WORK DISAPPEARS, HV4045 .W553 1996
22. ANY BOOK YOU FIND WRITTEN BY JOHN M. GOTTMAN (I recommend *Seven Principles for Making Marriage Work* as a starting point)

The required course texts and primary sources of articles for the course reader have also been placed on 24-hour reserve in Moffitt Library:

1. Kathleen Gerson, THE UNFINISHED REVOLUTION: HOW A NEW GENERATION IS RESHAPING FAMILY, WORK AND GENDER IN AMERICA HQ536 .G47 2010
2. Sharon Hays, FLAT BROKE WITH CHILDREN HV95.H36 2003
3. Arlie Hochschild, THE SECOND SHIFT HQ536.H63 2003
4. David H. Demo, Katherine R. Allen, Mark A. Fine (eds.), HANDBOOK OF FAMILY DIVERSITY HQ518.H1538 2000
5. Susan J. Ferguson (ed.), SHIFTING THE CENTER HQ536.S488 1998
6. Barbara J. Risman (ed.), FAMILIES AS THEY REALLY ARE HQ535 .F354 2010