

Sociology 111AC: Sociology of the Family
Spring Semester 2024

Lecture: T/Th: 9:30 to 11:00 a.m.
145 Dwinelle Hall
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Instructor: Mary E. Kelsey, Ph.D.
Office hours: Thur 11:30 am – 1:00 p.m.
454 Social Sciences Building

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, public policies, gender ideologies, racial hierarchies, 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 consider a variety of political, economic and cultural reforms that would best support families in their diverse forms.

Students must have completed one sociology class before taking Soc. 111AC.

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 personal 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.

Learning Materials:

All assigned readings are available as PDFs or Word documents. You will find them in the **Modules** section on bCourses. Because I have assigned many chapters of *The Second Shift*, students may want to buy a copy (used, any edition OK) of this book.

All resources for assignments, class power points, etc. will also be posted in the **Modules** section of bCourses. Quickly read the assigned readings **before** class. Read the assigned readings more carefully after class.

All students are asked to **download free iClicker software to their cell phones, tablets, or laptops**. See announcements on bCourses for further directions.

Grades

Grading is based on the completion of the following assignments:

- 1) 5% **Participation and Attendance** You are expected to attend class (sign-in sheets/polling questions). Email Prof. Kelsey if you have a good reason for missing class.
- 2) 20% **Best 4 out of 5 quizzes**. There will be **five (5) quizzes**. Each quiz will be released in the quiz section of B-course by noon on Friday and due the following Monday (excepting holidays). The average of your best **four (4)** quiz scores will be used to calculate your final (cumulative) quiz score. (This means you do not have to take quiz

- 5 if you are happy with the cumulative average of the first 4 quizzes.)
- 3) 33% There will be **two (2) take home essays** (midterm exams)
The first essay exam is worth **15%** of your grade.
The second essay exam is worth **18%** of your grade.
The essay prompts will be posted in the Assignments section. There will also be a bCourses module devoted to each essay. The module includes supporting materials to help you organize your essay. **Make sure you review these materials.**
 - 4) 7% **Credit/No Credit Writing Exercises.** There will be three building block assignments
(2%) Body paragraphs for second essay
(2%) Community and family history worksheets for final project
(3%) Draft of final project
 - 5) 30% **Final project.** Students will reflect upon the quality of life within your home communities with special consideration of how different forms of social inequality (class, race, gender) have impacted your personal family life
 - 6) 5% **Discussion Posts** (credit/no credit)
Post at least one comment, either a new comment or a response to a classmate's comment, per module on the Discussion Board (5 posts total over the semester)
 - 7) **Extra credit:** Students may earn up to **1 point** of extra credit by reading and summarizing one of the **Extra Credit Readings** (not recommended readings) listed at the end of the course modules or by watching and reviewing a video lecture or documentary related to the class. Suggested videos are listed in the assignment section. Detailed **extra credit instructions are posted in the Assignment section on B-course.** Extra credit is due by or before May 10.

There is no final exam in Soc. 111AC. Note that the due date for the final project is different from the final exam date listed on Cal Central.

Grading Scale

Your assignments will be given a numeric score and posted on the B-course Grade Book. 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).

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

Important Dates

Monday, Feb 5: Quiz 1 due

Wednesday, Feb 7: Add/Drop Deadline

Wednesday, Feb 14: First midterm essay due

Tuesday, Feb 20: Quiz 2 due

Monday, Mar 11: Quiz 3 due

Friday, Mar 15: Midterm 2 body paragraphs due

Wednesday, Mar 20: Second midterm essay due

Friday, Mar 22: Deadline to change grading options
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Monday, Apr 8: Quiz 4 due

Friday, Apr 12: Preliminary worksheets for final project due

Wednesday, Apr 17: Rough draft of final project due

Friday, Apr 26: Deadline to submit late change of class schedule

Monday, May 6: Quiz 5 due (optional or makeup)

Tuesday, May 7: Final Project due

Note Again: THERE IS NO FINAL EXAM IN SOC. 111AC!

Friday, May 10: Last day to post comments on the Discussion Board or submit extra credit

Absence Policy: Attendance is required in Soc. 111AC, but you may be excused for reasonable cause. **DO NOT COME TO CLASS IF YOU ARE ILL!!!** Send Prof. Kelsey an email to notify her of your absence. Course capture recordings of class lectures will be posted in the Media Gallery on bCourses for one week after delivered in class. If you need more time to review a lecture, email Prof. Kelsey.

Late Policy: Assignments are released with ample time for completion (generally 10 – 14 days before due). Start early! Plan on emergencies! If, despite your best efforts, you cannot complete an assignment on time, email Prof Kelsey. You must be prepared to show your work in progress to avoid a late penalty.

University policy on cheating or plagiarism (from 2023-24 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.

ALL STUDENT PAPERS SUBMITTED ON B-COURSE WILL BE SCREENED FOR PLAGIARIZED SOURCES VIA “TURNITIN”

READING ASSIGNMENTS AND SCHEDULE

PLEASE READ THE ASSIGNED READING **BEFORE** ATTENDING CLASS

Module 1 THE FAMILY and INDUSTRIAL SOCIETY

Jan 16 The Family in Social Context

Assigned Reading

- 1) Stephanie Coontz, “The Evolution of American Families”

Jan 18 Social Norms and Gender Norms: Re-examining the 1950s family

Assigned reading

- 1) Free Encyclopedia, “Industrialization and Its Impact on Family Life”
- 2) Talcott Parsons and Robert Bales, excerpt from *Family, Socialization and*

Interaction Process (1955)

- 3) Excerpt from *Betty Crocker Cookbook* 1950

Jan 23 Changing Economic Landscape

Assigned reading

- 1) Stephanie Coontz, "What We Really Miss About the 1950s"
- 2) Arlie Hochschild, *The Second Shift*, "Introduction to the Penguin Edition" & chs. 1-2

Module 2 GENDER IDEOLOGIES & SOCIO-ECONOMIC CHANGES
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Jan 25 Why Mothers Enter the Labor Market

Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 3- 6

Jan 30 Adjusting to Mothers' Employment

Assigned reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 8, 10, 12

Feb 1 Gender Tensions and Changing Marital Dynamics

Assigned Reading

- 1) Arlie Hochschild, *The Second Shift*, chs. 14 -17
- 2) Bridget Schulte, *Overwhelmed*, ch. 4
- 3) Clement Fournier, "Are Shorter Working Days the Secret to A Happier, Healthier and More Productive Life?"

Recommended reading:

Bridget Schulte, *Overwhelmed*, chs 1 - 3

Feb 5 Quiz 1 due

Feb 6 Gender Norms, Gender Flexibility

Assigned reading

- 1) Kathleen Gerson, "Changing Lives, Resistant Institutions"
- 2) Philip Cohen, "Family Diversity is the New Normal for America's Children"

Feb 7 Last Day to ADD or DROP Classes (with fee)

Feb 8 The Stresses of Co-provider Families

Assigned reading

- 1) Stephanie Coontz, "Why Working Mothers Are Here to Stay"
- 2) Christopher Carrington, "Feeding Work and the Creation of Gender Identities" (excerpt from *No Place Like Home*)
- 3) Steven Greenhouse, "Delayed Child Rearing, More Stressful Lives"

Module 3: WORK, SOCIAL POLICIES, AND FAMILY LIFE

Feb 13 Evolution and Devaluation of Caretaking Work

Assigned reading

- 1) Ann Crittenden, “How Mother’s Work Was Disappeared,” and “The Truly Invisible Hand”

Recommended Reading

- 1) Brigid Schulte, *Overwhelmed*, ch. 9 (“The Cult of Intensive Motherhood”)

Feb 14 **FIRST MIDTERM DUE**

Feb 15 Reproductive Labor and the Economic Costs of Parenting

- 1) Read Emily Callaci’s book review of *How All Politics Became Reproductive Politics*
- 2) Ann Crittenden, “The Mommy Tax” (from *The Price of Motherhood*)
- 3) Karen Christopher, “Family Friendly Europe”

Recommended Reading

- 1) Brigid Schulte, *Overwhelmed*, ch. 5 (“Your Mother is Not the Ideal Worker”)

Feb 20 Quiz 2 due

The “Mommy Wars” and Fallacy of “Choice”

Assigned Reading

- 1) Pamela Stone & Meg Lovejoy, “Fast-Track Women & the ‘Choice’ to Stay Home”
- 2) Anne-Marie Slaughter, “Why Women Still Can’t Have It All”

Feb 22 American Individualism and the Family

Assigned Reading

- 1) Stephanie Coontz, “We Always Stood on Our Own Two Feet”

Feb 27 Declining Middle- and Working-Class Incomes

Video: Two American Families (Frontline)

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

Feb 29 Economic Change/Decline and Impact on Families

Assigned reading

- 1) Raj Chetty et al., “The Fading American Dream: Trends in Absolute Income Mobility Since 1940”
- 2) Andrew Cherlin, “The Fall of the Working-Class Family: 1975-2010”

Mar 5 Poverty Policy for Poor Mothers

Assigned reading

- 1) Sharon Hays, “Work, the Family and Welfare”
- 2) Sharon Hays, *Flat Broke with Children*, Chs. 2, 3

Recommended Reading

- 1) Kathryn Edin and Maria Kefalas, “Unmarried with Children”

Mar 7 Life After Welfare Reform

Assigned Reading

- 1) Sharon Hays, *Flat Broke with Children*, ch. 4
- 2) Kathryn Edin and H. Luke Shaefer, Intro and Ch. 1 from *\$2.00 a Day*

Mar 11 Quiz 3 due

Mar 12 Class and Childrearing

Assigned Reading

- 1) Frank Furstenberg, Jr., “Diverging Development: The Not So Invisible Hand of Social Class in the United States,” pp. 319 (bottom) - 329
- 2) Toxic Stress and Adverse Childhood Experiences (ACEs)

Module 4 CULTURAL HETEROGENEITY: Does “Different” Equal “Dysfunctional”?

Mar 14 Overview of Race/Ethnicity

Assigned reading

- 1) Annette Lareau, “Invisible Inequality: Social Class and Childrearing in Black and White Families”

Mar 15 Midterm 2 body paragraphs due

Module 4 CULTURAL HETEROGENEITY: Does “Different” Equal “Dysfunctional”?

Mar 19 Overview of Race/Ethnicity and Institutionalizing Racial/Ethnic Stratification:

Assigned reading

- 1) Philip Cohen, “Race, Ethnicity, and Immigration” (pp. 77 – 96) Skim the beginning for background on the concepts of race/ethnicity. Read “American Stories” (pp. 87 – 96) for historical information.
- 2) Clyde Haberman, “Housing Bias and the Roots of Segregation”
- 3) Tracy Jan, “Redlining Was Banned 50 Years Ago”
- 4) Raj Chetty and Nathaniel Hendren, “The Impacts of Neighborhoods on Intergenerational Mobility”

Mar 20 SECOND MIDTERM DUE

Mar 21 Challenges Facing African American Families

Assigned reading

- 1) Stephanie Coontz, “Pregnant Girls, Wilding Boys, Crack Babies and the Underclass: The Myth of Black Family Collapse”
- 2) Calvin Schermerhorn, “Why the racial wealth gap persists, more than 150 years after Emancipation”

Release prompt for final project including questions to ask your parents

Friday, Mar 22: Deadline to change grading options

March 26 and 28 Spring Break

Apr 2 Parsons Strikes Again! The Historical Power of Stereotypes
(READ THIS ASSIGNMENT CRITICALLY!!!)

Assigned Reading

- 1) Daniel Patrick Moynihan, Excerpts from “The Negro Family: the Case for National Action”
- 2) *New York Times*, “Extensive Data Shows Punishing Reach of Racism for Black Boys”

Recommended as an Extra Credit Reading

- 1) Angela Davis, “The Black Family and the Crisis of Capitalism”

Apr 4 In Defense of Strong Mothers

Assigned Reading

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

Recommended as an Extra Credit Reading

- 1) Ta-Nahesi Coates, “The Black Family in the Age of Mass Incarceration”

Apr 8 Quiz 4 due

Apr 9 Deadline to change grading option (from grade to P/NP or vice versa)

Apr 11 Immigration Policies and Social Repression

Assigned reading

- 1) Philip Cohen, “Race, Ethnicity, and Immigration” (pp. 97 – 111)
- 2) Laura Enriquez, “Shared Experiences of Undocumented Immigration Status Within Mixed Status Families”
- 3) Evelyn Nakano Glenn, “Split Household, Small Producer, and Dual Wage Earner”

Apr 12 **Family/Community Worksheets for Final Due**

Apr 16 Immigration Policies and Social Mobility

Assigned reading

- 1) Deborah Woo, “The Inventing and Reinventing of ‘Model Minorities’”
- 2) Robert Suro, “Explaining Cuban American Success”

Apr 17 **First Draft of Final Essay Due**

Apr 18 Dynamics Within Immigrant Families

Assigned reading

- 1) Karen Pyke, “The ‘Normal American Family’ as an Interpretive Structure of Family Life among Grown children of Korean and Vietnamese Immigrants”
- 2) Min Zhou, “Conflict, Coping and Reconciliation: Intergenerational Relations in Chinese Immigrant Families”

Module 5 MEETING THE CHALLENGES OF CONTEMPORARY FAMILY LIFE

Apr 23 Making Relationships Work

Assigned reading

- 1) John Gottman and Ann Silver, "What Makes Marriage Work?"
- 2) Stephanie Coontz, "How to Make Your Marriage Gay"

Recommended radio broadcast

John Gottman on making relationships work

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

Apr 25 Supporting Families

Assigned reading

- 1) Stephanie Coontz, "Working with What We've Got: The Strengths and Vulnerabilities of Today's Families"

Friday Apr 28 Deadline to submit late change of class schedule

Review Week: activities TBA

May 6 Quiz 5 due (optional to replace low quiz score or to make up a missed exam)

May 7 **FINAL ESSAY DUE**

May 10 Last day to submit any outstanding discussion posts and extra credit

List of Academic Articles on Families of Color for Extra Credit

The pdf links to these articles can be found in the Extra Credit section in the Assignments section. Write a 1.5 - 2.5-page review briefly summarizing the content of one of the academic articles listed below. Make sure you make connections to course content. If you are aware of additional academic articles that you think are relevant to this class, let me know. I will review the article and if appropriate, add it to this list.

African American Families

- 1) "Integrated Motherhood: Beyond Hegemonic Ideologies of Motherhood." 2016. Dawn Marie Dow. This is a summary of some of the major conclusions found in Dawn Dow's research on middle-class African American mothers drawn from her book, *Mothering While Black*.
- 2). "Navigating Race, Class, and Gender in Motherhood, Parenting, and Work." (Conclusion to *Mothering While Black*, 2019). Dawn Marie Dow.
- 3) "The Myth of the Black Matriarchy." (Chapter from *A New Look at Black Families*, 2010). Charles V. Willie and Richard J. Reddick.

4) "The Black Family and the Crisis of Capitalism." Angela Davis and Fania Davis. 1986. (This is a classic article on how structural inequality based on a capitalist economic system continues to undermine the stability of black families).

5) "The Black Family in the Age of Mass Incarceration." (Essay published in *The Atlantic* 2015). Ta-Nahisi Coates

Latinx Families

1) "Coparenting in Latino Families." (Chapter from *Gender Roles in Immigrant Families* 2013) Natasha J. Cabrera et al.

2) "Changing Patterns of Family Work: Chicano Men and Housework." Scott Coltrane

3) "Family is Family Forever": Perceptions of Family Changes After Deportation." 2020 Katrina and Bertranna A. Muruthi

4) "Contesting Structural Vulnerability through Reproductive Justice Activism with Latina Immigrants in California. Patricia Zavella.

Asian American Families

1) "A Critical Exploration of Chinese Fathers in Canada and China." 2013. Susan S. Chuang

2). "New Household Forms, Old Family Values: The Formation and Reproduction of the Filipino Transnational Family in Los Angeles. 2016. Rhacel Salazar Parrenas

3) "The Reorganization of Hmong American Families in Response to Poverty." 2016. Yang Sao Xiong

4) "Parental Ethnotheories in the Context of Immigration: Asian Indian Immigrant and Euro-American Mothers and Daughters in an American Town." 2010. Chemba S. Raghavan et al.

Immigrant Families and Generational Change

1) "Connecting Complex Processes: A Decade of Research on Immigrant Families. 2010. Jennifer Glick

2) "Latino Adolescents' Understandings of Good Parent-Adolescent Relationships: Common Themes and Subtle Differences" (Chapter from *Gender Roles in Immigrant Families* 2013) Lisa J. Crockett and Stephen T. Russell

3) "Racial-Ethnic Differences in U.S. Married Women's and Men's Housework. 2011. Liana C. Sayer and Leigh Fine.

4) "You Never Become Fully Independent": Family Roles and Independence in First- Generation College Students. 2019. Rebecca Covarrubias et al.

Coping with Racism

- 1) "The Talk" and Parenting While Black in America: Centering Race, Resistance, and Refuge." 2022. Leslie A. Anderson et al.
- 2) "Talking to Latino Children About Race, Inequality, and Discrimination 2016. Cecilia Ayó
- 3) "Mexican Adolescents' Education and Hopes in an Anti-Immigrant Environment: The Perspectives of First- and Second-Generation Youth and Parents." 2016. Maria Gurrola et al.
- 4) "Understanding Islamophobia through the eyes of American Muslim children: Religious bullying and school social work interventions." 2020. Jannat Fatima Farooqui and Archana Kaushik
- 5) "Continuing Significance of the Model Minority Myth: The Second Generation." Lisa Sun-Hee Park
- 6) "Race was something we didn't talk about": Racial Socialization in Asian American Families. 2021. Jennifer L. Young et al.