

Sociology of The Family (01:920:272)
Department of Sociology
Rutgers University
Spring 2018

Instructor: Tsai-Yen Han

Lecture location: LOR 020 (C/D)

Lecture time: Mondays and Wednesdays 2:15 PM – 3:35 PM

Office: Davison Hall 042, Douglass Campus

Office Hours: Mondays 1:00-2:00 PM, and by appointment

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(Please put “Soc 272” in your e-mail’s subject line and make sure you include your RUID and your full name in the e-mail. I will respond within 48 hours during the week and 72 hours on the weekends.)

Course Description

Family is one of the most important social institutions in our everyday lives. This course is designed to explore the fundamental sociological concepts, theoretical approaches, and arguments of family. We will examine how individuals’ personal family experiences are affected beyond their personal choices, by social, cultural, and economic structures. Throughout the course we will explore many diversity issues of family, including, marriage, partnering, parenting, grandparenting, childhood, divorce, domestic violence, and social policy. In this process we will see how individuals’ family lives are shaped by broader social systems and better understand our own family experiences.

Course Objectives

By the end of the course, students will:

1. Develop an awareness of the association between individuals’ family lives and social structures.
2. Explore the key sociological concepts, theories, and empirical research within the sociological study of family.
3. Examine family issues in an individual’s life, the lives of others, and a society, and analyze how specific family experience is emerged, produced, and stabilized.
4. Discern broad social patterns, and understand how gender, class, sexuality, race and ethnicity function in all facets of family at the micro, meso, and macro levels.

Class sessions will include a combination of lecture, discussion, multimedia presentations, and group work. You should come to class having read all of the assigned readings for that day and should be prepared to discuss the session topic. Make sure to be on time for class.

Course Materials

Cherlin, Andrew J. *Public and Private Families: An Introduction*. 8th edition. McGraw-Hill Education, 2017

The book is available from the Rutgers university bookstore, or you can purchase a used copy online. The looseleaf edition and the 7th edition are fine. I will upload other readings on Sakai. You can read them online or make hard copies.

Course Requirements and Evaluation

Class Discussion and Participation: 15%

Your participation grade will come from your participation in discussions, presentation, and group work. You should come to class having read the assigned readings. I expect each student to participate. This means that you must be present both physically and mentally!

Exams: 40%

Midterm: **February 28th – 20%**

Final Exam: **TBD – 20%**

The exams will not be cumulative, but certain concepts and topics will build upon each other throughout the course of the semester. The exams will include a combination of multiple choice questions, short answer questions, and essay questions.

Written Assignments: 35%

Newspaper Assignment (individual): 5% **Due date: TBD**

Final project (group of 3)

Part 1:10% **Due date: March 10th**

- Interview questions, interview plan, and brief project description

Part 2:10% **Due date: April 4th**

- Literature review (9-12 readings)

Part 3:10% **Due date: May 1st**

- Analysis and discussion: analyze your data, integrate the data from your interview into your literature review, and write an empirical paper

Final Project Class Presentation: April 25th or April 30th – 10%

Each group will present their final project in class on either 4/25 or 4/30.

Detailed instructions will be posted on Sakai. **Late papers will NOT be accepted. If you are having a personal issue that is preventing you from attending or completing any of the course requirements, please come to see me as soon as possible to discuss a plan of action. If you inform me of your issue at the end of the semester, I cannot help you at that point.**

Paper format: Times New Roman, 12 pt. font, double-spaced, proper page numbered, and use margins that are no larger than 1" on all sides. Please also list your bibliography using ASA style.

The grade for a paper will be based on:

1. Presentation style: the grammar, spelling and punctuation, correct citation, all pages must be numbered.
2. Organization: the structure and format, logical sequencing and continuity of ideas, clarity of expression, and conciseness.
3. Content: the requirements indicated by the specific paper instruction.
4. The format of the in-text citation: in your assignment, you need to include citation and bibliography. According to American Sociological Association, please follow the following format for your future papers and assignments.

In-Text Citations: In ASA style, in-text citations appear in parenthesis. The general format is: (Author Year). In this format, "Author" refers to the author's last name and year refers to the four-digit year of publication.

Example: (Berger 1999)

If the author's name is used as part of a sentence, the citation should read (Year).

Example: Berger (1999) writes that...

If you are using a direct quote, use a colon (:) followed by the page number. For quotes that travel across multiple pages, be sure to indicate the starting and ending pages. The citation follows the close-quote mark.

Examples: (Berger 1999: 14) (Berger 1999: 133-4) Berger (1999: 23) writes that...

If there are two or three authors, present all author's last names. If there are more than three authors, use the first author's last name and then et al.

Examples: (Berger & Smith 1976) (Berger, Lee, & Mbuti 1984) (Berger et al. 1993)

If there is no author, use the title (in italics if it is a book, in "quotation marks" if it is an article or website) in place of the author. If there is no date, use n.d. in place of the date.

Examples: (*My Favorite Book* 2003) (Berger & Mukherjee n.d.)

Course Grades

To receive a grade, you must participate in course discussion, turn in all papers, and take all exams. Final grades will be assigned according to the following scale:

A = 90-100; B+ = 85-89; B = 80-84; C+ = 75-79; C = 70-74; D = 60-69; F ≤ 59

An "Incomplete grade" is only given under exceedingly unusual or compelling circumstances. A student failing to complete coursework will be given an "F" at the end of the semester.

"Incompletes" are not granted unless the student has consulted with the instructor, provided supporting documentation, and received the instructor's approval.

Class Atmosphere

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, discourteous remarks, and other behaviors specified by individual instructors. Courteous and lawful expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted, and encouraged.

If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class period. Serious verbal assaults, harassment, or defamation of the instructor or other students can lead to university disciplinary proceedings. The University Code of Student Conduct is at <http://studentconduct.rutgers.edu/files/documents/UCSCJuly2011.pdf>

Academic Integrity

This course will be conducted in full accordance with the University's "Policy on Academic Integrity," which you are *expected* to be familiar with. The policy itself states that "Students are responsible for knowing what the standards [for academic integrity] are and adhering to them. Students should also bring any violations of which they are aware to the attention of their instructors." The full policy can be found at:

http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf Be sure to present work that is uniquely your own, and provide proper citations for others' ideas.

Special Learning Needs

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: <https://ods.rutgers.edu/students/registration-form>. Please inform me by no later than the third meeting (Sep 12th) if you have documented or undocumented learning needs. I will require documentation for students receiving specific accommodations.

Learning Resources

Rutgers Learning Centers offers tutoring, academic coaching, and writing assistance during the summer. If you want to set up an appointment, please visit the following website (<http://rlc.rutgers.edu>) for detailed information and instruction.

Religious Holidays

It is the University Policy (University Regulation on Attendance, Book, 2, 2.4.7B) to excuse without penalty students who are absent from class because of religious observances and to allow the make-up work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reason of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Course Outline

Throughout the term, I may need to make minor adjustments to the course schedule. I reserve the right to change readings, due dates, and topics as I see fit. Any changes will be posted on Sakai ahead of time and will be brought to your attention via email or class announcement. Be sure to check your e-mail account and the Sakai course website regularly.

Week 1

1/17: Course Introduction and Welcome

- Go over course syllabus and course requirement
- Class activity: privileges, intimate relationship, and family

Week 2

1/22: What Is the Family?

- What makes a legitimate family?
- Public and private of families

Readings:

- Cherlin, Andrew. Ch.1, pg.4-12
- Meadow, T. and Stacey, J. 2006. "Families." *Contexts* 5:4, 55-57.
- Weston, Kath. 1997. "Exiles from Kinship." Pp. 21-41 in *Families We Choose: Lesbians, Gays, Kinship*. New York: Columbia University Press.

1/24: Theoretical Approaches and Research Methods to Study the Family

- Exchange theory
- Symbolic interactionism
- Feminist perspective
- Postmodern perspective
- Research methods and research process

Readings:

- Cherlin, Andrew. Ch.1, pg.13-30

Week 3

1/29: The History of the Families

- History of marriage in the U.S.

Readings:

- Cherlin, Andrew. Ch.2

1/31: More on the History of the Families

- Social change and the families in the U.S.

Readings:

- Coontz, Stephanie. 2004. "The World Historical Transformation of Marriage." *Journal of Marriage and Family* 66: 974-979. [on Sakai]

Week 4

2/5: Gender and Families I

- The social construction of gender in the families
- Gender socialization, doing gender, and gender as a social institution

Readings:

- Cherlin, Andrew. Ch.3

2/7: Gender and Families II

- Gender and unpaid family labor

Readings:

- Gregory S. 1999. Gender Roles and Food in Families. In: McKie L., Bowlby S., Gregory S., Campling J. (eds) *Gender, Power and the Household*. Palgrave Macmillan, London [on Sakai]
- Bianchi, Suzanne M., Liana C. Sayer, Melissa A. Milkie, and John P. Robinson. 2012. "Housework: Who Did, Does or Will Do It, and How Much Does it Matter." *Social Forces* 91:55-63. [on Sakai]

Week 5

2/12: Gender and Families III

- Gender and paid work

Readings:

- Cherlin, Andrew. Ch.8
- Correll, Shelley J., Stephen Bernard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112: 1297-1338. [on Sakai]

2/14: Social Class and Family Inequalities I

- U.S. class structure
- Social class and family life

Readings:

- Cherlin, Andrew. Ch.4

Week 6

2/19: Social Class and Family Inequalities II

- Social class and childrearing

- Documentary: Wife swap

Readings:

- Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67:747-776. [on Sakai]

2/21: Race, Ethnicity, and Families I

- Definition of race and ethnicity
- Intermarriage and intersectionality
- Race, ethnicity, and kinship

Readings:

- Cherlin, Andrew. Ch.5
- Qian, Z. 2005. "Breaking the Last Taboo: Interracial Marriage in America". *Contexts* [on Sakai]

Week 7

2/26: Race, Ethnicity, and Families II

- Diverse family experiences and strategies

Readings:

- Dreby, Joanna. 2012. "The Burden of Deportation on Children in Mexican Immigrant Families" *Journal of Marriage and Family* 74(4): 829-845. [on Sakai]
- King, Valarie, Kathleen Mullan Harris, and Holly E. Heard. 2004. "Racial and Ethnic Diversity in Nonresident Father Involvement." *Journal of Marriage and Family* 66:1-21. [on Sakai]

2/28: Exam 1

- Bring sharpened number 2 pencils and be on time

Week 8

3/5: Final Project Workshops

- Interview question workshops
- research topic, introduction, methods, and plan of data collection

****Draft Interview Questions DUE Monday March 5th****

****REVISED Interview Questions DUE Saturday March 10th****

3/7: Sexualities

- Sexual identities
- Social "problems" of sexuality
- Sexual behavior

Readings

- Cherlin, Andrew. Ch.6
- England, Paula, Emily Fitzgibbons Shafer, and Alison CK Fogarty. 2008. "Hooking up and forming romantic relationships on today's college campuses." *The gendered society reader* 3 559-571. [on Sakai]

3/10 Final Project Part 1:10% Due date: March 10th

- Interview questions, interview plan, and brief project description (research topic, brief introduction of the issue, methods, and your plan of data collection)

Week 9: Spring Break

3/12-3/14

Week 10

3/19: Partnering/Cohabitation/Marriage I

- In class documentary: “The Big Sick” (2017)

Readings

- Cherlin, Andrew. Ch.7

3/21: Partnering/Cohabitation/Marriage II

- Intimate relationship
- Forms of union formation
- The social condition of marriage

Readings

- Avishai, Orit, Heath, Melanie, and Jennifer Randles. 2012. “Marriage Goes to School.” Contexts 11(3): 34-39. [on Sakai]
- Edin, Kathryn. 2000. “Few Good Men: Why Poor Mothers Don’t Marry or Remarry.” The American Prospect: 26-31. [on Sakai]

Week 11

3/26: Parenthood I

- Types of parenting and child rearing in the United States
- Documentary: Parenthood

Readings

- Cherlin, Andrew. Ch.9
- Simon, R. 2008. “The Joys of Parenthood, Reconsidered”. Contexts. [on Sakai]
- Stacey, J.& Biblarz, T. (2001). (How) Does the Sexual Orientation of Parents Matter? American Sociological Review 66, n.2 :159-83 [on Sakai]

3/28: Parenthood II

- In class documentary: “Wo Ai Ni, Mommy.”

Readings

- Bartholet, E. (2010). International adoption: The human rights issue. Baby markets: Money and the new politics of creating families, 94-117. [on Sakai]

Week 12

4/2: Grandparenthood and Intergenerational Ties I

- Support and ties across the generations
- In class documentary: “Big Mama”

Readings:

- Cherlin, Andrew. Ch.10

4/4: Grandparenthood and Intergenerational Ties II

- The modernization of old age
- Culture heritage across the generations

Readings:

- Cherlin, Andrew. Ch.10

4/7 (Sat) Final Project Part 2:10% Due date: April 7th

- Literature review and primary analysis of interview

Week 13

4/9: Childhood

- The social construction of childhood

Readings:

- Risman, Barbara, ed. 2010. Families as They Really Are. Ch.6 [on Sakai]

4/11: Domestic Violence

Guest Speaker

Readings:

- Cherlin, Andrew. Ch.10

Week 14

4/16: Union Dissolution and Re-partnering I

- Factors associated with divorce/union dissolution
- The impacts of union dissolution
- In class documentary: Divorce: A Journey Through the Kids' Eyes

Readings

- Cherlin, Andrew. Ch.12

4/18: Union Dissolution and Re-partnering II

- The end of family and marriage? Or a new start?
- Diversity and stepfamily in the U.S.

Readings

- Risman, Barbara, ed. 2010. Families as They Really Are. Ch.16 - 17 [on Sakai]

Week 15

4/23: Family, the State, and Social Policy

- Welfare state and family
- The debates of family policy

Readings

- Cherlin, Andrew. Ch.14

4/25: Final Paper Presentation I

Week 16

4/30: Final Paper Presentation II

5/1: Final Project Due date

TBD: Final Exam