Sociology 120 January 2008

Soc 120, Section 4: MARRIAGE AND THE FAMILY HONORS
Semester II 2007-2008 Schedule
4:00-5:15 PM, Tuesdays and Thursdays
Room 6112, William H. Sewell Social Science Building
http://www.ssc.wisc.edu/~dechter/Soc120/soc120H.htm

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Office Hours: Thurs. 12:15-2:15 PM or by appointment
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COURSE DESCRIPTION

The form, function, and definition of the family vary across historical and cultural contexts. This course examines sources of change and variation in family and household organization from a social science perspective, with particular emphasis on family demography and sociology. A key underlying theme of this course is that social class, gender, and racial inequalities are intertwined with family patterns and change. The course reviews cross-national and historical variation in the family; however, it emphasizes the experience of U.S. families. Contemporary debates in family sociology are explored, taking into account recent research findings and public policy implications. We examine questions such as is there a retreat from marriage in the U.S., and, if so, should we be concerned and is public policy addressing this concern? How are we to interpret the increase in cohabitation? How are families altered as childbearing is delayed and more births occur outside marriage? Is the role of men changing in families? What do we know about changing family structure and child outcomes? As labor force patterns of women change dramatically, how is the gender balance within marriage affected? More generally, what are the economic consequences of changing family patterns? A major goal of the course is to encourage students to not only evaluate critically their assumptions about family structures and processes, but also the implicit assumptions and evidence presented in scholarly writings, newspapers and other media and political and policy-making arenas. To pursue this goal, students learn the foundations of research methods used by family sociologists, and learn how to interpret demographic statistics. Students are also introduced to the major data used, and are shown the derivation and composition of some key demographic measures.

FORMAT

Most classes will be a mixture of lectures and discussions. You should come to class having read the materials, and having prepared comments and questions for class discussion. You should be ready to engage verbally in class. There are readings points for some of the readings, indicated by an asterisk next to the reading on the syllabus. These reading points should be read when you are doing the readings, and thought about afterward in preparation for class. Discussions will involve the required readings and cover new material presented in class.
The course website will post reading points, assignments, handouts and lecture outlines. Please bring the lecture outline to class to help you take notes. If the lecture outline is not posted on the website by 5PM the evening before class, hard copies will be distributed in class.

REQUIRED TEXTS AND READINGS

(Used copies available at the University Book Store, and on reserve at the Social Science and Helen C. White Libraries)

Other required readings are available as electronic reserves accessed via MyUW under the academic tab. A link to the readings is also provided in the course website http://www.ssc.wisc.edu/~dechter/Soc120/soc120H.htm.

Hard copies will be available behind the circulation desk of the Social Science Library. Take north elevators to 8th floor of William H. Sewell Social Science Building. Articles are also available via online data bases such as JSTOR and ProQuest, accessed from the University of Wisconsin MADCAT website (http://madcat.library.wisc.edu/).

EXAMS

There are two exams held March 6 and May 8 during regular class-time in a room to be announced. The exams will cover material from the readings, lectures, and videos, and will be part short answer and part essay/long answer. The second exam on May 5 is not cumulative.

ASSIGNMENTS

Group Assignment

There will be one group assignment that will involve a group presentation and a write-up. To encourage students to think about the relevance of course themes and materials for analyzing and interpreting news stories, students will work in small groups on selecting a recent news article, presenting it to the class, and writing up a brief report about the article. Preparation of the presentation and write-up will typically require you to meet as a group once or twice outside of class-time. Each student is expected to work on each component of the group assignment.

Paper Assignments

Students are required to write a paper (7-8 pp.) due March 27 in class. Students are encouraged to take advantage of the resources and classes offered by the Writing Center to help with
organization, thesis statements, grammar, sentence structure, and appropriate citations. (http://www.wisc.edu/writing/). A link to the writing center resources, including information on appropriate citations, will also be on the course website in the assignments section. Before you submit any written work in this course, you are expected to be familiar with the guidelines on the Writing Center website in the file “Quoting, Paraphrasing, and Acknowledging Sources.” The Writing Center is located 6171 Helen C. White Hall.

GRADE DISTRIBUTION

Class Preparedness and Participation 10%
Group Assignment 10%
Writing Assignment 24%
Two Exams 28% each

PREPAREDNESS AND CLASSROOM PARTICIPATION

As noted in the “Format” section, you are expected to complete the readings before class, unless notified otherwise, and participate in discussion and ask/answer questions during class. Material presented in class and classroom discussion will assume that you have done the readings, and that you have thought about them and the reading points that may be posted on the class website. Your preparedness and discussion will determine your grades both directly because they will be evaluated and contribute a percentage to your grades, and even more so indirectly, because you will get much more out of class and the readings and perform better on your papers, assignments, and exams. Moreover, your participation in class will affect the level of discourse and enjoyment of discussion for you and all your peers. You have a responsibility to come to each class prepared and participate in discussion in a constructive way. We need your commitment to contribute ideas, to listen to others, and to be a constructive force in the learning process.

If there is a reason that you are unable to fully participate in classroom discussion, please contact me as soon as possible (see section below on “Accommodating Students with Disabilities”).

ACCOMMODATING STUDENTS WITH DISABILITIES

The University is legally obligated to provide appropriate accommodation for students with documented disabilities. Students with disabilities should contact the McBurney Disability Resource Center http://www.mcburney.wisc.edu/. If you have a documented disability and wish to request or discuss academic accommodations, please contact me as soon as possible.
PLAGIARISM AND ACADEMIC INTEGRITY:

Papers and tests are to be original work. Copying of phrases, sentences, or paragraphs without proper and appropriate citations, or copying of the overall presentation structure from textbooks, journal articles, newspaper articles, or the World Wide Web will be considered plagiarism (http://www.wisc.edu/students/saja/misconduct/UWS14.html#definition) and are grounds for removal from the class and/or University. A clear definition of plagiarism as well as information about disciplinary sanctions for academic misconduct may also be found in the University of Wisconsin Statute 14: http://www.legis.state.wi.us/rsb/code/uws/uws014.pdf. If you have questions about plagiarism specifically, consult the hand-out “Quoting, Paraphrasing, and Acknowledging Sources,” on the Writing Center website http://www.wisc.edu/writing/Handbook/QuotingSources.html. Lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. Knowledge of these rules is your responsibility, and lack of familiarity with the rules does not excuse misconduct.
COURSE OUTLINE

Note: *’s next to readings mean that there are reading points to review before you do the readings. These reading points will be on the course website. There may be additional reading points posted later in the semester.

INTRODUCTION

Organization of Class and What is Family?
January 22 (Week 1 Class 1)

Readings:
Cherlin, Chapter 1, pp 1-16

Methods and Data for Studying the Family
January 24 (Week 1 Class 2)

Readings:
Cherlin, Chapter 1, pp 16-21
(Optional) Cherlin, Chapter 6, pp.192-193 (Top of Pages – Sensitive Information)
(Optional) Cherlin, Chapter 7, pp. 228-229 (Top of Pages – Archival Research)

THE GENDER BASED DIVISION OF LABOR IN THE FAMILY

Theoretical Perspectives
January 24 and 29  (Weeks 1-2 Classes 2-3)

Readings:
Cherlin, Chapter 1, pp. 20-33 (Theory)
Cherlin, Chapter 3, pp 86-91, and 94-101
Cherlin, Chapter 7, pp. 247 (The Specialization Model)
(Optional) Handout on Economic Perspective on the Division of Labor Among Family Members
Glamour Magazine, April 2006, “Do Women Choose to Earn Less than Man?”
Work-Family Conflict
January 31, February 5 (Weeks 2-3 Classes 4-5)

February 5: Students Circulate Articles and Presentation Ideas to Each Other By February 5

Readings:
Cherlin, Chapt.8, pp. 256-287 (Work and Families)
*Hochschild: The Second Shift, chs. 1-6 (Family Myths: Gender Ideologies and Gender Strategies)
*Hochschild, The Second Shift, chs. 12-17 (The Strains of the ‘Stalled’ Revolution)

Work-Family Conflict on the Farm
February 7 (Week 3 Class 6)

Documentary: The Farmer’s Wife
David Sutherland, 1998, The Farmer's Wife, David Sutherland Productions, Inc. and FRONTLINE in association with the Independent Television Service (ITVS)

Readings:
TBA

THE “AMERICAN” FAMILY IN HISTORICAL CONTEXT

Familism, Individualism and the Emergence of the Modern Family
February 12, (Week 4 Class 7)

February 12: In class group meeting to finalize selection of news article and schedule meeting outside of class.

Readings:
Cherlin, Chapt 2, pp. 34-49, 58-62
Cherlin, Chapt 6 pp. 201-203
Cherlin, Chapt. 7 pp. 217-225
Rowland, pp. 222-223


**Immigrant, and Racial/Ethnic Minority Populations**  
February 14, (Week 4 Class 8)

Readings:  
Cherlin, Chapt 2, pp. 49-58

**Family Change in the 20th and 21st Centuries: The Second Demographic Transition**  
February 19 and 21 (Week 5 Classes 9-10)

Readings:  
Cherlin Chapt 2, pp. 63-75  
Rowland, 223-225  
Cherlin Chapt 7. pp. 225-229  
Cherlin Chapt. 13, pp. 461-463 (New Kinship Ties)  
[http://www2.asanet.org/media/furstenberg_adulthood.pdf](http://www2.asanet.org/media/furstenberg_adulthood.pdf)

**EXAM**

**Exam Review**  
February 26: (Week 6 Class 11)

**Exam**  
February 28: (Week 6 Class 12)  
Exam will be held in room TBA

**DIVERSITY IN THE FAMILY**

**One Historical Legacy of Institutionalized Racism: Housing and Wealth**  
March 4 (Week 7 Class 13)  
Documentary *Race - The Power Of An Illusion*, Episode Three: The House We Live In. (60 min.)
Causes of Class and Ethnic Differences in the Contemporary Family
March 6 (Week 7 Class 14)

Readings:
Cherlin Chapt. 4, pp. 110-134, 135 (Only “Kinship Networks among the Mexican Upper Class”), 137-141 (Class differences)
Cherlin Chapt. 5, pp. 142-181 (Ethnic differences)
Gorman, Anna 2005 “Mommy Shift Begins as Nanny Shift Ends" Los Angeles Times, November 3, 2005

GROUP PRESENTATIONS
March 11 (Groups 1-3), March 13 (Other Groups) (Week 8 Classes 15-16)

March 13: Group Write-up Due

SPRING BREAK
March 18-20 (Week 9 Classes 17-18)

MATING, MARRIAGE, AND COHABITATION

Spousal Selection: Arranged Marriage and Assortative Mating
March 25 (Week 10 Class 19)
Documentary: Do You Take this Man? Pakistani Arranged Marriages (1989), Directed by Elise Fried. 26 Minutes

Readings:
Cherlin, Chapt. 7 pp 246-249 (Marriage Market)
Marriage and Cohabitation
March 27 and April 1 (Weeks 10, 11 Classes 20-21)

March 27: Papers Are Due

Readings:
Cherlin, Chapt. 7 pp. 230-238, 238-245 (Cohabitation), 250-254
Cherlin, Chapt 6 pp, 204-206 (Nonmarital and Marital Sexual Intimacy)
McGinn, Daniel, 2006, “Marriage by the Numbers”, Newsweek, June 5

SEX, FERTILITY AND CHILDBEARING

Nonmarital Fertility
April 3 (Week 11 Class 22)

Readings:
Edin, Kathryn and Maria Kefalas 2005 “Unmarried With Children” Contexts, Vol. 4, Issue 2, pp. 16-22,

Teenage Sexual Activity and the Abstinence Movement
April 8 and 10 (Week 12 Classes 23-24)

Readings:
Cherlin, Chapt. 6 pp 206-213
(OPTIONAL) Risman, Barbara and Pepper Schwartz 2002 “After the Sexual Revolution: Gender Politics in Teen Dating” Contexts; Spring 2002; 1, 1; Social Science Module pg. 16-24
Class Differences in Parenting and Single Parent Families
April 15, 17 (Week 13 Classes 25-26)

Readings:
Cherlin, Chapt 4 pp.134-137 (Exclude Kinship Networks among the Mexican Upper Class)
Cherlin, Chapt 9 pp. 289-308, 311-327
Cherlin, Chapt. 12, pp. 418-424 (Child Custody and Support)
Cherlin, Chapt. 12 pp. 424-435
Cherlin, Chapt 13 pp. 436-441, 444-446, 449-466

FAMILY POLICY

Marriage Promotion Documentary, Let’s Get Married
April 22 (Week 14 Class 27)

Documentary:
Let’s get married (2002), produced and directed by Ben Loeterman; written by Ben Loeterman and Alex Kotlowitz, 60 min.

Readings:
Cherlin, Chapt 14 pp. 467-492 (top), 493 (bottom), 496-498
Horn, Wade F. "Bush Administration's Proposed Marriage Education Initiatives" Summarized in Poverty Research Insights, (Begins on page 2)
http://www.npc.umich.edu/publications/newsletter/win042/index.shtml
http://www.contemporaryfamilies.org/public/briefing.html

Welfare and Policy
April 24 (Week 14 Class 28)

Readings:
http://www.irp.wisc.edu/publications/focus/pdfs/foc221-part4.pdf


**Same Sex Marriage Policy**
April 29 (Week 15 Class 29)

Readings:
Cherlin Chapt. 6 pp 186-189, 198-199
Cherlin, Chapt.7 pp 244-245 (Review)
Cherlin, Chapt 14 pp 492 (bottom) - 493 (top), 494-495

**Children of Same Sex Couples**
May 1 (Week 15 Class 30)

Readings:
Cherlin, Chapt 9 pp 308-311
(OPTIONAL) Serena Lambert 2005 “Gay and Lesbian Families: What We Know and Where to Go From Here” *The Family Journal: Counseling And Therapy For Couples And Families* January 2005

**EXAM (Not Cumulative)**

**Exam Review**
May 6 (Week 16: Class 31)

**Exam**
May 8 (Week 16: Class 32)
Exam will be held in room TBA