

**Sociology of the Family**  
Sociology 640  
Fall 2017  
**WRITING INTENSIVE**

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Office hours:  
Wednesdays 10:15-11:15am,  
or by appointment

**Class Time & Place:** Mondays and Wednesdays 2:30-3:45pm, 6109 Sewell Social Science

**Course description:** This course focuses on theories of the family and social change. The course examines several perspectives on families, drawing on literature from history, anthropology, sociology, demography, and economics. Questions addressed include: What is a family? What is the relationship between family and household structure and economic, political, and cultural change both historically and in the more recent past? How do couples allocate their time and money in relationships? How do families vary by social class and race/ethnicity? How have the attitudes, expectations, and behaviors surrounding childbearing and childrearing changed? Theoretical perspectives on the family are supplemented with case studies of change and variation in families and households.

This course is writing intensive. Students submit weekly reaction papers, write four short in-class essays, and work throughout the semester to craft a literature review on a topic of their choice. The instructor and peers give written comments on drafts.

Primary texts are emphasized. Readings have been chosen because the ideas they contain continue to influence thinking about the family. Reading primary texts gives students insights into the ways in which historical context shapes thinking about families.

**Canvas Course URL:** <https://canvas.wisc.edu/courses/87892>

**Course Designations and Attributes:** Writing intensive, honors optional

**Instructional Mode:** Face-to-face

**Credits:** 3-credits. This class meets for two 75-minute class periods each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

**Prerequisites:** This course is open to graduate students and upper-level undergraduates. Sociology 360 or the equivalent, or Sociology 357 or the equivalent are required. Concurrent enrollment is permitted. Exceptions may be made with the instructor consent.

**Readings:** There are two types of readings, required and supplementary. Supplementary readings are optional for undergraduates, but graduate students (especially those planning on taking the family prelim) should do all the readings. Required readings are available in a course pack at the Social Science Copy Center (6120 Social Sciences Building). Supplementary readings are available on the course website via <http://my.wisc.edu>. There is no required textbook.

**Course requirements:** Students will be evaluated on weekly reaction papers (20%), four short in-class quizzes (25%), a group presentation (15%), paper drafts (2.5%), peer reviews (2.5%), a final literature review paper (25%), and attendance and participation (10%).

- 1 Weekly reaction papers. For each of the readings, a question will be posted prior to class to help you think about the readings and study for the quizzes. Answers should be no longer than 1 double-spaced page with 1" margins all around in Times New Roman 12 point font. Reaction papers will be graded on a +, √, - basis, where + = excellent, √ = good, and - = fair to poor. They are due at 2:30pm in class on the day the material will be covered. Late reaction papers will not be accepted. (20%)
- 2 Quizzes. There will be four short essay question quizzes on the material. These quizzes will be given during the first 15 minutes of class and are each worth 6.25% of your grade (4\*6.25 = 25%). The goal of the quizzes is to help you practice writing quickly and succinctly, and to evaluate your grasp of the material. Students who have done the readings and participated in class should not have a problem with the quizzes. The quizzes are non-cumulative.
- 3 Group Presentation. Students will give one presentation as part of a group (10-15 minutes total) on one of the starred (\*) papers in the schedule below. Students will summarize the main points of the paper, offer critiques or commentary on the paper's quality, and tie the findings to the theories covered in class. (15%)
- 4 Literature review paper. This course focuses on theories of the family and cannot hope to cover the diversity of family life in the United States and other countries. You will choose a topic of interest to you and review *four* papers on this subject from major journals in sociology or demography. You will summarize the articles and critically evaluate their arguments and evidence, tying the findings to your research question and suggesting directions for future research. The final paper is worth 25% of your grade and should be 8-10 pages long.

Work toward the final literature review paper will be conducted in stages, with comments from peers and the instructor as you go. Thus, *writing style will be part of your grade* as there will be plenty of opportunities for feedback and revision. Early in the semester you will turn in a draft research question for comment from peers and the instructor. Next, you will turn in 6-8 possible articles to include in your review. Following this, you will write summaries of four of the articles you deem most appropriate for the review, an

introduction to your review, and then the body of your paper. Details of these assignments will be discussed in class and guidelines will be distributed. Late components of your literature review will not be accepted.

- a. Peer reviews. Providing feedback and gracefully taking criticism are important skills. For each assignment that involves a peer review, you will write a paragraph about what you liked and what could be improved. Guidelines for peer reviews will be distributed in class. Peer reviews will be graded on a pass/fail basis and contribute to 2.5% of your grade.
- b. Drafts. Drafts of each stage of the literature review paper will be graded on a pass/fail basis. The brief presentation of your research topic in Week 12 to solicit feedback from the group counts for this portion of your grade. The drafts contribute to 2.5% of your grade.

Attendance and Participation. Students should come to class prepared to demonstrate an understanding of the assigned readings. This entails reading all of the assigned material before each class and actively participating in class discussion. Class participation and attendance counts for 10% of your final grade.

If you cannot attend class because of illness, travel, or other reason, email me *before* class to let me know (unless prevented from doing so by an emergency). If an absence prevents you from turning in work due that day we will discuss alternative arrangements by email.

Lecture slides will be posted on the course webpage but may not contain all the important information covered in class. If you miss a class, contact a classmate to see what you missed. Write the contact information for one of your classmates below:

Name: \_\_\_\_\_

Email: \_\_\_\_\_

I assign grades based on the following cut points,

A	100-92
AB	91-88
B	87-80
BC	79-76
C	75-66
D	65-50
F	< 50

If necessary, I will curve grades up. I never curve grades down.

**Accommodations.** The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act

(ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the [McBurney Center](#). Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details: <https://kb.wisc.edu/page.php?id=21698>.

**Sexual harassment and misconduct.** Professional conduct and appropriate behavior are critical to create a safe learning environment for students and instructors alike. Here is a statement about sexual harassment from the University:

#### **What is Sexual Harassment?**

Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is a condition of employment, academic progress, or participation in a university program; or
- submission to or rejection of such conduct influences employment, academic or university program decisions; or
- the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment.

[Tangible Action or Quid Pro Quo \(This for That\) Sexual Harassment](#) and [Hostile Environment Sexual Harassment](#) are both illegal and unacceptable.

One practical implication is that instructors (faculty or graduate students) may not date students to whom they will be assigning grades. If you believe that you have been harassed, contact your instructor or the chair of the Department of Sociology ([socchair@ssc.wisc.edu](mailto:socchair@ssc.wisc.edu)).

**Academic integrity.** By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the

assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

According to UWS 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). If you have questions about the rules for any of the assignments or exams, please ask your instructor.

**Institutional statement on diversity:** Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

**Departmental notice of grievance and appeal rights.** The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (socchair@ssc.wisc.edu).

**Department learning objectives.** Beyond the specific substantive and methodological content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of Sociology:

*Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.

*Communicate Skillfully:* Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.

*Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and

structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.

*See Things from a Global Perspective:* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.

*Prepare for Graduate School and the Job Market:* Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications.

*Work effectively in groups:* Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.

*Improve project management skills:* Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

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Course Schedule and Reading Assignments

<b>Week</b>	<b>Dates</b>	<b>Topic</b>
1	W 1/24	Introduction to the course and to each other. What is family theory?
2	M 1/29	<b>I. What is a family?</b>  <u>Readings:</u>  Malinowski. 1964 [1930]. "Parenthood, the Basis of Social Structure." Reiss. 1965. "The Universality of the Family: A Conceptual Analysis."  Supplementary: Cootnz: "The Evolution of American Families" in Risman, ed.
	W 1/31	<b>II. What's happening to the family?</b>  <u>Readings:</u>  Popenoe. 1993. "American Family Decline, 1960-1990: A Review and Appraisal." <u>and responses by Glenn, Stacey, Cowan, and Popenoe.</u>  <u>Other topics:</u>  Designing research questions
3	M 2/5	<u>Readings:</u>  Cherlin. 2004. "The Deinstitutionalization of American Marriage."  Supplementary: Nock. 2009. "The Growing Importance of Marriage in America." Pp. 301-324 in Peters and Dush, eds. Lundberg, Pollak, & Stearns. 2016. "Family Inequality: Diverging Patterns in Marriage, Cohabitation, and Childbearing"
	W 2/7	<i>Film: Let's Get Married</i> (60 minutes)  <u>Readings:</u> Cowan and Cowan. 2010. "Beyond Family Structure: Process Studies Help to Reframe Debates about What's Good for Children." Pp. 252-271 in Risman, ed. England and Edin. 2010. "Briefing Paper: Unmarried Couples with Children: Why Don't they Marry? How Can Policy Makers Promote More Stable Relationships?" Pp. 307-312 in Risman, ed.  <u>Due:</u>  Draft of research question for literature review. Hard copies to peer reviewer #1 and to Professor Schwartz.

4	M 2/12	<p><b>Quiz 1 – First 15 minutes of class</b></p> <p><u>Readings:</u></p> <p>Biblarz &amp; Stacey. 2010. “How Does Gender of Parents Matter?”</p> <p>Supplementary:  Meezan &amp; Rauch. 2005. “Gay Marriage, Same-Sex Parenting, and America’s Children.”  Powell, Hamilton, Manago, and Cheng. 2016. “Implications of Changing Family Forms for Children.”  Moore and Stambolis-Ruhstorfer. 2013. LGBT Sexuality and Families at the Start of the Twenty-First Century”</p> <p><u>Other topics:</u></p> <p>Methods: The importance of comparison groups &amp; representative samples</p> <p><u>Due:</u></p> <p>Peer review of research question for literature review. Hard copies to author.</p>
	W 2/14	<p><b>III. Families in History</b></p> <p><u>Readings:</u></p> <p>Laslett. 1973. “The Comparative History of Household and Family.”  Berkner. 1972. “The Stem Family and the Developmental Cycle of the Peasant Household: An 18th-Century Austrian Example.”</p> <p>Supplementary:  Smith. 1973. “Parental Power and Marriage Patterns: An Analysis of Historical Trends in Hingham, Massachusetts”</p> <p><u>Other topics:</u></p> <p>Methods: Longitudinal vs. cross-sectional data</p> <p><u>Due:</u></p> <p>Final draft of research question. Hard copy to Professor Schwartz.</p>
5	M 2/19	<p><u>Readings:</u></p> <p>Hill, Shirley. 2006. “Marriage among African American Women: A Gender Perspective.”</p> <p>Supplementary:  Franklin. 2010. “African Americans and the Birth of Modern Marriage” Pp. 63-74 in Risman, ed.  Dill. 2008. “Fictive Kin, Paper Sons, and <i>Compadrazgo</i>” Pp. 25-38 in Coontz, ed.  Garrett-Peters &amp; Burton. 2015. “Reframing Marriage and Marital Delay Among Low-Income Mothers: An Interactionist Perspective.”</p> <p><u>Other topics:</u></p> <p>The do’s and don’ts of searching for literature</p>



	W 2/21	<p><b>IV. Theories of the Conjugal Family and Applications</b></p> <p><u>Reading</u></p> <p>Theory: Parsons. 1943. “The Kinship System of the Contemporary United States.”</p>
6	M 2/26	<p><b>Quiz 2 – First 15 minutes of class</b></p> <p><u>Readings:</u></p> <p>Applications: Rossi &amp; Rossi. 1990. “The Structure of Kinship Norms.”</p> <p>Supplementary: *di Leonardo. 1987. “The Female World of Cards and Holidays.”</p> <p><u>Due:</u></p> <p>6-8 citations for literature review. Must be in <i>ASR</i> format.</p>
	W 2/28	<p><u>Readings:</u></p> <p>Theory: Goode. 1970 [1963]. “World Changes in Family Patterns” and “Conclusion” in <i>World Revolution and Family Patterns</i>. (pp. 1-26 &amp; 366-380)</p>
7	M 3/5	<p>Application: Transitions to Adulthood</p> <p><u>Readings:</u></p> <p>Furstenberg, et al. 2004. “Growing up is Harder to Do.”</p> <p>Supplementary: Newman. 2011. “Ties that Bind: Cultural Interpretations of Delayed Adulthood in Western Europe and Japan” Pp. 331-348 in Skolnick &amp; Skolnick eds. (16<sup>th</sup> edition)</p> <p><i>Film: Pakistani Arranged Marriages</i> (26 min) <a href="https://www.youtube.com/watch?v=8tcq5t2ul0g&amp;t=642s">https://www.youtube.com/watch?v=8tcq5t2ul0g&amp;t=642s</a></p> <p><u>Due:</u></p> <p>Summaries of 2 articles for literature review</p>

	W 3/7	<p>Application: Balancing Work and Family</p> <p><u>Readings:</u></p> <p>Blair-Loy. 2001. "Cultural Constructions of Family Schemas: The Case of Women Finance Executives."</p> <p>Supplementary:  *Parreñas. 2008. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor."  Hayes. 1996. "Why Can't a Mother Be More Like a Businessman?" Chapter 1 in <i>The Cultural Contradictions of Motherhood</i>.</p>
8	M 3/12	<p>Writing Session I: Editing and Revising. <i>Guest lecturer: Brad Hughes.</i></p> <p><u>Readings:</u> Abstracts from selected journal articles</p> <p><u>Due:</u></p> <p>Summaries of 2 articles for literature review</p>
	W 3/14	<p>Writing Session II: Introductions</p> <p><u>Readings:</u></p> <p>Becker. Chapter 1. "Freshman English for Graduate Students" (pp. 1-25)  Cuba. Chapter 1. "The Practice of Writing" (pp. 1-19)</p> <p>Supplementary:  Cuba "The Introduction" (pp. 86-95)</p>
9	M 3/19	<p><u>Readings:</u></p> <p>Hochschild. 2003. <i>The Second Shift</i>. Chapter 4. "Joey's Problem"</p> <p>Supplementary:  Bianchi, Robinson, and Milkie. 2006. <i>Changing Rhythms of American Family Life</i>. Chapters 4, 6, and 10 (pp. 59-88, 113-124, &amp; 169-180)  *Gerstel &amp; Gallagher. 2001. "Men's Caregiving: Gender and the Contingent Character of Care."</p>
	W 3/21	<p><b>V. Economic Perspectives on the Family</b></p> <p>Theory: Becker (lecture)</p> <p><u>Readings:</u></p> <p>Supplementary:  Becker. 1973. "A Theory of Marriage: Part 1."  Sawhill. 1977. "Economic Perspectives on the Family."</p> <p><u>Due:</u></p> <p>Draft of introduction hard copy and to peer reviewer #2 and Professor Schwartz</p>

	3/26 & 3/28	<b>SPRING BREAK – NO CLASS</b>
10	M 4/2	<p><u>Readings:</u></p> <p>Theory: Oppenheimer. 1998. “A Theory of Marriage Timing.”</p> <p>Supplementary: Sweeney. 2002. “Two Decades of Family Change: The Shifting Economic Foundations of Marriage.”</p> <p><u>Due:</u></p> <p>Peer review of introduction. Hard copy to author and Professor Schwartz.</p>
	W 4/4	<p>Application: Assortative Mating</p> <p><u>Readings:</u></p> <p>Rosenfeld &amp; Kim. 2005. “The Independence of Young Adults and the Rise of Interracial and Same Sex Unions.”</p> <p>Supplementary: Fisman, et al. 2006. “Gender Differences in Mate Selection: Evidence from a Speed Dating Experiment.” *Steinbugler. 2012. “The Historical Roots of Lesbian, Gay, and Heterosexual Black/White Intimacy.” Chapter 1 (pg. 1-15) in <i>Beyond Loving</i>. (Read the introduction for background on the study.)</p>
11	M 4/9	<p><b>VI. Power and the Allocation of Money and Time</b></p> <p><u>Readings:</u></p> <p>Theory: England and Kilbourne. 1990. “Markets, Marriages, and Other Mates: The Problem of Power.”</p> <p>Supplementary: Blumstein and Schwartz. 1983. “Money” Pp. 51-111 in <i>American Couples</i>. *Wolf. 1990. “Daughters, Decisions, and Domination: An Empirical and Conceptual Critique of Household Strategies.” Takagi and Silverstein. 2011. “Purchasing Piety? Coresidence of Married Children With Their Older Parents in Japan.” Dreby. 2007. “Children and Power in Mexican Transnational Families.”</p> <p><u>Other topics:</u></p> <p>Writing theory (explanations) sections.</p>

	W 4/11	<p><b>Quiz 3 – First 15 minutes of class</b></p> <p><u>Readings</u></p> <p>Applications: Moore. 2008. “Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies.”</p> <p>Supplementary: England. 2011. “Missing the Big Picture and Making Much Ado About Almost Nothing: Recent Scholarship on Gender and Housework.” Vogler and Pahl. 1994. “Money, Power, and Inequality within Marriage.” Kenney. 2008. “Father Doesn’t Know Best? Parents’ Control of Money and Children’s Food Insecurity.”</p>
12	M 4/16	<p>Presentation of research topics, explanations (3 minutes) and Q&amp;A (2-3 minutes)</p> <p><u>Other topics:</u></p> <p>Summarizing previous literature. Comparing and contrasting. Critiquing studies.</p> <p><u>Due:</u></p> <p>Revised draft introduction, draft explanations. Hard copy to peer reviewer #3 and Professor Schwartz.</p>
	W 4/18	<p><b>VII. Fatherhood</b> <i>Guest Lecturer: Marcia Carlson</i></p> <p><u>Readings:</u></p> <p>Townsend. <i>The Package Deal</i>. Chapters 2 &amp; 3 (pp. 30-80) Edin, Nelson, and Reed. “Daddy, Baby; Momma, Maybe: Low-Income Urban Fathers and the “Package Deal” of Family Life” in Skolnick and Skolnick, eds.</p> <p>Supplementary: LaRossa, et al. 2000. “The Changing Culture of Fatherhood in Comic-Strip Families: A Six-Decade Analysis Pleck. 1998. “American Fathering in Historical Perspective.”</p>
13	M 4/23	<p><i>Film: “The Vanishing Father” (57 min)</i></p> <p><u>Due:</u></p> <p>Peer reviews of explanations section. Hard copies to Professor Schwartz and author.</p>
	W 4/25	<p><b>VII. Inequality in Childbearing &amp; Childhood</b> <i>Professor Schwartz may be out of town</i></p> <p><u>Readings:</u></p> <p>McLanahan. 2004. “Diverging Destinies: How Children are Faring under the Second Demographic Transition.” Lareau. 2011. “Unequal Childhoods: Class, Race, and Family Life.” In Skolnick &amp; Skolnick, eds.</p> <p>Supplementary: Caldwell. 1976. “Toward a Restatement of Demographic Transition Theory.”</p>

		Shows & Gerstel. 2009. "Fathering, Class, and Gender: A Comparison of Physicians and Emergency Medical Technicians."
14	M 4/30	<p><b>VIII. Gender and Social Change</b></p> <p><u>Readings:</u></p> <p>Ridgeway. 2011. "The Persistence of Inequality." Chapter 6 in Framed by Gender  Cha and Weeden. 2014. "Overwork and the Slow Convergence in the Gender Gap in Wages."</p> <p>Supplementary:  Jackson. "Destined for Equality" in Skolnick &amp; Skolnick, eds.  Gerson. "Falling Back on Plan B." in Skolnick &amp; Skolnick, eds.</p> <p><u>Due:</u></p> <p>Revised introduction, revised explanations, draft evidence. Hard copies to Professor Schwartz.</p>
	W 5/2	<p><b>Quiz 4 – First 15 min of class.</b></p> <p>Reflections &amp; discussion</p>

**Final paper due by 7:25pm on Saturday, May 6 via Canvas to Professor Schwartz.**