

Sociology 130, Section 002: Family and Society  
MWF 1:25-2:15 Gardner 309  
UNC-CH Department of Sociology  
Spring 2019

**Instructor:** Kate Tierney (*pronouns:* She/her/hers)

**Office Hours:** Monday 11:30-12:30 & Friday 12-1:15, or by appointment

**Course Description**

Family... everyone has something to say about theirs! The purpose of this introductory sociology course is to build on, challenge, and analyze our own experiences of family in order to see how family functions in society and the social world. The goal of this course will be to learn about how U.S. families have functioned, changed, influenced, and been influenced by the social world. Although we often consider family matters private and personal, we will discuss how various components of family life actually have significant and long-term impacts on society. By the end of the semester you should expect to have developed an understanding of the history and importance of family from a sociological perspective (rather than in individual or psychological perspective). In addition, throughout the semester, we will develop reading, writing, and analytical skills, including the application of sociological concepts to the real-world.

**Course Goals & Learning Objectives**

*Sociological Thinking*

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1. You will be able to describe the sociological perspective and how it applies to families.
2. You will be able to explain how the aspects of family we might consider personal or individual are shaped by life course stage, race, ethnicity, socioeconomic status, gender, and sexuality.

*Content*

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3. You will be able to describe and explain the historical changes and contemporary patterns of the American family and how these changes are both impacted by and directly impact our social world.

*Critical Thinking & Application*

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4. You will be able to evaluate the role of the institution of family in producing or reproducing inequality in the U.S.
5. You will be able to evaluate and use evidence to critically assess your own assumptions about the form, importance, and role of family in the social world.

*Writing Skills*

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6. You will be able to produce clear and well-organized short essays.

**Course Prerequisites:** *None. This course is an introductory course for all undergraduates.*

**Course Texts:**

Cohen, Philip N. 2018. *The Family: Diversity, Inequality, and Social Change*. W.W. Norton.

Hochschild, Arlie. 1989. *The Second Shift: Working Parents and the Revolution at Home*. New York: Viking.

*\*\*All other readings are available online and are listed below.*

**Honor Code**

The University Honor Code will be in effect through all exams, quizzes, and written assignments. Please read carefully the provisions of the Honor Code, make certain you understand and adhere to them, and

ask me to clarify any questions you have regarding the Code. You can read the honor code here <http://catalog.unc.edu/policies-procedures/honor-code/> and you may also find [honor.unc.edu](http://honor.unc.edu) to be a helpful resource.

## Class Policies & Procedures

### Instructional Procedure

In this course, lectures will be kept to a minimum! Research has shown that classic script based lectures are not always a great way to encourage learning. While, at times, short lectures may be used to make specific points or to highlight important information, they will not be the primary vehicle for learning in this class. Instead, we will spend much of our time in class discussing material in groups and engaging in class activities related to the course material. As a result, I will expect that you will come to class prepared, including completing reading assignments and any other assigned materials.

### Attendance

We will spend a considerable amount of time in class discussing material in groups and building upon the readings with activities and mini-lectures. As a result, daily attendance and completing work before class is vital for your success.

If you are unable to regularly attend the full class session for any reason, please seek an alternative course section. Please do not schedule any appointments, trips, meetings, or other activities during our class time. If you have an emergency or other University excused absence, please let me know as soon as you are able.

See here for more information on University Excused Absences: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination>

### Office Hours & Contact Info

I will hold office hours twice a week as listed above. I recognize these times may not work for everyone, so you can always email me to arrange another time to meet. I invite you to meet with me regarding class materials and assignments, but you also are welcome to ask more general questions about sociology, your college experience, or your future plans.

You can reach me by email. Email works well for simple questions I can answer quickly, and you are also welcome to talk with me immediately before and after class. For longer conversations or more involved questions, I ask that you schedule a time to meet with me. I will let you know if a question received via email requires a meeting.

One further note about email: I may not receive or have time to respond to emails sent outside of usual business hours (9AM -5 PM, M-F). So, keep this in mind when sending/expecting emails from me. I will do my best to be respond to emails received during business hours within 24-hours.

### Technology

Please bring your laptop or similar device with you to each class as I will periodically use PollEverywhere or other online tools during class. Although you will have your laptops for each class, they may only be used for class activities. During mini-lectures and other presentations, they are not permitted.

### Communications about Class

I will use Sakai to communicate with the class about the course. I may make changes or adjustments to readings or assignment due dates throughout the term. You are responsible for checking Sakai for any changes or modifications.

### Class Conduct

1. Start and end class on time.
2. We will engage respectfully with one another even if, and especially when, we disagree.

3. Raise your hand to participate, this will help me (Kate) make sure no one is dominating the conversation.
4. Try not to generalize about groups (even groups with which you identify) and do not ask another person to speak as a representative of a group.
5. Keep an open mind—enter the classroom dialogue with the expectation of learning something new. Look forward to learning about—and being challenged by—ideas, questions, and points of view that are different than your own.
6. Talk with me about any patterns in discussion that may be impeding full engagement by you or others.” If this is not possible, you are encouraged to contact the faculty member overseeing the family courses, Dr. Jacqueline Hagan, the sociology chair, Dr. Andy Andrews, or another mentor.
7. Inform Kate ahead of time if you need to arrive late or leave early.
8. *Other Class Conduct Rules May be Added as Needed and Agreed Upon by the Class*

*Adapted from:* Washington University St. Louis. 2009. “Establishing Classroom Ground Rules.” *The Teaching Center*. Retrieved February 8, 2018

### **Course Requirements & Evaluation**

#### *Weekly Work (Total:35%)*

- About Me Assignment & Self-Evaluations (5%)
- *Reading Notes* (10%) – Due on Mondays, Wednesday, and Friday by 9:05 AM via Sakai assignments page. The purpose of these notes is to check completion of reading and to support your ability to recall what you have read for class. In addition, these notes will assist me in identifying any confusing or unclear parts of the readings. You may use these notes on exams and quizzes. A template can be found on Sakai.
- *Review Quizzes* (15%) – Due every Sunday by midnight. The purpose of these weekly quizzes is to help you assess your knowledge and understanding of readings and lecture materials for the week. In addition, these quizzes will help me to identify any areas of confusion about materials in a timely fashion. These will be posted on the Sakai Tests and Quizzes page. I will drop your lowest score.
- *Group Activities* (10%) – These are activities we complete in class. Your grade will be based on completion and participation in group and class activities assigned during class.

*Two Exams (10% each, total 20%):* This course will have two smaller mid-terms rather than one in the middle of the term. The purpose of having two exams is to provide you with more opportunities to test your knowledge and understanding of the material and for me to provide you feedback on your progress in the course.

*Four Short Writing Assignments (30%):* The purpose of these short papers is to help you reflect and synthesize your understanding of key topics throughout the course. Rubrics for grading and the full assignment details are on Sakai. I am willing to provide detailed line edits on your paper to enhance your learning and writing skills if you request them.

1. Writing Assignment 1 (5%)
2. Writing Assignment 2 (10%)
3. Writing Assignment 3 (10%)
4. Writing Assignment 4 (5%)

*Final Exam (15%) :* The final exam for this course will be cumulative and held at the date and time assigned by the University.

**Summary of Grade Components:**

<i>Assignment</i>	<i>Percent of Grade</i>
Weekly Work	35%
Exams	20%
Writing Assignments	30%
Final Exam	15%
TOTAL	100%

**Grading Scale:**

<i>Score</i>	<i>Letter Grade</i>
95-100	A
90-94	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
60-67	D
Below 60	F
*Grades ending in 0.5 or higher will be rounded up.	

**Grading Criteria:**

A grading rubric will be provided for all writing assignments. I am willing to reread or reconsider the grades of writing assignments within 5 days of receipt of the grade, but this may result in the lowering of the original grade should additional mistakes or errors be found.

**Helpful UNC Resources**

*Accessibility Resources and Services:* UNC facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, and/or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. If you have questions or concerns, please visit their website <http://accessibility.unc.edu> or email them at [accessibility@unc.edu](mailto:accessibility@unc.edu). You are encouraged to reach out to ARS early in the semester to ensure that appropriate accommodations can be put in place.

*UNC Writing Center:* A helpful resource that offers face-to-face appointment and walk in support as well as online support. More information can be found here: <https://writingcenter.unc.edu/faqs/>.

*Tips and Tools from the Learning Center:* UNC's Learning Center has compiled a number of resources addressing study strategies, reading techniques, and ways to manage time. More information can be found here: <http://learningcenter.unc.edu/tips-and-tools/>.

*N.B. The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible via Sakai.*

**Schedule & Readings**

<b>Date/Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Watch/Listen</b>
<b>Week 1: Introductions &amp; Defining Family</b>			
W – 1/9	<i>Introduction and Defining Family</i>		
F – 1/11	<i>What is Sociology of Family?</i>	<ul style="list-style-type: none"> <li>• Pages 1-16 in Cohen</li> <li>• Rubric for Assignment 1</li> <li>• Syllabus</li> </ul>	CrashCourse. 2017. What Is Sociology?: Crash Course Sociology #1. <i>*Required for any student who has NOT taken a prior Sociology Course otherwise, optional</i>
<b>Week 2 Situating Families in History and Context</b>			
M – 1/14	<i>Families in History</i>	<ul style="list-style-type: none"> <li>• Pages 34-71 in Cohen</li> </ul>	
W – 1/16	<i>Families and Race, Ethnicity and Immigration</i>	<ul style="list-style-type: none"> <li>• Pages 76 – 108 in Cohen</li> </ul>	
F – 1/18	<i>Skill Building: Writing Intensive</i>	<ul style="list-style-type: none"> <li>• “Thesis Statements.” <i>The Writing Center</i></li> <li>• “Reading Aloud.” <i>The Writing Center.</i></li> </ul>	“Understanding Assignments Demo.” <i>The Writing Center.</i>
<b>Week 3 Dating and Romance</b>			
M 1/21 <b>NO CLASS- MLK</b>			
W 1/23	<i>Macro trends: US Dating and Romance</i>	<ul style="list-style-type: none"> <li>• Pages 242-254 in Cohen</li> </ul>	TEDx Talks. n.d. <i>Dating Is Dead   Kevin Carr</i>
F- 1/25	<i>Who Do We Date? And Why?</i>	<ul style="list-style-type: none"> <li>• Pages 254-269 in Cohen</li> <li>• McIntosh, Peggy. 1989. “White Privilege: Unpacking the Invisible Knapsack.” <i>Peace and Freedom Magazine.</i> <ul style="list-style-type: none"> <li>○ <b>Required for any student who has NOT taken a prior Sociology Course</b></li> </ul> </li> </ul>	An “‘Least Desirable’? How Racial Discrimination Plays Out In Online Dating.” <i>NPR.Org.</i>
<b>Week 4 Dating/Romance Cont. // Marriage and Cohabitation</b>			
M- 1/28	<i>Sexuality &amp; Gender and Sex</i>	<ul style="list-style-type: none"> <li>• Pages 159-172 in Cohen</li> <li>• Pages 197-218 in Cohen</li> <li>• Marche, Stephen. 2017. “Opinion   The Unexamined Brutality of the Male Libido.” <i>The New York Times</i>, November 25.</li> <li>• Valenti, Jessica. 2017. “Male Sexuality Isn’t Brutal by Default. It’s Dangerous to Suggest It Is.” <i>The Guardian.</i></li> </ul>	
W – 1/30	<i>Macro Trends: US Marriage and Cohabitation</i>	<ul style="list-style-type: none"> <li>• Pages 66-68 in Cohen</li> <li>• Pages 273-296 in Cohen</li> </ul>	
F – 2/1	<i>Marriage and Race/ethnicity and SES</i>	<ul style="list-style-type: none"> <li>• Raley, R. Kelly, Megan M. Sweeney, and Danielle Wondra. 2015. “The Growing Racial and Ethnic Divide in U.S. Marriage Patterns.” <i>The Future of Children / Center for the Future of Children, the David and Lucile Packard Foundation</i> 25(2):89–109</li> <li>• Cherlin, Andrew. 2018. “Marriage Has Become a Trophy.” <i>The Atlantic</i>, March 20.</li> </ul>	
<b>Week 5 Marriage and Cohabitation // Childbearing</b>			

Date/Week	Topic	Reading	Watch/Listen
M – 2/4	<i>Marriage vs Cohabitation</i>	<ul style="list-style-type: none"> <li>Pages 296-315 in Cohen</li> <li>Zevin, Gabrielle. 2017. “The Secret to Marriage Is Never Getting Married.” <i>The New York Times</i>, October 6.</li> </ul>	
W – 2/6	<i>Macro Trends: Childbearing in the US</i>	<ul style="list-style-type: none"> <li>Pages 319-329 in Cohen</li> <li>Morgan, S. Philip and Rosalind Berkowitz King. 2001. “Why Have Children in the 21st Century? Biological Predisposition, Social Coercion, Rational Choice.” <i>European Journal of Population/Revue Européenne de Démographie</i> 17(1):3–20.</li> </ul>	
F – 2/8	<i>Childbearing and SES</i>	<ul style="list-style-type: none"> <li><i>Introduction &amp; Chapter 1 and 2</i> of Edin, Kathryn and Maria Kefalas. 2005. <i>Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage, With a New Preface</i>. University of California Press. <ul style="list-style-type: none"> <li><b>Full text available to read online through the UNC Libraries.</b></li> </ul> </li> </ul>	
<b>Week 6</b>	<b>Childbearing // Parenting</b>		
M – 2/11	<i>Childbearing and Life Course Stage</i>	<ul style="list-style-type: none"> <li>Pages 221- 225 in Cohen</li> <li>Bui, Quoc Trung and Claire Cain Miller. 2018. “The Age That Women Have Babies: How a Gap Divides America.” <i>The New York Times</i>, August 4.</li> </ul>	
W – 2/13	<i>Contemporary Issue: Childlessness</i>	<ul style="list-style-type: none"> <li>Carroll, Helen. 2012. “I May Not Be a Mother – but I’m Still a Person.” <i>The Guardian</i>, February 25.</li> <li>MacNicol, Glynnis. 2019. “I’m in My 40s, Child-Free and Happy. Why Won’t Anyone Believe Me?” <i>The New York Times</i>, January 18.</li> </ul>	Reighter, Christen. n.d. <i>I Don’t Want Children -- Stop Telling Me I’ll Change My Mind</i> . (OPTIONAL)
F – 2/15	<i>Macro Trends: Parenting goals, Methods and Roles</i>	<ul style="list-style-type: none"> <li>Pages 340-358 – Cohen</li> <li>Wong, Alia. 2016. “The American Obsession With Parenting.” <i>The Atlantic</i>, December 12.</li> </ul>	
<b>Week 7</b>	<b>Parenting Continued</b>		
M – 2/18	<i>Parenting and SES</i>	<ul style="list-style-type: none"> <li><i>Chapters 4 and 5</i> in Edin, Kathryn and Timothy J. Nelson. 2013. <i>Doing the Best I Can: Fatherhood in the Inner City</i>. University of California Press. <ul style="list-style-type: none"> <li><b>Full text available to read online through the UNC Libraries.</b></li> </ul> </li> </ul>	Stanford Center on Poverty and Inequality. 2016. <i>Unequal Childhoods: Annette Lareau</i> .
W – 2/20	<i>Parenting and Socialization of Gender</i>	<ul style="list-style-type: none"> <li>Pages 175-184 in Cohen</li> <li>X: A Fabulous Child’s Story by Lois Gould (on Sakai)</li> </ul>	CrashCourse. n.d. <i>Socialization: Crash Course Sociology #14</i> . *Required if you have NOT taken a sociology course.
F – 2/22	<i>Contemporary Issue: LGBTQAI+ Parents</i>	<ul style="list-style-type: none"> <li>Manning, Wendy D., Marshal Neal Fetto, and Esther Lamidi. 2014. “Child Well-Being in Same-Sex Parent Families: Review of Research Prepared for American Sociological Association Amicus Brief.” <i>Population Research and Policy Review</i> 33(4):485–502.</li> <li>Stotzer, Rebecca L., Jody L. Herman, and Amira Hasenbush. 2014. “Transgender Parenting: A Review of Existing Research.” Williams Institute. Retrieved January 3, 2019. <ul style="list-style-type: none"> <li>Pages 1-3</li> </ul> </li> <li>Shick, Denise. 2015. “Children Of Transgender Parents Deserve A Voice.” <i>The Federalist</i>.</li> <li>Tannehill, Brynn. 2016. “Here’s What It’s REALLY Like Having A Transgender</li> </ul>	

Date/Week	Topic	Reading	Watch/Listen
		Parent.” Huffington Post.	
<b>Week 8</b>	<b>Exam 1 // Work and Family</b>		
M – 2/25	<i>Review and Synthesis</i>		
W – 2/27	<i>Exam 1</i>		
F- 3/1	<i>Macro Changes: Work-Family Balance</i>	<ul style="list-style-type: none"> <li>Pages 399-418 in Cohen</li> </ul>	TEDx Talks. <i>Blending Work and Family: You Are Not Alone.</i>   Dr. Bahira Sharif Trask
<b>Week 9</b>	<b>Work and Family // Divorce</b>		
M – 3/4	<i>Gendered Division of Labor</i>	<ul style="list-style-type: none"> <li>Chapters 2, 3, 4 and 10 in Hochschild, Arlie. 1989. <i>The Second Shift: Working Parents and the Revolution at Home.</i> New York: Viking.</li> </ul>	
W-3/6	<i>Gender &amp; the Work Place</i>	<ul style="list-style-type: none"> <li>Pages 418-433 in Cohen</li> </ul>	TEDx Talks. n.d. <i>The “Motherhood Penalty”</i> : Supporting Mothers in the Workplace   Karen Evans   TEDxGVSU.
F- 3/8	<i>Macro Trends: Divorce</i>	<ul style="list-style-type: none"> <li>Pages 361-379 in Cohen</li> <li>Miller, Claire Cain. 2014. “The Divorce Surge Is Over, but the Myth Lives On.” <i>The New York Times</i></li> </ul>	
<b>Week 10</b>			
M – 3/11, W-3/13, F-3/15 NO CLASS – SPRING BREAK			
<b>Week 11</b>	<b>Divorce // Remarriage</b>		
M – 3/18	<i>Contemporary Issue: Effects of Divorce</i>	<ul style="list-style-type: none"> <li>Pages 379-385 in Cohen</li> </ul>	TEDx Talks. 2012. The Impact of Divorce on Children: Tamara D. Afifi at TEDxUCSB.
W – 3/20	<i>Macro Trends: Remarriage and Step Families</i>	<ul style="list-style-type: none"> <li>Pages 385-395 in Cohen</li> </ul>	
F – 3/22	<i>Contemporary Issue: Multiple Partner Fertility</i>	<ul style="list-style-type: none"> <li>Chapters 7 &amp; 8 in Edin, Kathryn and Timothy J. Nelson. 2013. <i>Doing the Best I Can: Fatherhood in the Inner City.</i> University of California Press. <ul style="list-style-type: none"> <li>Full text available on UNC Libraries</li> </ul> </li> </ul>	NPR. 2011. “Multiple Partner Families: More Common Than You Think.” <i>NPR.Org.</i>
<b>Week 12</b>	<b>Theories // Data and Methods</b>		
M – 3/25	<i>Broad Sociological Perspectives</i>	<ul style="list-style-type: none"> <li>Pages 16-18 in Cohen</li> </ul>	Daniel Davis. 2013 <i>I. Three Founding Sociological Theories.</i>
W -3.27	<i>Sociological Theories of Family</i>	<ul style="list-style-type: none"> <li>Pages 18-23 in Cohen</li> </ul>	
F – 3/29	<i>Data and Methods: Issues and Dilemmas in Family Research</i>	<ul style="list-style-type: none"> <li>Pages 24-29 in Cohen,</li> <li>Thornton, A. (2001). “The Developmental Paradigm, Reading History Sideways, and Family Change.” <i>Demography</i> 38(4): 449-467</li> </ul>	

<b>Date/Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Watch/Listen</b>
<b>Week 13</b>	<b>Data and Methods // Policy</b>		
M- 4/1	<i>Data Sources</i>	<ul style="list-style-type: none"> <li>Chapter 1 and Appendix in Hochschild, Arlie. 1989. <i>The Second Shift: Working Parents and the Revolution at Home</i>. New York: Viking.</li> <li>Ashley Sorgi, Ping Chen, Sarah Catherine Dean, Carolyn Tucker Halpern, and Kathleen Mullan Harris. 2016. <i>Characteristics of Young Adult Relationships: The National Longitudinal Study of Adolescent to Adult Health</i>. Chapel Hill, NC: Carolina Population Center.</li> </ul>	
W – 4/3	<i>Applying Theories and Data to Real Research</i>	<ul style="list-style-type: none"> <li><b>Each group is assigned a different paper – check week 13 reading folder for list of groups and readings</b></li> </ul>	
F- 4/5	<i>Family Policies</i>	<ul style="list-style-type: none"> <li>Schulte, Brigid. 2014. “The U.S. Ranks Last in Every Measure When It Comes to Family Policy, in 10 Charts.” <i>Washington Post</i>.</li> <li>Heejung Chung. 2017. “Want More Women in Top Positions? Provide Them with More Flexibility at Work.”</li> </ul>	
<b>Week 14</b>	<b>Exam 2 // Guest Lecture TBD</b>		
M – 4/8	<b>Review and Synthesis</b>		
W- 4/10	<b>Exam 2</b>		
F – 4/12	<i>Families and Inequality</i>	<b>No in-class meeting -- Complete activity on Sakai under Assignments by Monday 4/15 at 1:25 PM</b>	
<b>Week 15</b>	<b>Families and Inequality</b>		
M – 4/15	<i>How do families impact inequality? Part 1</i>	<ul style="list-style-type: none"> <li>P. 119-143 in Cohen</li> <li>Morgan Sherburne. 2018. “Three Generations of Data Show How Wealthy (White) Families Stay Wealthy.”</li> </ul>	
W- 4/17	<i>How do families impact inequality? Part 2</i>	<ul style="list-style-type: none"> <li>Pages 477-490 in Cohen</li> <li>McLanahan, Sara and Christine Percheski. 2008. “Family Structure and the Reproduction of Inequalities.” <i>Annual Review of Sociology</i>.</li> </ul>	
F- 4/19 -- NO CLASS			
<b>Week 16</b>	<b>Family Change and the Future of Families</b>		
M- 4/22	<i>Responses to Family Changes</i>	<ul style="list-style-type: none"> <li>Pages 491-506 in Cohen</li> </ul>	Fox News. 2015. “The Changing American Family.” <i>Fox News</i> .
W- 4/24	<i>Future of Families</i>	<ul style="list-style-type: none"> <li>Chapter 17 in Hochschild, Arlie. 1989. <i>The Second Shift: Working Parents and the Revolution at Home</i>. New York: Viking.</li> <li>The Society Pages, n.d. “Millennials, Gender, and a More Open Society - Council on Contemporary Families.”</li> </ul>	
F- 4/26	<i>Course Wrap-Up and Synthesis</i>		
<b>FINAL EXAM -- 12:00 PM, THURSDAY MAY 2</b>			



Due Date Summary

<b>Item</b>	<b>Date Due</b>
About me & Initial Self Evaluation	1/11
Mid-Course Self Evaluation	3/8
End of Semester Self Evaluation	4/26
Reading Notes	Daily by 9:05 AM
Review Quizzes	Weekly by Sunday at Midnight
Exam 1	2/27
Exam 2	4/10
Writing Assignment 1	1/14
Writing Assignment 2	2/8
Writing Assignment 3	4/5
Writing Assignment 4	4/26
Final Exam	<b>12:00 PM, THURSDAY MAY 2</b>