

**Sociology 451: WI (Fall 2017)**  
**Analysis in Marriage and Family**  
T R 12:00-1:15 (KUY 310)

Instructor: Yean-Ju Lee (yjlee@hawaii.edu)  
Saunders 216 (956-7116)  
Office Hours: R 1:45-3:45 (or T 1:30-2:00)  
(or by appointment)

**COURSE DESCRIPTION:**

This course discusses the issues related to marriage and the family in sociological perspectives, focusing on gender relations and class differences. The material is divided into four major themes: *Union formation and dissolution; Work and family; Parenting and children's socialization; and, Other issues (such as family policy and domestic violence)*. Both textbooks are based on the families in the United States, but lectures will introduce cross-cultural cases for comparison. The first textbook "Red Families v. Blue Families" proposes an interesting argument that there are two contrasting camps of family values and behaviors in the US. "Social Class and Changing Families in an Unequal America" is an edited volume addressing how family practices differ by social class in the contemporary US.

**TEXTS:**

Cahn, Naomi and June Carbone 2010. *Red Families v. Blue Families*, Oxford University Press  
Carlson, Marcia J. and Paula England (eds.) 2011. *Social Class and Changing Families in an Unequal America*, Stanford University Press

There will be several additional readings from other books and journals. Look up **LAULIMA!**

**SLO (STUDENT LEARNING OBJECTIVE):**

Discuss the inter-linkages between the family institution and various other social institutions  
Discuss, in particular, how contemporary work conditions are related to family lives  
Discuss how unions are formed and dissolved  
Discuss how social inequality is transmitted or mitigated through the process of childrearing  
Discuss other current issues related to the family institution

**COURSE REQUIREMENTS:**

**READING ASSIGNMENTS AND CLASS PARTICIPATION:** There are daily reading assignments. Stay current because this class requires your active participation. Come to each class knowing what you would like to discuss from the assigned readings for that day.

**MEDIA REPORT:** Each student will have 4 media reports during the semester (three are required and one is optional). At the beginning of each class, 2 to 3 students will each introduce an interesting and/or relevant article reported recently in the media (for 3-5 minutes) and submit to the instructor a one-paragraph reflection about its main issue. Media reports and class participation will comprise **15%** of the final grade.

**ATTENDANCE:** Attendance is mandatory. The final grade will be lowered by **one level per two absences** (e.g., A+ to A, B to B-).

**EXAMS:** There will be two in-class exams covering the books and class materials. Each exam consists of multiple-choice questions and short essays. Each exam will comprise 10% of the final grade. (10 x 2 = 20%)

**COURSE PAPERS:** Two research papers are required: one, on union dissolution and, the other, on how social-economic inequality affects family practices and vice versa. Each paper will comprise 30% of the final grade (30 x 2 = 60%)

**You are encouraged to consult with the instructor any time during the semester about your papers and other concerns.**

**Paper 1 on Union Dissolution** (8 to 10 pages): Choose a sample of one divorced individual and conduct an in-depth interview. In the interview, you should explore the circumstances of her/his union formation and dissolution, from the first meeting to the time of separation or divorce, investigating her/his subjective accounts as well as external environments. Analyze the couple's marital relationship, and examine the social- structural context of the union dissolution. Use the perspectives discussed in the textbooks and additional sources that you find relevant. Include a list of references.

Small groups consisting of 3-4 students are expected to submit an **interview questionnaire** to be used for their interviews by **Tuesday of the 5<sup>th</sup> week (September 19<sup>th</sup>)**. Methodological issues related to interview and paper organization will be further discussed in class.

**Paper 2 on Social-Economic Inequality and Families** (8 to 10 pages): Be creative to choose a specific topic under this broad issue, and conduct empirical research based on either quantitative and/or qualitative data. Use the existing literature, including academic journal articles, government reports, and various secondary data. Also refer to media articles, but try to verify the truth or consistency of their arguments. Methodological issues related to topic selection, literature review, and paper organization will be further discussed in class

**Both papers will be returned to students with the instructor's written comments, and students are expected to resubmit the revised papers by the final-exam week. Students are encouraged to have individual conferences with the instructor to discuss the written comments.**

Your paper must be typed, double-spaced with one-inch margins, and you must use ASA style. A brief summary of the American Sociological Association's Style Guide, which explains the rules clearly, can be found at: <http://www.buffalostate.edu/library/docs/asa.pdf>.

Make sure that your references are legitimate academic sources by using Google Scholar. For an explanation of how to do that, go to <http://library.manoa.hawaii.edu/research/tools/googlescholar.html>.

**The Writing Center:** The Writing Center is a part of the Sinclair Student Success Center. The staff at the center will review your papers with you and make suggestions for revisions and corrections. All students are *strongly* encouraged to make use of this free and very helpful service. To make an appointment, visit: <http://english.hawaii.edu/writingcenter/>

**Plagiarism:** *It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake," are not considered valid excuses when it comes to plagiarism.*

The following definition of plagiarism comes from The University of Hawaii Systemwide Student Conduct Code:

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials (E7.208, Pages 4 and 5).

(For the entire Student Conduct Code, see: <http://www.hawaii.edu/apis/ep/e7/e7208.pdf> and [http://studentaffairs.manoa.hawaii.edu/downloads/conduct\\_code/UHM Student Conduct Code.pdf](http://studentaffairs.manoa.hawaii.edu/downloads/conduct_code/UHM_Student_Conduct_Code.pdf).)

**Important Note:** The final papers should be an e-copy, and you should send it to me as an email attachment. Before you send your file, please **rename the file** to fit with this format: **course number, semester, and name**, e.g., **451F17p1SmithT.doc**

**STUDENT PRESENTATIONS:** During the last two weeks of the semester, students will make individual presentations (approximately 10-15 minutes) on either one or both papers. Presentation comprises **5%** of the final grade. Have fun sharing and discussing your ideas with the other students!

**KOKUA for Students with Disabilities:** Any student who feels s/he may need an accommodation related to a disability is invited to contact me privately or KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

**COURSE EVALUATIONS:** The Department of Sociology is committed to the continual improvement of the quality of its course offerings. For this to occur, your help as the consumers of these courses is needed. You are taking these courses, and only you can tell us about your educational experience in your classes. Toward the end of the semester, you will be informed that the eCAFE system is available to you to complete your course evaluation. We encourage you to submit your evaluations by logging in to <http://www.hawaii.edu/ecafe/>.

Key: C&C = Cahn and Carbone; C&E = Carlson and England

■It is very important to read the relevant chapters before each class!

Course Schedule

Week			Readings
1	Aug 22-24	Overview of the course An article on New York Times “Two classes in America, divided by ‘I Do’”	July 15, 2012
2	Aug 29-31	Social class and family patterns Moral demography Sexual history (Media Report Group I, II)	<b>C&amp;E</b> Introduction C&C CH 1 C&C CH 2
3	Sep 5-7	The Marriage-Go-Round (Intro & Chapter 1) Age of division (Media Report Group III, IV)	Cherlin C&C CH 1, 2
4	Sep 12-14	Personality, politics, and religion Birth control use & early birth Paper 1 guideline: Q & A (Media Report Group V, VI)	C&C CH 3, 4 <b>C&amp;E CH 1</b>
5	Sep 19-21	Contraception, Abortion Irrationality of adolescence The marrying laws (Media Report Group I, II)	C&C CH 5, 6, 7  C&C CH 8

**Due Sep 19, INTERVIEW QUESTIONNAIRE, small groups (5%)**

6	Sep 26-28	Partnership and marriage (Media Report Group III, IV)	<b>C&amp;E</b> Ch 3; Ch 5
7	Oct 3-5	Mothers, fathers, and family care (Media Report Group I, II)	Mosher <b>C&amp;E</b> Ch 4
8	Oct 10-12	Inequality and children	Heckman

**Oct 12: MID-TERM EXAM (10 %): Weeks 1 through 7**

9	Oct 17-19	Family changes in East Asia (Media Report Group V, VI)	Raymo et al.
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Week			Readings
10	Oct 24-26	Socialization of children (Engendering children) (Media Report Group III, IV)	Lareau; <b>C&amp;E</b> Ch 6 (Robyn Ryle)

**Due Oct 24, Tuesday: RESEARCH PAPER 1 (8-10 pages)**

11	Oct 31-Nov 2	Public childcare programs; Parental Leave Paper 2 guideline: Q & A (Media Report Group V, VI)	Working mother
12	Nov 7-9	Work and family Paid work and family life (Media Report Group I, II)	Heymann
13	Nov 14-16	Gender division of labor? Work & family: housework (2nd shift) (Media Report Group III, IV)	Bianchi et al. Hochschild
14	Nov 21	Work & family: care work across borders (Media Report Group V)	Ehrenreich Glenn
15	Nov 28-30	Regulating families and gender Family violence (Media Report Group VI)	<b>C&amp;E</b> Ch 7 Johnson

STUDENT PRESENTATIONS

**Due Nov 30, Thursday: RESEARCH PAPER 2 (8-10 pages)**

16	Dec 5-7	STUDENT PRESENTATIONS
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**Dec 12 (T) Due: TWO REVISED PAPERS**

**Dec 12 (T) 12:00-1:15 FINAL EXAM (10 %): Weeks 8 through 16**

FYI: Reference Readings

NYT, July 14, 2012, Two Classes, Divided by 'I Do'

[http://www.nytimes.com/2012/07/15/us/two-classes-in-america-divided-by-i-do.html?\\_r=1&pagewanted=all](http://www.nytimes.com/2012/07/15/us/two-classes-in-america-divided-by-i-do.html?_r=1&pagewanted=all)

- Cherlin, Andrew J. 2009. *The Marriage-Go-Round: The State of Marriage and the Family in America Today*. New York: Vintage Books.
- Heckman, James. 2006. Science (Volume 132), Skill Formation and the Economics of Investing in Disadvantaged Children  
(Heckman video) <https://www.youtube.com/watch?v=tOt-dkB98UY> (from 15th minute!)
- Mosher et al. 2012. "Intended and Unintended Births in the US: 1982-2010." National Health Statistics Reports No 55, July 24, 2012
- Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67(5):747-76.
- Lareau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.
- Raymo, James M. and Miho Iwasawa. 2005. "Marriage Market Mismatches in Japan: An Alternative View of the Relationship between Women's Education and Marriage." *American Sociological Review* 70:801-22.
- Raymo, James M., Hyunjoon Park, Yu Xie and Wei-jun Jean Yeung. 2015. "Marriage and Family in East Asia: Continuity and Change." *Annual Review of Sociology* 41:471-92.
- Heymann, J. 2002. Can Working Families Ever Win? (Pp3-36), Boston: Beacon Press
- Jacob and Gerson. 2004. The Time Divide: Part III
- Bianchi, Suzanne M, Liana C. Sayer, Melissa A. Milkie, & John P. Robinson 2012. "Housework: Who Did, Does or Will Do It, and How Much Does It Matter?" *Social Forces* 91(1): 55-63  
<http://www.pewsocialtrends.org/2013/03/14/modern-parenthood-roles-of-moms-and-dads-converge-as-they-balance-work-and-family/>
- Glenn, Evelyn N. 2010. *Forced to Care: Coercion and Caregiving in America*. Cambridge, MA: Harvard University Press (Ch. 1 Who cares? Ch. 7 Creating a caring society)
- Ehrenreich, B. & Arlie R. Hochschild 2002. *Global Woman: Nannies, Maids, and Sex Workers*, Pp. 1-54.