



SOCI 415A 003: Theories of Family and Kinship

2016 Winter Session (3 Credits)

Mondays & Wednesdays 2:00-3:30 pm

West Mall Swing Space 307

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Office Hours: Wed 12:30-2:00 pm and by appointment

Course Description:

This course will introduce you to theoretical perspectives on family and kinship, as well as the state of the art in family scholarship across disciplines. Students are expected to describe, understand, and contrast major family theories and identify their similarities and differences. Students are also expected to develop their critical thinking skills by breaking down theories, linking ideas to other theories and ultimately, to contemporary family life.

Course Evaluation:

- I. 5%: Class attendance. Attendance in all classes is required. You are requested to arrive on time. Repeated tardiness will be penalized.
- II. 15%: Class participation. Class discussion and participation in activities are required. You are expected to read assigned materials *before* attending class, and be prepared to discuss issues in a thoughtful and respectful way. I see discussion as an opportunity for all of us to work out our ideas and learn from alternative perspectives.

Participation expectations include making a substantive oral contribution during class lecture or large-class discussion at least once a week (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).

While I will monitor and record your contributions, you will keep a log of your own participation. The log's purpose for you is to demonstrate an accurate record of the quality and quantity of participation, and to assess and work toward improving your classroom participation. The log also allows me to assess your participation and understanding of course material, as well as how I can improve instruction. A template of the log is attached. I recommend that you update your log once or twice a week. I require you to submit your log at mid-semester (**Oct 17th, 2016**) and at the end of the semester (**Nov 30th, 2016**). Both submissions will be graded.

Participation Log

Participation during lecture. Note that this type of participation refers to making comments heard by the entire class. You should log 10 specific examples (5 before Oct 17th, 2016 and 5 after Oct 17th, 2016) and ensure that they are spread out over the course of the semester.

Date	What did you contribute to large class discussion? Report what you shared specifically and your perception of how your contribution aided the flow of the lecture or discussion, and the comment's relevance to the lecture or large class discussion.
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Self-assessment. Log two self-assessments of your performance as a participant in the class, focusing on your strengths and how you can improve. Reflect on participation expectations outlined in the syllabus, and the quality and quantity of your participation in class. The first self-assessment should be completed between weeks 3 and 7, and the second should be completed between weeks 8 and 12. Each self-assessment should be at least five sentences in length.

Date	Reflection
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- III. 15%: A 15-minute presentation on the readings. Each week one to two students will work together and present the readings. You will have an opportunity to indicate your 1st, 2nd and 3rd choices for presentation topics on the first day of class, and I will announce the final assignment of the presentation topics on **September 12th**. Presentations should highlight some of the central issues and concepts in the readings, locate the authors' positions, critique the individual contributions, and raise questions for discussion. Please prepare an outline of your presentation and send it to me and your TA Natasha through email **at least one day before your presentation day**. In addition, you need to submit a log **within one week after your presentation** that summarizes what you contributed to the presentation and your perception of how your participation aided the success of the presentation.
- IV. 30%: Two short response essays on the readings (approximately 2 pages, double-spaced, using Times New Roman, 12-point font size, and 1 inch margins). These essays should provide your assessment of the readings and raise questions. While some summary of the readings may be appropriate, these should not primarily rehearse the main points, but rather should offer your appreciation and/or critique of the readings, connections to other ideas, and questions that the readings provoked for you. I particularly encourage reflections on how the readings affect your thinking about contemporary family life. The purpose of the essays is 1) to encourage you to use writing as a tool for thinking and 2) to deepen your engagement with the material.

You can choose to write response essays on readings from **two class times** based on your own interests and preferences. There are three requirements:

1. The readings based on which you will write your response essays should be different from the readings you will be presenting (See III);
2. You should choose one set of readings between week 3 and week 7 and the other set of readings between week 8 and week 13 to write your response essays.
3. You will sign up for which readings you are going to do beforehand. Presentation days (See III) will be announced on September 12th, and you must turn in a hard copy of your choices for the two class times when you will turn in your response essays on **September 14th**.

Please turn in hard copies of your response essays **at the beginning** of the class times of your choice. No late essays will be accepted.

- V. 35%: A final essay on a topic of your choice (1800-2400 words, 6-8 double-spaced pages, using Times New Roman, 12-point font size, and 1 inch margins). This essay must refer to at least one theory from the course and use the theory (theories) to analyze a social issue relating to family and kinship. You can think of this essay as the "Theoretical Framework" section of the empirical papers that we read in class. The essay will evaluate: 1) your familiarity with and comprehension of the course material; 2) your capacity to make a critical, cogent, and interesting argument incorporating that material;

and 3) evidence of your own original, creative assessment of the literature and application of the theories to understanding contemporary family life. To better help you complete this assignment, I require you to turn in a hard copy of a short description of your topic and an outline of your essay on **November 2nd**. This essay is due **in the ANSO dropbox by 4 pm on December 6th**. No late essays will be accepted.

Course Texts:

Texts will be made available on Connect or through the UBC library.

Academic Dishonesty will not be tolerated. This includes lying, cheating, and plagiarism. I will deal with instances of academic dishonesty, should they occur, according to university policy. Please see the Code of Student Rights, Responsibilities, and Conduct for university policies on academic misconduct and academic dishonesty:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0> I reserve the right to use any tool available to determine if a student is engaged in this kind of behavior.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments or completing scheduled tests and examination. Please let me know **during the first two weeks of class** if you will require any accommodation on these grounds.

Students are expected to follow a standard citation format and to remain consistent throughout their work. Please consult a UBC librarian or go to: <http://learningcommons.ubc.ca/resource-guides/cite-sources/> and follow the guidelines for APA (American Psychological Association) citation style.

UBC's Early Alert program is designed to get students help quickly and in a coordinated way. Problems it can help with include academic advising, financial advising, counseling, and other resources that can help you get back on track. **If you are feeling stressed, please notify me** and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Faculty of Arts Grading Table:

A+	90-100	B+	76-79	C+	64-67	D	50-54
A	85-89	B	72-75	C	60-63	F	0-49
A-	80-84	B-	68-71	C-	55-59		

Course Outline:

Week 1 7 Sept Introduction to the Course

Week 2 12 Sept Theory in Family Research

- Bengtson, V. L., Acock, A. C., Allen, K. R., Dilworth-Anderson, P., & Klein, D. M. (2005). Theory and theorizing in family research: Puzzle building and puzzle solving. *Sourcebook of family theory and research*, 3-22.
- Cowan, P., & Cowan, C. (2009). When is a relationship between facts a causal one? <https://contemporaryfamilies.org/when-is-a-relationship-between-facts-a-causal-one/>

Week 2 14 Sept Challenges for Family Research

- Adams, B. N. (2004). Families and family study in international perspective. *Journal of Marriage and Family*, 66(5), 1076-1088.
- Seltzer, J. A., Bachrach, C. A., Bianchi, S. M., Bledsoe, C. H., Casper, L. M., Chase-Lansdale, P. L., ... & Thomas, D. (2005). Explaining family change and variation: Challenges for family demographers. *Journal of Marriage and Family*, 67(4), 908-925.
- Yu, W. H. (2015). Placing families in context: Challenges for cross-national family research. *Journal of Marriage and Family*, 77(1), 23-39.

Week 3 19 Sept Marriage as an Institution

- Yodanis, C. (2010). The institution of marriage. *Dividing the domestic: Men, women, and housework in cross-national perspective*, 175-191.
- Finkel, E. J., Cheung, E. O., Emery, L. F., Carswell, K. L., & Larson, G. M. (2015). The suffocation model: Why marriage in america is becoming an all-or-nothing institution. *Current Directions in Psychological Science*, 24(3), 238-244.
- Cherlin, A. (1978). Remarriage as an incomplete institution. *American Journal of Sociology*, 84(3), 634-650.

Week 3 21 Sept Deinstitutionalization of Marriage

- Cherlin, A. J. (2004). The deinstitutionalization of American marriage. *Journal of Marriage and Family*, 66(4), 848-861.
- Lauer, S., & Yodanis, C. (2010). The deinstitutionalization of marriage revisited: A new institutional approach to marriage. *Journal of Family Theory & Review*, 2(1), 58-72.
- Amato, P. R. (2004). Tension between institutional and individual views of marriage. *Journal of Marriage and Family*, 66(4), 959-965.

Week 4 26 Sept Family Change (1)

- Thornton, A. (2001). The developmental paradigm, reading history sideways, and family change. *Demography*, 38(4), 449-465.
- Cherlin, A. J. (2012). Goode's "world revolution and family patterns": A reconsideration at fifty years. *Population and Development Review*, 38(4), 577-607.
- Rosenfeld, M. J., & Kim, B. S. (2005). The independence of young adults and the rise of interracial and same-sex unions. *American Sociological Review*, 70(4), 541-562.

Week 4 28 Sept Family Change (2)

- Blossfeld H., & Buchholz, S. (2009). Increasing resource inequality among families in modern societies: The mechanisms of growing educational homogamy, changes in the division of work in the family and the decline of the male breadwinner model. *Journal of Comparative Family Studies*, 40(4), 603-616.
- Cherlin, A. J. (2016). A happy ending to a half-century of family change? *Population and Development Review*, 42(1), 121-129.
- Coontz, S. (2004). The world historical transformation of marriage. *Journal of Marriage and Family*, 66(4), 974-979.
- Le Bourdais, C., & Lapierre-Adamcyk, É. (2004). Changes in conjugal life in Canada: Is cohabitation progressively replacing marriage? *Journal of Marriage and Family*, 66(4), 929-942.

Week 5 3 Oct Demographic Change (1)

- Lee, R. (2003). The demographic transition: three centuries of fundamental change. *Journal of Economic Perspectives*, 17(4), 167-190.
- Lesthaeghe, R. (2010). The unfolding story of the second demographic transition. *Population and Development Review*, 36(2), 211-251.

Week 5 5 Oct Demographic Change (2)

- McLanahan, S. (2004). Diverging destinies: How children are faring under the second demographic transition. *Demography*, 41(4), 607-627.
- Coleman, D. (2006). Immigration and ethnic change in low-fertility countries: A third demographic transition. *Population and Development Review*, 32(3), 401-446.

Week 6 10 Oct Gender Revolution (1)

- England, P. (2010). The gender revolution: uneven and stalled. *Gender & Society*, 24(2), 149-166.
- Graf, N. L., & Schwartz, C. R. (2011). The uneven pace of change in heterosexual romantic relationships: Comment on England. *Gender and Society*, 25(1), 113-123.

- Guppy, N., & Luongo, N. (2015). The rise and stall of Canada's gender-equity revolution. *Canadian Review of Sociology*, 52(3), 241-265.

Week 6 12 Oct Gender Revolution (2)

- Esping-Andersen, G., & Billari, F. C. (2015). Re-theorizing family demographics. *Population and Development Review*, 41(1), 1-31.
- Goldscheider, F., Bernhardt, E., & Lappegård, T. (2015). The gender revolution: A framework for understanding changing family and demographic behavior. *Population and Development Review*, 41(2), 207-239.

Week 7 17 Oct Marriage Formation (1)

- Oppenheimer, V. K. (1988). A theory of marriage timing. *American Journal of Sociology*, 94(3), 563-591.
- Oppenheimer, V. K. (1997). Women's employment and the gain to marriage: The specialization and trading model. *Annual Review of Sociology*, 431-453.

Week 7 19 Oct Marriage Formation (2)

- Sweeney, M. M., & Cancian, M. (2004). The changing importance of white women's economic prospects for assortative mating. *Journal of Marriage and Family*, 66(4), 1015-1028.
- Press, J. E. (2004). Cute butts and housework: A gynocentric theory of assortative mating. *Journal of Marriage and Family*, 66(4), 1029-1033.
- England, P. (2004). More mercenary mate selection? Comment on Sweeney and Cancian (2004) and Press (2004). *Journal of Marriage and Family*, 66(4), 1034-1037.
- Sweeney, M. M., & Cancian, M. (2004). Placing patterns of economic assortative mating in context: A reply to Press (2004) and England (2004). *Journal of Marriage and Family*, 66(4), 1038-1041.
- England, P., & Bearak, J. (2013). Women's education and their likelihood of marriage: A historic reversal. https://contemporaryfamilies.org/wp-content/uploads/2013/10/2013_Factsheet_England_Marriage-and-education.pdf

Week 8 24 Oct Assortative Mating (1)

- Schwartz, C. R. (2013). Trends and variation in assortative mating: Causes and consequences. *Annual Review of Sociology*, 39, 451-470.
- Bruze, G. (2011). Marriage choices of movie stars: Does spouse's education matter? *Journal of Human Capital*, 5(1), 1-28.

Week 8 26 Oct Assortative Mating (2)

- Blossfeld, H. P. (2009). Educational assortative marriage in comparative perspective. *Annual Review of Sociology*, 513-530.
- Smits, J., Ultee, W., & Lammers, J. (1998). Educational homogamy in 65 countries: An explanation of differences in openness using country-level explanatory variables. *American Sociological Review*, 264-285.

Week 9 31 Oct Bargaining and Exchange in Relationships (1)

- Sabatelli, R. M., & Shehan, C. L. (1993). Exchange and resource theories. In P. G. Boss, W. J. Doherty, R. LaRossa, W. R. Schumm, & S. K. Steinmetz (Eds.), *Sourcebook of family theories and methods: A contextual approach* (pp. 385-411). New York, NY: Plenum Press.
- Lundberg, S., & Pollak, R. A. (1993). Separate spheres bargaining and the marriage market. *Journal of Political Economy*, 101(6), 988-1010.

Week 9 2 Nov Bargaining and Exchange in Relationships (2)

- Davis, K. (1941). Intermarriage in caste societies. *American Anthropologist*, 43(3), 376-395.
- Merton, R. K. (1941). Intermarriage and the social structure: Fact and theory. *Psychiatry*, 4(3), 361-374.

Week 10 7 Nov The Life Course (1)

- Elder Jr, G. H. (1994). Time, human agency, and social change: Perspectives on the life course. *Social Psychology Quarterly*, 57(1), 4-15.
- Elder Jr, G. H., Johnson, M. K., & Crosnoe, R. (2003). The emergence and development of life course theory. In Jeylan T. Mortimer & Michael J. Shanahan (Eds.), *Handbook of the life course* (pp. 3-19). New York, NY: Plenum Publishers.
- Moen, P., & Hernandez, E. (2009). Social convoys: Studying linked lives in time, context, and motion. *The craft of life course research*, 258-279.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55(5), 469-480.

Week 10 9 Nov The Life Course (2)

- Umberson, D., Pudrovska, T., & Reczek, C. (2010). Parenthood, childlessness, and well-being: A life course perspective. *Journal of Marriage and Family*, 72(3), 612-629.
- Sassler, S. (2010). Partnering across the life course: Sex, relationships, and mate selection. *Journal of Marriage and Family*, 72(3), 557-575.

Week 11 14 Nov Gender Perspectives on Families (1)

- Ferree, M. M. (2010). Filling the glass: Gender perspectives on families. *Journal of Marriage and Family*, 72(3), 420-439.
- Ridgeway, C. L., & Correll, S. J. (2004). Unpacking the gender system a theoretical perspective on gender beliefs and social relations. *Gender & Society*, 18(4), 510-531.

Week 11 16 Nov Gender Perspectives on Families (2)

- Risman, B. J. (2004). Gender as a social structure theory wrestling with activism. *Gender & Society*, 18(4), 429-450.
- Armstrong, E. A., Hamilton, L., & Sweeney, B. (2006). Sexual assault on campus: A multilevel, integrative approach to party rape. *Social problems*, 53(4), 483-499.

Week 12 21 Nov Status and Power (1)

- England, P. (2016). Sometimes the social becomes personal: Gender, class, and sexualities. *American Sociological Review*, 81(1), 4-28.
- Bennett, F. (2013). Researching within-household distribution: Overview, developments, debates, and methodological challenges. *Journal of Marriage and Family*, 75(3), 582-597.

Week 12 23 Nov Status and Power (1)

- Davis, S. N., & Greenstein, T. N. (2013). Why study housework? Cleaning as a window into power in couples. *Journal of Family Theory & Review*, 5(2), 63-71.
- Komter, A. (1989). Hidden power in marriage. *Gender & Society*, 3(2), 187-216.

Week 13 28 Nov Family Diversity (1)

- Burton, L. M., Bonilla-Silva, E., Ray, V., Buckelew, R., & Hordge Freeman, E. (2010). Critical race theories, colorism, and the decade's research on families of color. *Journal of Marriage and Family*, 72(3), 440-459.
- Biblarz, T. J., & Savci, E. (2010). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, 72(3), 480-497.

Week 13 30 Nov Family Diversity (2)

- Glick, J. E. (2010). Connecting complex processes: A decade of research on immigrant families. *Journal of Marriage and Family*, 72(3), 498-515.
- Smock, P. J. (2004). The wax and wane of marriage: Prospects for marriage in the 21st century. *Journal of Marriage and Family*, 66(4), 966-973.