

**General Education Course Information Sheet**  
*Please submit this sheet for each proposed course*

*Department & Course Number*                      Sociology 98T  
*Course Title*    Inequalities in Families: Analyzing Differences Within and  
 Between Families in the U.S.

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis \_\_\_\_\_ **X**
- Social Analysis \_\_\_\_\_ **X**

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course examines inequalities in families based on differences in race-ethnicity, social class, gender, sexual orientation, etc. We will explore the history of these inequalities in order to understand how social, economic, structural, and cultural processes create differences between and within families. We will also take a critical look at *how* we know what we know about families.

3. List faculty member(s) who will serve as instructor (give academic rank):

Megan Sweeney, Professor

4. Indicate when do you anticipate teaching this course:

	2013-2014	Winter	<u>  <b>X</b>  </u>	Spring	_____
		Enrollment		Enrollment	
GE Course Units	<u>  <b>5</b>  </u>				

5. Please present concise arguments for the GE principles applicable to this course.

❑ General Knowledge

This course provides students with knowledge of US history and the ways in which social and economic changes have influenced the ways people organize their lives. Students will learn how we know what we know about family processes, including theories and methodologies for understanding inequality in the US and in families.

❑ Integrative Learning

Understanding inequalities in families is a topic that is rich for demonstrating to students the ways in which different theories (e.g., social exchange theory vs. interactionist theory for understanding household division of labor) and disciplines (sociology vs. psychology) try to explain social processes.

❑ Ethical Implications

As social scientists, we typically cannot assign people into experimental vs. control groups (e.g., assigning children to divorced parents vs. non-divorced parents). In learning about various methodologies used to conduct research in the social sciences, the course will discuss ethical implications of different methodologies and of research in general. This will be especially relevant as students create their own research proposals.

❑ Cultural Diversity

This course is built around understanding inequalities in families based on differences in race-ethnicity, social class, gender, sexual orientation, etc. As such, students will learn about social, structural, economic and cultural processes that influence the ways in which people form families.

❑ Critical Thinking

Students will sharpen their critical thinking skills through evaluation of past and present studies of the family—considering, for example, the soundness of methodology or the validity of findings. In this way, they will learn how to assess the strength of research as graduate students do.

❑ Rhetorical Effectiveness

Students will have the opportunity to develop their rhetorical skills through weekly analytic memos on assigned readings, leading class discussion on course material, and the development of a research proposal.

❑ Problem-solving

Students will develop a research proposal, through which they will identify a gap in the existing literature and construct a plan for how they would go about studying this topic, including a justification of why this gap should be filled and the methodology that provides the best approach to answering their research questions.

❑ Library & Information Literacy

Through the research proposal assignment, students will engage with library research materials. During the quarter, I will arrange for UCLA library staff to present to the class on strategies for conducting research in the library—to locate physical books as well as digital resources (academic journals, newspapers, etc.)

**(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)**

1. Lecture:	<u>1.5</u>	(hours)
2. Discussion Section:	<u>1.5</u>	(hours)
3. labs	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

**(A) TOTAL Student Contact Per Week**

**3 (HOURS)**

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	<u>1-4</u>	(hours)
2. Reading	<u>6</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)
4. Preparation for Quizzes & Exams:	<u>N/A</u>	(hours)
5. Information Literacy Exercises:	<u>1</u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)

7. Research Activity:

2-5 (hours)

**(B) TOTAL Out-of-class time per week**

**12-18** (HOURS)

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week**

**15-21** (HOURS)

**Sociology 98T**  
**Inequalities in Families:**  
**Analyzing Differences Within and Between Families in the U.S.**  
(Proposed CUTF syllabus for Winter or Spring 2014)  
(Last updated: June 15, 2013)

Instructor: Danielle Wondra  
Email: [dwondra@ucla.edu](mailto:dwondra@ucla.edu)  
Office Hours: TBD, Haines A55

### **Course Description**

This course explores inequalities that exist between families as well as within families in the U.S. We will survey foundational theoretical perspectives on the family (i.e., functionalist theories of the family), but will prioritize “decentering” approaches such as intersectionality theory, which highlights the interconnected experience of identities such as race, class, gender, and sexuality. In addition to discussing what we know about inequalities in families, we will think critically about *how* we know what we know. As such, the readings will expose students to a wide range of research methods, including ethnography, interviews, and large-scale survey data. Throughout the course, we will discuss the strengths and limitations of the research, paying special attention to the ways in which different methodological approaches can result in different types of knowledge. Finally, this course will distinguish understandings of family that are based on social theory and sociological knowledge from those based on personal experiences and ideologies.

In accomplishing these objectives, I hope to give students a glimpse of the graduate school experience. Therefore, students will engage in graduate-level activities and assignments. For example, students will take turns presenting weekly material and leading class discussion, and will engage with the material through weekly analytic memos. Students will also present their own research ideas to the class. By the end of the quarter, students will produce research proposals that critically evaluate the sociological literature on families and put forward new ways to fill gaps in the literature on inequalities in families.

We will approach the topic of inequalities in families by examining the ways in which individuals’ identities—in particular, social class, gender, race-ethnicity, and sexuality— influence their experiences within families. Additionally, we will consider the unique contexts of stages of the life course, namely childhood, emerging adulthood, and later life/ intergenerational experiences. It is important to note that this course only scratches the surface of the wide range of material available on sociology of the family.

## Assignments and Evaluation

Students will be evaluated in the following ways:

### 1. Class participation – 15%

This course is organized as a seminar, and I expect everyone to have completed the readings assigned for the day *before* coming to class and to be prepared to actively participate. To be fully prepared, you must give yourself time to carefully read and consider the material. To do this, it is most helpful if you take notes as you read. We will discuss reading and analysis strategies that will help you better digest and reflect on the readings. Please bring the readings and your notes with you to each class.

### 2. Leading a class discussion – 15%

Each week, a student or pair of students will be responsible for leading discussion for a portion of the class time. This will include a short presentation (5-10 minutes) of the readings, including main arguments, methodology, and findings. Student leader(s) will then lead a discussion, which may draw on their classmates' analytic memos (below) or may tie class readings to current events or stage an in-class debate. You are welcome to be creative. Please feel free to consult with me if you have questions on how to construct an effective presentation. This portion of the grade will be based on the quality of the presentation, discussion questions, and facilitation of discussion.

### 3. Analytic memos (5 in total) on assigned readings – 25% (5% for each memo)

During weeks when you are not presenting, you will post on the class website a memo that engages critically with the assigned readings. An effective memo will provide a brief summary of the reading, but more importantly, will provide a critical analysis of the readings. The goal is for these memos to be a starting point for our weekly in-class discussions. You are welcome to engage in controversial topics that may form a basis for debate. **However, you must be respectful of others.** Analyzing material with a critical mind entails questioning ideas and how they were produced. However, it does not grant you license to be unfairly critical of others.

Each memo should be approximately 2 pages single-spaced in length, and must be posted on the class website discussion board by noon 2 days before class. There are 8 weeks (Week 2 through Week 9) available from which you may choose to write 5 memos, keeping in mind that you may not submit a memo during the week you are a discussion leader.

### 4. Final project: prospectus, research proposal, and in-class presentation – 45%

This portion of the grade is divided into four parts:

- Paper prospectus – 5%
- First draft – 10%
- Presentation of project – 5%
- Final research proposal – 25%

The final project schedule is as follows:

**Week 4: Paper prospectus due.** This should include the student's chosen research topic, an annotated bibliography with the 7-10 most important sources the student expects to use in his/her paper, and a brief outline of the proposed research plan.

**Week 6: First draft of paper due.** I will make brief comments on the content and structure of your paper to ensure you are heading in the right direction. I will return this to you the following week (Week 7) so you have time to incorporate my suggestions into your final paper.

**Weeks 9 and 10: Project presentations.** Each student will present a 10-minute synopsis of your paper to the class. We will then discuss the strengths and weaknesses of the project as a group. This workshop format is designed to simulate the types of workshops held by graduate students in the sociology department. This will also allow you to get feedback from your classmates that you can incorporate into your final paper.

**Finals Week: Final paper due.** The final paper should be at least 15 pages in length, double-spaced. Students will select a particular topic from the class and critically engage with the literature on that subject. To construct your literature review, you will need to explore the literature over time to understand how the knowledge of the field has changed. What advancements have been made on this topic? What gaps remain? You will then develop a research proposal that offers a plan to explore one of these gaps in the literature. You will not conduct the actual research, but will develop a methodology plan for how you would investigate this topic if you were going to research it. We will discuss strategies and tips for producing the research proposal throughout the quarter.

If you decide you would like to pursue this research project, I can discuss with you the option of participating in the Sociology Honors Thesis Program, a four-quarter research seminar through which students conduct independent research (and graduate with Honors!).

### 5. Extra Credit – up to 2%

For extra credit, you may attend *one* of the presentations of the Sociology Department's Family Working Group. This is an opportunity for you to learn about the research of distinguished guest speakers and to see first-hand the format of academic presentations. You must sign in at the presentation to get credit. Following the presentation, write a 2-page single-spaced paper describing the presentation (field of research, methodology, main findings) and comment on the speaker's project (strengths and weaknesses). Also include a discussion of the types of questions that were asked by audience members. Finally, briefly discuss the ways in which the speaker's project relates to the course material. Please submit to me the extra credit memo within 3 days of the presentation. You may only submit one of these extra credit memos during the quarter, and you can earn up to 2 percentage points to be added to your final course grade.

## Tentative Course Schedule

*Please note: All readings are available through the course website or online through the UCLA Library's electronic database.*

### **Week 1: Introduction to Sociology of the Family; Social Class and the Intergenerational Transmission of Inequality**

*Definitions of family*

*Demographic trends in the U.S., changes in family over time*

*Family structure and social class, parenting styles*

*Intergenerational transmission of inequality*

Required readings:

- Cherlin, A.J. (2010). "Demographic Trends in the United States: A Review of Research in the 2000s." *Journal of Marriage and Family* 72, pps. 403-419.
- McLanahan, S. & Percheski, C. 2008. "Family Structure and the Reproduction of Inequalities". *Annual Review of Sociology* 34: 257-74
- Reed, J. M, and K. Edin. 2005. "Why don't they just get married? Barriers to marriage among the disadvantaged." *The Future of Children* 15(2):117-137.
- Furstenberg, Frank F. 2010. "Diverging Development: The Not-So-Invisible Hand of Social Class in the United States." Pp. 276-298 in *Families as they really are*, edited by B. J. Risman. New York: WW Norton.

Optional reading:

- Lareau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press. (selection)

### **Week 2: Gender and Family**

*Theories of sex and gender*

*Gender in families, particularly in romantic unions (marriage, cohabiting unions)*

*Theories of household division of labor: functionalist, social exchange, interactionist*

*Practices of household division of labor*

Required readings:

- Lorber, Judith. 1994. *Paradoxes of Gender*. New Haven: Yale University Press. Chapter 1: "Night to His Day": The Social Construction of Gender, pp. 13-36.
- Hochschild, Arlie. *The Second Shift*. Chapters 4, 5
- Kamo, Yoshimori and Ellen L. Cohen. 1998. "Division of Household Work between Partners: A Comparison of Black and White Couples." *Journal of Comparative Family Studies* 29(1):131-45.
- Blair-Loy, M. 2001. "Cultural Constructions of Family Schemas." *Gender & Society* 15(5):687-709.

## Optional reading:

- West, Candace, and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125–151.

**Week 3: Race-Ethnicity and Families**

*Race-ethnicity and differences between families*

*Intersectional approaches to understanding race within the context of class, gender, etc.*

## Required readings:

- Collins, Patricia Hill. "Get Your Freak On: Sex, Babies, and Images of Black Femininity," and "Booty Call: Sex, Violence, and Images of Black Masculinity," chapters 4 and 5 in *Black Sexual Politics*.
- Hondagneu-Sotelo, Pierrette. 1994. *Gendered transitions: Mexican experiences of immigration*. Berkeley Calif.: University of California Press. (selection)
- Espiritu, Yen Le and Diane Wolf. 2001. "The Paradox of Assimilation: Children of Filipino Immigrants in San Diego." in *Ethnicities*, edited by R. a. A. P. Rumbaut. Berkeley, CA: University of California Press.
- Zinn, Maxine Baca. 2005. "Feminist Rethinking from Racial-Ethnic Families." *Shifting the Center: Understanding Contemporary Families*. Ferguson, Susan J. (Ed.) Chapter 2. pp.18-27. McGraw-Hill: New York.

## Optional readings:

- Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43(6):1241–1299.
- Pyke, Karen. 2005. "'Generational Deserters and 'Black Sheep'": Acculturative Differences among Siblings in Asian Immigrant Families." *Journal of Family Issues* 26(4):491-517.

In-class film: "Is Inequality Making Us Sick?" (discusses persistent effects of race on health of babies even when mothers have attained middle or upper-class status)

**Week 4: Men in Families**

*How men have been marginalized in family research*

*Debates on role of fathers; debates on "family decline" as a result of absent fathers*

*Intersectional approaches: how race and class affect men's experiences in families*

## Required readings:

- Gavanas, Anna. 2004a. *Fatherhood Politics in the United States: Masculinity, Sexuality, Race and Marriage*. Urbana: University of Illinois Press. (selection)
- Hofferth, Sandra L., Joseph Pleck, Jeffrey L. Stueve, Suzanne Bianchi, and Linda Sayer. 2002. "The Demography of Fathers: What Fathers Do." Pp. 63-90 in *Handbook of Father Involvement: Multidisciplinary Perspectives*, edited by Catherine S. Tamis-LeMonda and

- Natasha Cabrera. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Popenoe, David. 1996. *Life Without Father: Compelling New Evidence That Fatherhood and Marriage Are Indispensable for the Good of Children and Society*. New York: Martin Kessler Books. (selection)
  - Wilkinson, Deanna L, Amanda Magora, Marie Garcia, and Atika Khurana. 2009. “Fathering at the Margins of Society.” *Journal of Family Issues* 30(7):945-967.

### **Week 5: Same-Sex Unions**

*Same-sex unions and effect on child well-being*  
*Household division of labor in absence of sex differences*  
*Particular attention to quality of research on same-sex couples*

Required readings:

- Biblarz, Timothy J., and Judith Stacey. 2010. “How Does the Gender of Parents Matter?” *Journal of Marriage and Family* 72(1):3-22.
- Sullivan, Maureen. 2004. *The Family of Woman: Lesbian Mothers, Their Children, and the Undoing of Gender*. Berkeley: University of California Press. Ch 4, 6
- Moore, Mignon R. 2008. “Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies.” *American Sociological Review* 73(2):335-356.
- Carrington, Christopher. 1999. *No Place Like Home: Relationships and Family Life Among Lesbians and Gay Men*. Chicago, Ill: University of Chicago Press. Intro, 1, 3, 5, Appendices

### **Week 6: Children and Childcare**

*Differential experiences of childhood*  
*Children’s power or lack thereof in families*  
*Adultification of children*  
*Caring for children, interactions between childcare workers and families*

Required readings:

- Burton, Linda. “Childhood Adultification in Economically Disadvantaged Families: A Conceptual Model” *Family Relations* 56: 329-345.
- Hondagneu-Sotelo, Pierrette. *Domestica: Immigrant Workers*. Preface and ch 1, 6, 7
- Twine, France Winddance. 1996. “Brown-Skinned White Girls: Class, Culture and the Construction of White Identity in Suburban Communities,” *Gender, Place and Culture* 3, 2: 205-224.
- Dodson, L. and Dickert, J. 2004. “Girls Family Labor in Low-Income Households: A Decade of Qualitative Research,” *Journal of Marriage and Family* 66: 318-332.

**Week 7: Emerging Adulthood & Young Adulthood**

*New life course stage: emerging adulthood*  
*Relationships in young adulthood (including college)*  
*Race-ethnic differences in transition to adulthood and marriage*

## Required readings:

- Hamilton, Laura, and Elizabeth A. Armstrong. 2009. "Gendered Sexuality in Young Adulthood Double Binds and Flawed Options." *Gender & Society* 23(5):589–616.
- Buchmann, Claudia and Tom DiPrete. 2006. "The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement." *American Sociological Review* 71: 515 – 541.
- Crowder, Kyle D., and Stewart E. Tolnay. 2000. "A New Marriage Squeeze for Black Women: The Role of Racial Intermarriage by Black Men." *Journal of Marriage and Family* 62(3):792–807.
- Rosenfeld, Michael J., and Byung-Soo Kim. 2005. "The Independence of Young Adults and the Rise of Interracial and Same-Sex Unions." *American Sociological Review* 70(4):541–562.

**Week 8: Relationship Dissolution and Re-formation**

*Divorce and remarriage: inequalities in the process of relationship dissolution and re-formation*  
*Stepfamilies: same-sex and different-sex couples, cohabiting and married*  
*Effects on child well-being*

## Required readings:

- Smock, Pamela J., Wendy D. Manning, and Sanjiv Gupta. 1999. "The Effect of Marriage and Divorce on Women's Economic Well-Being," *ASR* 64(6): 794-812.
- Hequembourg, A. 2004. "Unscripted motherhood: Lesbian mothers negotiating incompletely institutionalized family relationships." *Journal of Social and Personal Relationships* 21(6):739–762.
- Bianchi, S. M., Subaiya, L., & Kahn, J. R. (1999). The gender gap in the economic well-being of nonresident fathers and custodial mothers. *Demography*, 36, 195–203.
- Sweeney, Megan M. 2007. "Stepfather Families and the Emotional Well-Being of Adolescents." *Journal of Health and Social Behavior* 48(1): 33-49.

**Week 9: Intergenerational Relationships**

*Multigenerational households*  
*Inequalities and conflicts between generations*  
*Immigrant family experiences*

## Required readings:

- Tsai-Chae, Amy H. and Donna K. Nagata. 2008. “Asian Values and Perceptions of Intergenerational Family Conflict Among Asian American Students.” *Cultural Diversity and Ethnic Minority Psychology* Vol. 14, No. 3, 205–214
- Dietz, Tracy L. 1995. “Patterns of Intergenerational Assistance within the Mexican American Family: ‘Is the Family Taking Care of the Older Generation’s Needs?’” *Journal of Family Issues* 16(3): 344-356.
- Dunifon, Rachel and Lori Kowaleski-Jones. 2007. “The Influence of Grandparents in Single-Mother Families.” *Journal of Marriage and Family* 69: 465-481.

## Optional reading:

- Foner, Nancy and Joanna Dreby. 2011. “Relations Between the Generations in Immigrant Families.” *Annual Review of Sociology*. Vol.37, pp.545-564.

In-class activity: Begin student presentations

**Week 10: Where do we go from here?**

*Conclusions & Discussion*

*Public policy and opportunities for change*

In-class activity: Continue student presentations



## New Course Proposal

### Sociology 98T

### Inequalities in Families: Analyzing Differences within and between Families in U.S.

**Course Number** Sociology 98T

**Title** Inequalities in Families: Analyzing Differences within and between Families in U.S.

**Short Title** INEQUALITIES-FAMILY

**Units** Fixed: 5

**Grading Basis** Letter grade only

**Instructional Format** Seminar - 3 hours per week

**TIE Code** SEMT - Seminar (Topical) [T]

**GE Requirement** Yes

**Major or Minor Requirement** No

**Requisites** Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

**Course Description** Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Exploration of inequalities that exist within and between families in U.S. Survey of foundational theoretical perspectives on family. Critical thinking about how we know what we know about families, considering strengths and limitations of different sociological research approaches. Letter grading.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows.

**Syllabus** File [Sociology 98T syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Megan Sweeney is the faculty mentor for this seminar.

**Grading Structure** class participation - 15%; leading a class discussion - 15%; analytic memos (5 in total) on assigned reading - 25%; final project: prospectus, research proposal, and in-class presentation - 45%

**Effective Date** Winter 2014

**Discontinue Date** Summer 1 2014

<b>Instructor</b>	Name	Title
	Danielle Wondra	Teaching Fellow

<b>Quarters Taught</b>	Fall	Winter	Spring	Summer

**Department** Sociology

<b>Contact</b>	Name	E-mail
	CATHERINE GENTILE	cgentile@oid.ucla.edu

**Routing Help**

## ROUTING STATUS

**Role:** Registrar's Office

**Status:** Processing Completed**Role:** Registrar's Publications Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704**Status:** Added to SRS on 8/6/2013 4:38:47 PM**Changes:** Title, Description**Comments:** Edited course description into official version.**Role:** Registrar's Scheduling Office - Bartholomew, Janet Gosser (JBARTHOLOMEW@REGISTRAR.UCLA.EDU) - 51441**Status:** Added to SRS on 7/17/2013 2:23:09 PM**Changes:** Short Title**Comments:** Created a short title.**Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/16/2013 3:12:55 PM**Changes:** No Changes Made**Comments:** Routing to Doug Thomson in the Registrar's Office.**Role:** FEC Chair or Designee - Palmer, Christina (CPALMER@MEDNET.UCLA.EDU) - 44796**Status:** Approved on 7/8/2013 2:30:06 PM**Changes:** No Changes Made**Comments:** No Comments**Role:** FEC Chair or Designee - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040**Status:** Returned for Additional Info on 7/3/2013 3:15:10 PM**Changes:** No Changes Made**Comments:** Routing to Christina Palmer for FEC approval.**Role:** CUTF Coordinator - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998**Status:** Approved on 6/19/2013 5:05:01 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen Komar, chair, Collegium of University Teaching Fellows**Role:** Initiator/Submitter - Gentile, Catherine (CGENTILE@OID.UCLA.EDU) - 68998**Status:** Submitted on 6/19/2013 5:04:07 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

[Main Menu](#) [Inventory](#) [Reports](#) [Help](#) [Exit](#)  
[Registrar's Office](#) [MyUCLA](#) [SRWeb](#)

Comments or questions? Contact the Registrar's Office at  
[cims@registrar.ucla.edu](mailto:cims@registrar.ucla.edu) or (310) 206-7045