

## SEMESTER AT SEA COURSE SYLLABUS

University of Virginia, Academic Sponsor

**Voyage: Fall 2014**

**Discipline: Sociology**

**SOC 2052: Sociology of the Family**

**Division: Lower**

**Faculty Name: Allison J. Pugh**

**Credit Hours: 3; Contact Hours: 38**

### **Pre-requisites:**

One course in the social sciences.

### **COURSE DESCRIPTION:**

Families are under siege, although not all of them for the same reasons. The fragile bonds that hold families together are buffeted by time demands at the workplace, the struggle to make it in the market economy, growing inequality and the distortions and social divisions that it produces, even the challenge of trust when forging relationships amidst increasing instability. While these social forces are worldwide, their influence varies widely in different contexts. In this class, we'll consider competing explanations for what makes families spin apart, and throughout the course we will also look at different ways people are trying to remake families, finding alternative ways of caring and providing for each other. At the end of this class, you should be able to think critically about where families have been and where they are going. This class is a collaborative exercise, in which what you get out of it reflects what you put into it. Students will take responsibility for their own learning, ask questions, challenge assumptions, and participate actively.

### **COURSE OBJECTIVES:**

The course has five broad goals for the new skills and understandings students will have at semester's end:

- **You will grapple with current sociological thinking about families.** What are families like today, in the United States and in other countries? Why do we see an array of diverse family forms? What are the factors that lead to different kinds of families, and what are their consequences? What are families for, anyway?
- **You will reflect upon your own family, and broaden your exposure to other kinds of**

**families worldwide.**

- **You will think critically about families and synthesize concepts**, meaning apply ideas learned in class to new facts.
- **You will help build a learning community.**
- **You will write well.**

## **REQUIRED TEXTBOOKS**

**AUTHOR:** Cherlin, Andrew J.

**TITLE:** The Marriage-Go-Round: The State of Marriage and the Family in America Today.

**PUBLISHER:** New York: Vintage

**ISBN #:** 978-0-307-38638-0

**DATE/EDITION:** 2010

**AUTHOR:** Malloy, Aimee.

**TITLE:** However Long the Night: Molly Melching's Journey to Help Millions of African Women and Girls Triumph.

**PUBLISHER:** New York: HarperOne.

**ISBN #:** 978-0062132765

**DATE/EDITION:** 2013

**AUTHOR:** Pugh, Allison J.

**TITLE:** Longing and Belonging: Parents, Children and Consumer Culture

**PUBLISHER:** University of California Press

**ISBN #:** 9780520258440

**DATE/EDITION:** 2009

**AUTHOR:** Stacey, Judith

**TITLE:** Unhitched: Love, Marriage and Family Values from West Hollywood to Western China.

**PUBLISHER:** New York: NYU Press.

**ISBN #:** 9780814783825

**DATE/EDITION:** 2011

## **TOPICAL OUTLINE OF COURSE**

**Depart Southampton- August 23:**

### **UNIT ONE: Introduction**

**A1- August 25:** Introduction: What do we already know about families and what do we want to find out?

**No reading.**

**A2-August 27:** What's Important to Know about Family History: the Invention of Public and Private

**Reading:** Gillis, John. 1996. A World of Their Own Making: Myth, Ritual and the Quest for

Family Values. Chapter 5. "Making Time(s) for Family." \*

**A3-August 29: Fathers and Fatherhood in Russia**

**Reading:** Utrata, J. (2008), Keeping the Bar Low: Why Russia's Nonresident Fathers Accept Narrow Fatherhood Ideals. *Journal of Marriage and Family*, 70: 1297–1310.

St. Petersburg: August 30- September 1

**A4- September 3:** Contemporary Trends in Intimacy: Marriage in the United States versus Europe

**Due: Choose theme for final project**

**Reading:** Cherlin, Andrew J. 2009. The Marriage-Go-Round: The State of Marriage and the Family in America Today. New York: Knopf. Introduction and Chapter 1.

**Further reading (Optional):** Coontz, Stephanie. 2005. Marriage, A History: From Obedience to Intimacy or How Love Conquered Marriage. New York: Viking.

Gdansk: September 5-7

Rostok: September 8-9

**A5- September 10:** Diversity v. Stability: What Matters about New Family Forms

**First set of Fieldnotes/interview notes due**

**Reading:** Cherlin, Andrew J. 2009. The Marriage-Go-Round: The State of Marriage and the Family in America Today. New York: Knopf. Chapter 5 and 7, skim chapter 8.

**Further reading (Optional):** Beck-Gernsheim E (1998) On the way to a post-familial family: From a community of need to elective affinities. *Theory, Culture and Society* 15(3–4): 53–70.

McLanahan, Sara. "Diverging Destinies: How Children Fare Under the Second Demographic Transition." *Demography*. 41(4): 607-627.\*

Kelly, Joan and Emery, Robert. 2003. "Children's Adjustment After Divorce: Risk and Resilience Perspectives." *Family Relations* V 52, (4) October. Pp. 352-362.\*

**A6- September 12:** Overworking norms – Squeezing Family in at the Margins

**Reading:** Hochschild, Arlie. 2004. "From the Frying Pan into the Fire," in The Commercialization of Intimate Life Berkeley, CA: University of California Press. Chapter 10.

Hochschild, Arlie. 1996. "Emotional Geography Versus Social Policy: the Case of Family Friendly Reforms in the Workplace." In Lydia Morris and E. Stina Lyon, eds., *Gender Relations in Public and Private: New Research Perspectives*. Houdmills, Basingstoke: MacMillan Press. Pp 13-36.

**Further reading (optional):** Fagnani, Jeanne. "Family Policies In France And Germany." *Community, Work & Family* 10, no. 1 (February 2007): 39-56.

Levine, Robert. 2005. A Geography of Busyness. *Social Research* 72.2 (Summer 2005): p. 355(16).\*

Antwerp: September 14-16

Le Havre: September 17-19

## **UNIT II: Explaining the Fragile Family: Economic, Political, Legal Contexts**

### **Second set of Fieldnotes/interview notes due**

**A7-September 20:** Who Takes Care of Us? What Do We Owe Each Other?: From Kin to the State to “Rosie the Robot”

**Reading:** Dizard, Jan and Gadlin, Howard. The Minimal Family. Amherst, MA: University of Massachusetts Press. Chapter 2. “The Transformation of Dependency.”

**Further reading (Optional):** Dizard and Gadlin, Chapter 3. “Dependence, Authority, and the Desire for Autonomy.”

**A8- September 22:** Shifts in Public and Private

**Reading:** Fahey, Tony. 1995. “Privacy and the Family: Conceptual and Empirical Reflections.” *Sociology*. 29:4 (November): 687-702.

**Further reading (optional):** Fahey, Tony and Layte, Richard. 2007. “Family and Sexuality” in Tony Fahey, Helen Russell, Christopher T. Whelan, eds. *Best of Times? The Social Impact of the Celtic Tiger*. Dublin, Ireland: Institute of Public Administration. Pp 155-174.

Dublin: September 24-27

### **A9- September 28: The Market and Childrearing: What Buying Means to Kids; and How Parents Respond**

#### **Reading:**

Pugh, Allison J. 2009. Longing and Belonging: Parents, Children and Consumer Culture. Berkeley, CA: University of California Press. P 1-148 (skip pp. 27-47).

### **A10- September 30: Economic Shifts, New Family Patterns**

#### **Reading:**

Cooper, Marianne. 2014. *Cut Adrift: Families in Insecure Times*. Berkeley: University of California Press. Introduction.\*

Douglass, Carrie B. 2005. ““We’re Fine at Home”: Young People, Family and Low Fertility in Spain.” *Barren States: The Population Implosion in Europe*. Oxford, UK: Berg Publishers. pp 183-206.

#### **Further Reading (Optional):**

Hacker, Jacob. 2006. “The Privatization of Risk and the Growing Economic Insecurity of Americans.” The Privatization of Risk Web Forum. Social Science Research Council. Available at: <http://privatizationofrisk.ssrc.org/Hacker/>

Warren, Elizabeth. 2005. “Rewriting the Rules: Families, Money and Risk.” The Privatization of Risk Web Forum, Social Science Research Council. Available at: <http://privatizationofrisk.ssrc.org/Warren/>

Santos Ortega, Juan Antonio. 2003. “Long-term Youth: Discontinuity in Labor Profiles of Young Spanish People in the Age of Informational Flexibility” in Laurence Roulleau-Berger, ed. *Youth and Work in the Post-Industrial City of North America and Europe*. Koninglijke Brill NV: Leiden, the Netherlands. Pp 122-135.

Mercedes Sánchez-Martínez and Angel Otero. 2009. Factors Associated with Cell Phone Use in

- Adolescents in the Community of Madrid (Spain). *CyberPsychology & Behavior*. April 2009, 12(2): 131-137. doi:10.1089/cpb.2008.0164.
- Moreno Minguez, Almudena. 2003, The Late Emancipation of Spanish Youth: Keys For Understanding. *Electronic Journal of Sociology* (2003).  
<http://www.sociology.org/content/vol7.1/minguez.html>
- Wall, Karin and Rita Gouveia. 2014. "Changing meanings of Family in Personal Relationships." *Current Sociology*. January 30. Online publication; doi: 10.1177/0011392113518779.

Lisbon: October 1-2

In transit: October 3

Cadiz: October 4-5

### **A11- October 7: The Politics of Public and Private: Intersections of Families, Gender and the Law**

#### **Third set of Fieldnotes/interview notes due**

**Reading:** Sadiqi, Fatima and Moha Ennaji. 2006. "The Feminization of Public Space: Women's Activism, the Family Law, and Social Change in Morocco." *Journal of Middle East Women's Studies* Volume 2, Number 2, Spring 2006, pp. 86-114.

Casablanca: October 8-11

### **UNIT III: Families and Inequalities**

#### **A12-October 13: Gender and Intimacy in Young Adulthood**

**Reading:** Armstrong, Elizabeth A., Hamilton, Laura, and England, Paula. 2010. "Is Hooking Up Bad for Young Women?" *Contexts*, Vol. 9, No. 3, pp. 22-27.

Hamilton, Laura and Armstrong, Elizabeth. 2009. Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options. *Gender & Society* 2009 23: 589-616

#### **Further reading (Optional):**

Hochschild, Arlie. 2003. "The Commercial Spirit of Intimate Life and the Abduction of Feminism." Chapter 1 in The Commercialization of Intimate Life.

#### **A13- October 15: Local and Global Knowledge: Gender, Culture and the Human Rights of Children**

**Reading:** Molloy, Aimee. 2013. *However Long the Night: Molly Melching's Journey to Help Millions of African Women and Girls Triumph*. New York: HarperOne. Chapter 6, pp 78-82, Chapters 9, 10, 13, 14, 19 and the epilogue.

#### **Further Reading (Optional):**

Van Krieken, Robert. 1999. "The 'Stolen Generations' and Cultural Genocide: The Forced Removal of Australian Indigenous Children from their Families and its Implications for the Sociology of Childhood." *Childhood* August 1999 6: 297-311.

Dakar: October 16-19

### **October 16 Field Lab: Parenting Practices in Senegal: Where Local and Global Knowledge Meet**

#### **A14- October 21: Gender and the Organization of Intimacy: Polygyny, Matrilineal Families and**

Care

**Fieldlab Reflections Paper due**

**Reading:** Stacey, Judith. 2011. Unhitched: Love, Marriage and Family Values from West Hollywood to Western China. New York: NYU Press. Read chapters 4 and 5, skim the conclusion.

**A15- October 23:** Gender, Race, Culture and Family Patterns

**Reading:** Hill, Shirley. 2005. Black Intimacies. Walnut Creek, CA: Altamira Press. “Black Families: Beyond Revisionist Scholarship.” Chapter 3. \*

Takyi, B. and Nii-Amoo Doodoo, F. (2005), Gender, lineage, and fertility-related outcomes in Ghana. *Journal of Marriage and Family*, 67: 251–257.

**Further reading (optional):**

Graves, Jen. 2008. Black Kids in White Houses On Race, Silence, and the Changing American Family. *The Stranger* November 25, 2008. URL: <http://www.thestranger.com/seattle/Content?oid=787542>.

**Takoradi: October 25-26**

**Tema: October 27-28**

**A16- October 29:** The Stalled Revolution: Gender and Work –

**Fourth Set of Fieldnotes/interview notes due**

**Reading:** Hochschild, Arlie. 1989. “The Economy of Gratitude.” In David Franks and Doyle McCarthy, eds., *The Sociology of Emotions: Original Essays and Research Papers.* Greenwich, CT: JAI Press. Pp 95-113.

Heymann, Jody. 2006. Forgotten Families. Oxford: Oxford University Press. Chapter 7. “Addressing the Burgeoning Problem.”

**Further reading (Optional):** Cancian, Francesca and Oliker, Stacey. 2000. Caring and Gender Walnut Creek: CA: Altamira Press, Chapter 3. “Caring in Families.”

Hochschild, Arlie. 1989. The Second Shift New York: Viking.

**A17- October 31:** New Trends in Race and Intimacy

**Reading:** M. J. Rosenfeld 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.

**Further reading (Optional):** Telles, Edward Eric. 2004. “Chapter 7: Intermarriage.” In *Race in Another America: The Significance of Skin Color in Brazil.* Princeton, NJ: Princeton University Press. P 173-192.

Study Day: November 2

**A18-November 3: In-class exam.**

**A19- November 5:** Comparative Studies of Love

**Reading:** Rebhun, L.A. 1999. *The Heart is Unknown Country: Love in the Changing Economy of Northeast Brazil.* Palo Alto, CA: Stanford University Press. Chapter 3: Love as Connection: Social network and Emotion in an Ambiguous Economy” and Chapter 5:

Ideals of Masculinity and Femininity: Love in a Divided Society.”

Rio de Janeiro: November 7-9

In-transit: November 10-11

Salvador: November 12-14

**A20- November 15:** Class, Race and Childrearing

**Executive Summary of findings due**

**Reading:** Lareau, Annette. 2003. Unequal Childhoods: Class, Race and Family Life. Berkeley, CA: University of California Press. Chapter 1: “Concerted Cultivation and the Accomplishment of Natural Growth.”

#### **UNIT IV: THE ELASTICITY OF CARE AND INTIMACY**

**A21- November 17:** New Families, Old Families: Dilemmas of Contemporary Fatherhood

**Reading:**

Coltrane, Scott. 2004. “Fathering: Paradoxes, Contradictions and Dilemmas.” In Marilyn Coleman and Lawrence H. Ganong, eds. Handbook of Contemporary Families: Considering the Past, Contemplating the Future. Thousand Oaks, CA: Sage. Pp. 224-243.

**Further Reading (optional):** Coles, Roberta, and Charles Green. ‘Introduction.’ The Myth of the Missing Black Father. New York: Columbia University Press. See URL: <http://cup.columbia.edu/book/978-0-231-14352-3/the-myth-of-the-missing-black-father/excerpt>.

Marks, Loren and Palkovitz, Rob. 2007. “American fatherhood Types: The Good, the Bad and the Uninterested.” Fathering: a Journal of Theory, Research and Practice about Men as Fathers. V2: 2: 113-129.

Study Day: November 19

**A22-November 20:** Migration, Kin-Shifting and Extended Families

**Due in class: Presentations**

**Reading:** Chamberlain, Mary. 2003. "Rethinking Caribbean families: extending the links." *Community, Work & Family* 6, no. 1: 63.

Bridgetown: November 22-24

**A23-November 25:** New kinds of families – Is Endurance and Diversity Possible?

**Due in class: Presentations**

**Reading:** Stacey, Judith and Biblarz, Timothy. 2001. "(How) Does the Sexual Orientation of Parents Matter?" American Sociological Review 66, n.2 (April):159-83.

Pugh, Allison J. Forthcoming. *The Tumbleweed Society: Working and Caring in an Insecure Age*. New York: Oxford University Press. Chapter 9: “The Coral Society.”

**Further reading (optional):** Patterson, Charlotte. 2006. “Children of Lesbian and Gay Parents.” *Current Directions in Psychological Science*. Vol 15, No. 5, 241-244. \*

**A24- November 27:** Conclusion.

**Due in class: Presentations**



**Reading:** Stone, Deborah. 2000. "Why We Need a Care Movement." The Nation. March 13. Available at <http://www.since1865.com/doc/20000313/stone>.

Behar, Ruth. 2009. "Losing Cuba Again." *Review: Literature and Arts of the Americas*. Volume 42, Issue 1, pp 65-70.

**Further reading (optional):** Cancian, Francesca and Oliker, Stacey. 2000. Caring and Gender Walnut Creek: CA: Altamira Press, Chapter 5. "Governing Care" and Chapter 6. "Caregiving in Communities."

Havana: November 29- December 2:

Study Day- December 3

**A25-December 4 (A Day Finals): Due in class: presentations**

### **FIELD WORK**

Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab. This field lab is planned on Thursday, 16 October in Dakar, Senegal.

***FIELD LAB** (At least 20 percent of the contact hours for each course, to be led by the instructor.)*

### **Parenting Practices in Senegal: Where Local and Global Knowledge Meet**

Research on parenting practices suggests that how we raise children has a crucial effect on their life chances. Yet some recommended practices – such as stimulating and interacting with infants directly – counter traditional Senegalese folkways. For example, the belief that infants must be protected from dangerous spirits: to protect them certain parents avoid looking newborn babies in the eye and speaking regularly and directly to them. How might Senegalese parents come to view new parenting practices as culturally relevant for them? How do families integrate global and local knowledge? The organization Tostan – which means "breakthrough" in the Wolof language – employs a community education model, using traditional methods of learning, to enable communities in Senegal and seven other African countries to absorb and adapt development programming so that it is appropriate for them. Started by a young exchange student, Tostan is unusual for how it merges local and global knowledge, under the rubric of human rights, to tackle powerful traditional practices such as child marriage and female genital cutting. In this fieldlab, we'll take an in-depth look at the Tostan program "Reinforcing Parental Practices" (RPP), in which parents and infants gather together to learn simple techniques including telling stories, copying children and asking them questions. We'll visit the RPP team at the Tostan training center in Thies, where we'll have a roundtable discussion with RPP Coordinator Ibrahima Giroux about how the RPP handles the introduction of new parenting ideas in a way that does not offend or ignore local sensibilities. We'll have lunch at the training center, before heading out to a nearby village, where we'll be able to take a tour and observe a demonstration of Tostan's award-winning model at work.

### **Academic Objectives:**



1. Understand the importance of parenting practices in shaping infants' life chances.
2. Visit and observe an organization that trains parents in culturally relevant parenting practices that nonetheless incorporate new scientific findings on the important of interacting with and stimulating infants.
3. Consider and evaluate the collision of global and local knowledge, and how and when sensitive and community-centered efforts can lead to cultural change.

Assignment: Students will prepare for the fieldlab by reading excerpts from "However Long the Night," an account of Tostan founder Molly Melcher's work in Senegal. These excerpts include Chapter 6, pp 78-82, Chapters 9, 10, 13, 14, 19 and the epilogue. Students will also reflect on their observations in a 2-3 page position paper they will write. More details about this will be given in a class handout.

*Dress and Conduct:* A field lab is an extension of class, meaning conduct and classroom rules apply, including use of cell phones, headphones, and other electronics. Active participation during the lab is expected and will be part of student assessment. Only serious student illnesses will be marked as excused. All other student absences will result in a zero for the field lab assignment.

### ***FIELD ASSIGNMENTS***

Students will conduct interviews and ethnographic observations of families in four field assignments in four ports of call over the course of the semester: at least two sites must involve interviews with 2-3 local inhabitants, and at least two sites must involve 2-3 hours of field observations; some ideas for potential sites (markets, zoos, playgrounds, etc.) in each port will be posted on the class intranet. Students will use this material to think about a particular theme throughout the course, and ultimately make a presentation on this theme by the end of the class. Students can choose from three potential themes for their project (or propose their own) by the second class meeting: families and inequality, families and the market, or elastic families (see the syllabus units for further information; we'll also discuss in class). By the end of the course, students will have 4-6 hours of field observations and 4-6 interviews on a given theme. Using course readings, students will analyze this data, and write a 2-3 page executive summary of their findings in light of the course material. Students will join in small groups of others studying the same themes, and make a 5-7 minute joint presentation, using iMovie, power-point or some other presentation program, during one of the last class sessions.

### **METHODS OF EVALUATION / GRADING RUBRIC**

Class Participation/Attendance: 20%  
Fieldnotes and executive summary: 25%  
Fieldlab and reflection: 20%  
In-class exam: 20%  
Group Presentation: 15%

## **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."