Course Description:
What makes a family? How has the conception of kinship and the 'normal' family changed over the generations? From single moms (and dads) to tiger moms, how do race and gender intersect with this institution? In this introductory class, we examine these questions, drawing on a variety of course materials ranging from classic works in sociology to contemporary blogs on family life. We will focus on diversity in family life, paying particular attention to the intersection between the family, race and ethnicity, social class, and sexuality.

Student Learning Outcomes:
The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, our focus is on the following three:

✓ Learning how to connect information about historical and contemporary socio-cultural phenomena;

✓ Applying sociological theory to analyze socio-cultural phenomena;

✓ Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

Required Course Materials:
Several journal, magazine, and newspaper articles can be downloaded from the course’s Moodle page. The following four books are also required, and they can be purchased from the Carleton Bookstore:


Assignments and Evaluation:
Your grade in this course will be determined by your performance on the following activities:

<table>
<thead>
<tr>
<th>Graded Work</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Family narrative</td>
<td>3%</td>
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<tr>
<td>Work and Family</td>
<td>10%</td>
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<tr>
<td>Midterm</td>
<td>22%</td>
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<tr>
<td>8 page paper</td>
<td>15%</td>
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<td>Tell Me More</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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</tbody>
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Policy on late work: The ten week term is short and falling behind is a recipe for disaster. Get your assignments done on time. In general, I do not accept late work and I do not give makeup exams.

Grades will be assigned according to the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
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<tr>
<td>B+</td>
<td>&lt;90-88</td>
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<td>C+</td>
<td>&lt;80-78</td>
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<tr>
<td>D+</td>
<td>&lt;70-68</td>
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<tr>
<td>B</td>
<td>&lt;88-84</td>
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<td>C</td>
<td>&lt;78-74</td>
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<tr>
<td>D</td>
<td>&lt;68-60</td>
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<td>A-</td>
<td>&lt;94-90</td>
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<td>B-</td>
<td>&lt;84-80</td>
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<td>C-</td>
<td>&lt;74-70</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</table>

FREE Resources for Students
Take advantage of the FREE resources that will improve your educational experience!

For your presentation, I strongly recommend that you make an appointment with the coaches from the Speakeasy to help you plan your presentation and delivery! [Link](http://apps.carleton.edu/campus/asc/speakeasy/)

Don’t forget about the Writing Center! Again, go early and often to take advantage of these resources. Trust me, after college, you will have to start paying for these things out of pocket so soak up as much as you can now! [Link](http://apps.carleton.edu/campus/asc/writingcenter/)

Get to know your professors! Carleton will pay for you to take two professors per term to lunch at the college dining hall. I imagine that this is an under-utilized perk of a your tuition dollars. Take advantage of it.

Academic Integrity
In line with Carleton’s policy on academic integrity, it is assumed that the student is the author of all coursework. Please refer to Carleton's full policy for additional information or see me if you have questions. [Link](http://apps.carleton.edu/campus/doc/integrity/)

Please also see this helpful post on plagiarism from the blog *Everyday Sociology*
http://www.everydaysociologyblog.com/2011/05/writing-sociology-papers-how-not-to-plagiarize.html

Disability Services for Students
Carleton College is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process.

Attendance/Class participation/Respectful use of electronic devices
Just showing up to class is not sufficient. You are encouraged to speak up, raise questions and take risks. There is no such thing as a stupid question!

Students who are consistently tardy or miss three or more classes will forfeit their participation grade. I am a reasonable person so should you have an extenuating circumstance and the documentation to verify it (i.e. a note from a doctor, class dean, etc.), we can work something out.

It should go without saying but in addition to being present, students should refrain from inappropriately using electronic devices during class time.

The “default” participation grade is 5 out of 10, so students who actively and productively contribute to class will substantially increase their grades. Egregious absenteeism and tardiness will significantly affect your grade beyond participation points.

Part 1: Conceptions of the Family

Monday January 6. What is a family?
• Introduction
• Excerpts from Schneider’s American Kinship: A Cultural Account

Wednesday January 8. History of the American Family
• Chapter 1 from The Marriage Go Round: How American Family Life is Different
• Chapter 3 from The Marriage Go Round: The Rise of Companionate Marriage
• Chapter 1 from The Way We Never Were
• Chapter 2 from The Way We Never Were

Friday January 10: Family by the Numbers
• Diverging Destinies: How Children Are Faring Under the Second Demographic Transition (moodle)
• 10 foundational quantitative reasoning questions: http://serc.carleton.edu/quirk/CarletonResources/10questions.html
• Excerpts from the Chicago Guide to Writing about Numbers (moodle)

Monday January 13. Family Values
• The Way We Never Were: Chapters 4 and 11
• The Decline of the Family: Conservative, Liberal, and Feminist Views, from Skolnick et al. (moodle)
Part 2: Dating, Marriage and Divorce

Wed January 15: Dating and the College Hookup
- Is Hooking up bad for young women?
- [http://contexts.org/articles/summer-2010/is-hooking-up-bad-for-young-women/](http://contexts.org/articles/summer-2010/is-hooking-up-bad-for-young-women/)
- Excerpt from Hooking Up: Sex, Dating, and Relationships on Campus by Kathleen Bogle

Friday January 17: Marriage and Divorce
- The Marriage Go Round: Chapters 4 and 5
- Marriage Promotion Policy and Family Inequality (Moodle)

Monday January 20: Movie to Prepare for upcoming guest speaker
- Professor out of class. Watch Made in India in class. [details to follow]

Wednesday January 22: stepfamilies and multi-partner fertility [check articles]
- The Modern American Stepfamily: Problems and Possibilities, from Skolnick et al. (moodle)
- Multi-Partnered Fertility Among American Men (note: you can skip the multivariate results) (Moodle)
- Life without Father: What Happens to the Children? (moodle)

Part 3: Poverty and the Family

Friday January 24: Promises I Can Keep
- Introduction and Chapters 1 -3

Monday January 27: Promises I can Keep continued
- Chapters 4-6 and the Conclusion

Wednesday January 29: Single Fathers
- Excerpts from Doing the Best I Can (moodle)

Part 4: Work and the Family

Friday January 31:
Introduce work and family numbers assignment
- The Persistence of Workplace Gender Segregation in the US (moodle)
- Men’s Changing Contribution to Family Work, from Risman (moodle)

Guest Speaker

Monday February 3: Amrita Pande.
- ‘It may be her eggs but it’s my blood.’ Surrogates and Everyday Forms of Kinship in India
- Questions for Amrita must be posted to moodle by 5pm on Sunday.
Tuesday February 4th: 12pm (common time). Talk by Amrita Pande. OPTIONAL but recommended!

Wednesday February 5: The Second Shift
- Chapters 1 and 2
- Chapters 4, 5, & 6

Friday Feb 7: The Second Shift Continued
- Chapters 9-12, and the afterward
- The Rhetoric and Reality of Opting Out, from Skolnick (moodle)

**Historical Attitudes of Work and Gender Assignment Due FRIDAY Feb 7th by 9:45am.**

Monday February 10: No Class: Midterm Break

**Wednesday February 12: Midterm in class**

**Part 5: Family Law Intersections**

Friday February 14: Regulating Families
- Antimiscegenation Laws and the Enforcement of Racial Boundaries (moodle)
- Welfare Reform: How do we measure success? (moodle)
- Did welfare reform work? (moodle)

Monday February 17: The Legal Debate over Gay Marriage
- Counted Out: Chapters 1-3 (moodle)
- Families “in law” and Families “in practice,” from Risman (moodle)

Wednesday February 19: Cohabitation and the Family
- New Couples, New Families: The Cohabitation Revolution in the United States, from Risman (moodle)
- He Says; She Says: Gender and Cohabitation (moodle)
- From Family Inequality: You’re Family Immediately

Friday February 21: Tell Me More Presentation Day 1
- Domestic violence
- Foster Care

**Part 6: Race and Immigration in the Family**

Monday February 24: Library Day
- Come prepared with a potential topic in mind for your paper
- We’ll use class time to discuss the assignment and to search for relevant sources
Wednesday February 26: Diversity in the Family
- Diversity within Latino Families, from Coontz (moodle)
- Diversity within African American families, from Skolnick (moodle)
- Immigrant Families in the US, from Coontz (moodle)

Friday February 28: Tell Me More Day 2
- Interracial Unions
- Fatherhood

Monday March 3: Tiger Moms and Helicopter Parents
- Excerpts from Battle Hymn of the Tiger Mother (moodle)
- Does Hovering Matter? Helicopter Parenting and its Effect on Well-Being (moodle)

Part 7: (In)Fertility and Families

Wednesday March 5: Assisted Reproductive Technologies
- Selected excerpts from Sex Cells by Rene Almeling TBD

Friday March 7: Tell me more day 3
- Weddings
- LGBT Families

Monday March 10: Adoption
- Still Not as Good as Having Your Own: Toward a Sociology of Adoption (moodle)
- Additional Readings TBD

8 page paper due, on the topic of your choosing, Monday March 10th by 9:45am

Wednesday March 12: Last day of classes, evaluations, review for final

Saturday March 16th: 3:30-6pm. Final Exam, held in our classroom.