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 five books are also required, and they can be purchased/rented from the Carleton Bookstore (or the retailer of your choice). They are also on reserve at the Carleton library.


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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Narrative</td>
<td>3%</td>
<td>Monday Jan. 9</td>
</tr>
<tr>
<td>Work and Family Assignment</td>
<td>10%</td>
<td>Friday February 3</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
<td>February 8</td>
</tr>
<tr>
<td>Tell Me More</td>
<td>14%</td>
<td>Depending on Sign-Up</td>
</tr>
<tr>
<td>6 page paper on a family topic of your choice</td>
<td>13%</td>
<td>Wednesday March 8</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>Self-Scheduled</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

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>Score Range</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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<tr>
<td>B</td>
<td>&lt;88-84</td>
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<tr>
<td>C+</td>
<td>&lt;80-78</td>
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<tr>
<td>C</td>
<td>&lt;78-74</td>
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<tr>
<td>D+</td>
<td>&lt;70-68</td>
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<td>D</td>
<td>&lt;68-60</td>
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<tr>
<td>A-</td>
<td>&lt;94-90</td>
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<tr>
<td>B-</td>
<td>&lt;84-80</td>
</tr>
<tr>
<td>C-</td>
<td>&lt;74-70</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
</table>

Resources for Students

Don’t forget about the Writing Center: The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences in 420 4th Libe by using their online appointment system. Walk-ins are welcome, though writers with appointments have priority.

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 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. http://apps.carleton.edu/campus/doc/integrity/
Disability Services for Students:
Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Classroom Guidelines for Pronouns
It is important that the classroom be a respectful environment where everyone can participate comfortably. One part of this is that everyone should be referred to by their chosen name, the correct pronunciation of their name, and their chosen pronouns. Below is a list of available pronouns. Note: While “They” is listed as a singular pronoun, I would like to encourage you to use an alternative pronoun because of the grammatical implications. Part of my job as your professor is to help prepare you to write well, including correcting your grammar. For students who feel strongly about using the pronoun they in the singular, please see me so we can set some guidelines for your written work.

<table>
<thead>
<tr>
<th>Subjective</th>
<th>Objective</th>
<th>Possessive Adjective</th>
<th>Possessive Pronoun</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>Her</td>
<td>Her</td>
<td>Hers</td>
<td>Herself</td>
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<td>Ze</td>
<td>Zim</td>
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<td>Xe</td>
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<td>Xyr</td>
<td>Xyrs</td>
<td>Xemself</td>
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<tr>
<td>They</td>
<td>Them</td>
<td>Their</td>
<td>Theirs</td>
<td>Themselves</td>
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<td>Sie/zie</td>
<td>Hir</td>
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<td>Eirs</td>
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<tr>
<td>He/Heim</td>
<td>Him</td>
<td>His</td>
<td>His</td>
<td>Himself</td>
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</tbody>
</table>

Attendance/Class participation/Respectful use of electronic devices:
Students who are consistently tardy or miss three or more classes will forfeit their participation grade in entirety. Students who have more than one unaccounted absence will be docked points from 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

Wednesday January 4. What is a family?
  • Introduction

Friday January 6. 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
  • The way we wish we were

Monday January 9: Family by the Numbers
  • Diverging Destinies: How Children Are Faring Under the Second Demographic Transition
  • Why American Families Need the Census
  • 10 foundational quantitative reasoning questions: http://serc.carleton.edu/quirk/CarletonResources/10questions.html

2 ½ page family narrative essay due at the start of class, papers after 8:30am considered late

Wednesday January 11. Family Values
  • Families in Law and Families in Practice: Does the Law Recognize Families as They Really Are?
  • Decline of the Family: Conservative, Liberal, and Feminist Views

Part 2: Dating, Marriage and Divorce

Friday January 13: Dating and the College Hookup
  • The Shift from Dating to Hooking Up in College: What Scholars Have Missed
  • It Goes Hand in Hand with the Parties’: Race, Class, and Residence in College Student Negotiations of Hooking Up
  • Casual Hookups to Formal Dates: Defining the Boundaries of the Sexual Double Standard

Monday January 16: Marriage and Divorce
  • The Marriage Go Round: Chapters 4 and 5
  • Marriage Promotion Policy and Family Inequality

Wednesday January 18: Stepfamilies and multi-partner fertility
  • The Modern American Stepfamily: Problems and Possibilities
  • Multi-Partnered Fertility Among American Men (note: you can skip the multivariate results)
  • Putting Divorce in Perspective
Friday January 20: Family policy and the presidency
- Did Welfare Reform Work
- The American Social Safety Net Does Not Exist
- Does Hovering Matter

Part 3: Single Mothers and Single Fathers

Monday January 23: Promises I Can Keep
- Introduction and Chapters 1-3

Wednesday January 25: Promises I Can Keep continued
- Chapters 4-6 and the Conclusion

Friday January 27: Single Fathers
- Just Doing What They Gotta Do: Single Black Custodial Fathers
- Mothering from Afar
- Gendered Expectations? Reconsidering Single Fathers’ Child-Care Time

Part 4: Work and the Family

Monday January 30: The Second Shift
- Chapters 1 and 2
- Chapters 4, 5, & 6

Wednesday February 1: The Second Shift Part 2
- Chapters 9-12, and the afterward
- The Rhetoric and Reality of Opting Out

**Work and Family Assignment Due at the Start of Class Friday Feb. 3, Papers after 8:30am considered late**

Friday February 3: Library Visit

Monday February 6: Midterm Break Day

**Wednesday February 8: Midterm in Class**

Part 5: Family Definitions and Regulations

Friday February 10: Cohabitation and the Family
• He Says; She Says: Gender and Cohabitation
• Waiting to be Asked: Gender, Power, and Relationship Progression Among Cohabitating Couples

Monday February 13: Family and Incarceration
• Family Influences on Female Offenders’ Substance Use: The Role of Adverse Childhood Events Among Incarcerated Women
• Bridging the Gap between Research and Practice: The Role of Science in Addressing the Effects of Incarceration on Family Life
• Keeping Families Together: The Importance of Maintaining Mother-Child Contact for Incarcerated Women

Wednesday February 15: Immigration and the Family
• Children as Brokers of Their Immigrant Families’ Health Care Connections
• From Caregivers to Caretakers: The Impact of Family Roles on Ethnicity Among Children of Korean and Chinese Immigrant Families
• Dating and Mate Selection Among Young Adults from Immigrant Families

Friday February 17: Tell Me More Presentation Day 1
• Domestic Violence
• Foster Care

Monday February 20: Everyday Illegal
• Chapters 1-3

1 paragraph description of your final paper topic with 3 possible sources due at the start of class

Wednesday February 22: Everyday Illegal
• Chapter 4-6

Part 6: So-Called Non-Traditional Families

Friday February 24: Tell Me More Day 2
• Gay and Lesbian Families
• Interracial Families

Monday February 27 Marginalized Families
• Excerpt from Counted Out
• Invisible Families: Introduction and Chapter 3

Wednesday March 1:
• Invisible Families: Chapters 4-6, and the conclusion

Friday March 3: Tell Me More Day 3
• Weddings
• Surrogacy

Monday March 5: Assisted Reproduction
• Excerpts from Sex Cells

Wednesday March 8: Adoption
• An Assortative Adoption Marketplace

6 page paper due at the start of class, papers after 8:30am considered late

Thursday March 9: Optional Dinner at My House:

Optional Dinner at My House, 6:00pm

Friday March 10: Review for Final, Wrap Up

Self-Scheduled Final Exam