

DEPARTMENT OF SOCIOLOGY
University of Pennsylvania

SOCI 2290 and SOCI/DEMG 5240: Advanced Topics in Family Sociology
Fall 2022

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Official class schedule: Thursday, 3:30pm – 5:29pm.

DESCRIPTION

This graduate seminar overviews theories and research about social forces shaping family life, with a particular focus on how family life both shapes and is shaped by social inequalities by gender, sexuality, race/ethnicity, and social class. The course focuses primarily on contemporary patterns in the U.S. and in other high-income countries, and it draws on literature from sociology, demography, and economics. Emphasis is placed on learning about different conceptual models and critical social theory traditions to study family life and on learning tools to evaluate research in this area, including assessments of data quality, research design, and causal inference. Topics include family change, union formation and dissolution, fertility, gender division of labor, and family inequality. Across these topics, we examine the implications of research for public policy and social change.

LEARNING OUTCOMES

The class has 5 key goals: 1) learn about different social theory traditions to understand family life (i.e., functionalism, materialism, idealism, feminism, and critical race theory), 2) learn about contemporary patterns and trends in family behaviors and its intersections with power and economic inequalities, 3) develop an understanding about core research debates in contemporary family sociology and demography, 4) develop skills to critically evaluate research in this area, including assessments of data quality, research design, and causal inference, and 5) learn strategies for communicating, collaborating, and critiquing in ways that are respectful and advance our learning.

FORMAT AND REQUIREMENTS

This is a discussion-centered seminar. Students will submit reading interrogations and discussion questions in advance of each class and come to class ready to discuss the readings. Students will also read and present one book over the course of the semester. There will be no lectures, except for occasional introductory comments to contextualize the material. Active participation is fundamental. Each class will begin either with short introductory comments or with a student's book presentation, followed by class discussion of required readings.

Grades will be based on the following components: class participation, leadership, and collaboration (20%), reading interrogations (20%), book presentation (15%), final paper draft and peer review (15%), and final paper (30%).

Grade scale: A+ (100), A (98-95), A- (94- 90), B+ (89-87), B (86-84), B – (83-80), C+ (79-77), C (76-74), C – (73-70), D+ (69-67), D (66-64), D – (63-60), F (<60).

1) **Class participation, leadership, and collaboration:** Take an active role discussing and evaluating the readings in class. Offer thoughtful and constructive comments and criticism. Practice active listening and engage with your classmates respectfully. Make interventions that help move the conversation in productive and interesting directions. Class discussions are delicate collaborative processes: we do not want anyone to be disengaged, nor to dominate the conversation or take too much space. The goals for class conversations are: deepening our understanding of the readings, evaluating their merits and shortcomings (does it deliver what it aims to deliver?), and assessing their limitations.

2) **Reading interrogations:** Submit **eight** reading interrogations over the course of the semester. Reading interrogations are meant to reflect your own intellectual engagement with the readings, by engaging with a key theme, issue, or idea that you found most interesting, compelling, confusing, or frustrating. A good reading interrogation highlights one or two focal questions and provides context to motivate why this issue is relevant, and synthesizes and critically evaluates how the class material engages with the issue. Being critical is fine, but good and productive criticism goes an extra step to come up with suggestions for improvement (how would you have done it better given the context of the research?). Importantly, reading interrogations should identify issues that you would like class conversations to cover and focus on. As a rule of thumb, a good reading interrogation is about 200-500 words and clearly identifies one or two focal issues for discussion. Reading interrogations will be submitted **by noon on Thursdays**.

3) **Book presentation:** Present a book on a topic of your interest. You will select a book listed in the syllabus and prepare a 12-to-15-minute presentation. The presentation should provide a description about the motivation and context for the book, the author's argument, the research design and methods, a summary of key findings, and a critical evaluation about the books' accomplishments, shortcomings, and limitations. Book presentations will be followed by class discussion; you will lead this discussion and be ready to answer clarification questions and engage in conversation connecting the book to other readings.

4) **Final paper project:** Complete a final paper on a topic of interest covered in class. Graduate students will work on a research paper that will have a clear research question, a literature review, use original data, and provide preliminary analyses by the end of the course. Undergraduate students will work on a critical literature review that will synthesize relevant research on the topic and offer an evaluation about the contributions, shortcomings, and limitations of existing research, including a discussion about venues for future research. Examples of critical literature reviews will be provided. The final paper project will be due in stages:

4.1. Submit a topic memo (1-2 pp.): Due Oct 6th. This memo will describe the topic of interest, motivate the importance of the topic, include 4 relevant references, and describe a research plan.

4.2. Submit a final paper draft (15-20 pp.): Due November 17th. This draft will include all major sections of the paper. It will be shared with a classmate who will provide a peer-review.

4.3. Submit peer-review: Due December 1st. Peer-reviews will provide constructive feedback to improve the final paper. Constructive feedback identifies gaps and ways to strengthen argumentation, reasoning, communication, and soundness of the paper.

4.4. Present paper: Due December 1st or 8th.

4.5. Submit final paper: Due December 16th.

READINGS AND RECOMMENDED TEXTS

There are three types of readings: a) theory essays, b) peer-reviewed research journal articles, and c) research monographs (books). All readings (except for books) will be made available on our course website. Most books are available through the library, some might need to be purchased. You will only need to access one book of your choice to fulfill the requirements of this class.

The course is divided in two parts. The first part focuses on theory and conceptual essays, the second focuses on peer-reviewed research. Most research journal articles we will read use quantitative methodology, but not all. All books and some articles use qualitative methodology. You do not need to be an expert in quantitative or qualitative analyses to read research papers. You will learn how to read, understand, and critically evaluate quantitative and qualitative research, even if you are unfamiliar with the details of the method.

We will typically read 4-5 articles per week (~100-150 pages). The list of supplementary readings provides additional resources for those interested in doing more research on each topic (for instance, to prepare your final paper, or for graduate students preparing comprehensive exams).

DIVERSITY, EQUITY, AND COLLABORATIVE LEARNING

Students come with different backgrounds, experiences, and perspectives. My goal is to serve all students and to foster an environment of collaborative and inclusive learning that values and respects diversity. Mutual respect and care are essential in this class. We all have to work together to create a class culture that fosters equitable opportunity for collaboration, participation, and curiosity. I expect our discussions to always be respectful of our differences while engaging critically and passionately with *evidence*. Everyone is entitled to their own opinion, but not to their own facts. We should all strive to neither give nor take personal offence in challenging each other's ideas or reflections, as long as all comments are articulated with respect, care, and motivated by curiosity for learning. I encourage everyone to be reflexive in considering how your own background and experiences shape your views. Your suggestions to improve class culture are encouraged and appreciated. Please, reach out to me if there are ways to improve equity and inclusion for you personally or for other students.

Here are a few discussion etiquette guidelines:

- Active listening: Listen carefully to everyone's interventions and aim to understand different perspectives.
- We are all smart: No intervention or question should be considered as "naïve" or "stupid" as long as it reflects an attempt to seriously engage the material.
- Assume best intentions: Everyone comes with different backgrounds and experiences, understand that what seems obvious or clear to you might not be so for others.
- Step up, step back: Aim not to take too much space nor too little space.
- Land the plane: Make concrete and specific comments, questions, or suggestions. Long-winded comments can stifle the conversation.
- Collaborate: Make comments that connect to your peers, build on each other's insights.

RESEARCH AND WRITING RESOURCES

Students should be familiar with established practices and policies for using and acknowledging academic sources. See Penn's library page for more resources on how to recognize and avoid plagiarism: <https://guides.library.upenn.edu/citationpractices/plagiarism>. The Marks Family Writing Center offers tutoring and additional resources to help students with all stages of writing papers. This is their website: <https://upenn.mywconline.com/>.

All students should adhere to the code of academic integrity:
<https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>

CLASS POLICIES

Cheating: Any student caught cheating or plagiarizing will receive an F in the class and will be reported to the committee on academic misconduct.

Make-ups: There are no make-ups for assignments, unless otherwise noted. Late or incomplete work is disrespectful, and may not be accepted. Extensions may only be granted for well-justified circumstances.

COURSE ACCESSIBILITY AND ACCOMODATIONS

If you are experiencing barriers to participate in this course or you have a disability, please contact the Weingarten Center <https://wlrc.vpul.upenn.edu/disability-services/>. I will coordinate with the Weingarten Center to provide the accommodations needed to guarantee equitable participation in class for all.

MASK POLICY

The COVID-19 virus continues to pose serious risks to individual and population health. We will follow a partial masking policy in this class. Everyone will wear a mask, except when they are speaking. We will remove the masks to speak and put it back on when listening. Understanding that masks might interfere with conversation flow, we will all work to remain engaged while continuing to protect each other. This policy will be revisited and may change depending on the evolution of the virus.

OVERVIEW OF TOPICS AND SCHEDULE

W1 Course introduction and syllabus

- W2 Theories of family change**
- W3 Feminist theory & family sociology**
- W4 Critical race theory & family sociology**
- W5 Union formation & dissolution**
- W6 Having children: fertility & childbearing**
- W7 Queering family life and challenging heteronormativity**
- W8 Family composition and children's wellbeing**
- W9 Family policing and racialized inequality**
- W10 Gendered divisions of labor**
- W11 Family penalties and bonuses**
- W12 Family inequality**
- W13 Presentations**
- W14 Presentations**

WEEKLY READINGS

****This reading list is subject to changes. You will read about 100-to-150 pages each week.**

W1 Theories of family change

Guiding questions: The types of family relations considered “normal” and “desirable” vary widely across time and space. How and why do dominant structures of family relations emerge? How do materialist, functionalist, and idealist approaches understand processes of family change?

Key concepts: functionalism, materialism, idealism, public vs private spheres.

Required articles:

- Lesthaeghe, Ron. 2010. “The Unfolding Story of the Second Demographic Transition.” *Population and Development Review* 36(2):211-51.
- Parsons, Talcott. 1955. “The American Family: Its Relations to Personality and to the Social Structure.” In *Family, Socialization and Interaction Processes*, by Talcott Parsons and Robert F. Bales, 3–33. New York: The Free Press.
- Ruggles, Steven. 2015. “Patriarchy, Power, and Pay: The Transformation of American Families, 1800–2015.” *Demography* 52(6):1797-823.
- Tilly, Louise A., and Joan Wallach Scott. 1989. *Women, Work, and Family*. New York: Routledge.

Supplementary articles and books:

- Becker, Gary S. 1991. *A Treatise on the Family*. Cambridge: Harvard University Press.
- Bumpass, Larry L. 1990. “What's Happening to the Family? Interactions between Demographic and Institutional Change.” *Demography* 27:483-498.
- Cherlin, Andrew. 2004. “The Deinstitutionalization of American Marriage.” *Journal of Marriage and Family* 66(4):848-861.

- Cherlin, Andrew J. 2012. "Goode's *World Revolution and Family Patterns*: A Reconsideration at Fifty Years." *Population and Development Review* 38: 577-607.
- Coontz, Stephanie. 2004. "The World Historical Transformation of Marriage." *Journal of Marriage and Family* 66(4):974-979.
- Engels, Friedrich. 1978. "The Origin of the Family, Private Property, and the State (1884)." In *The Marx-Engels Reader. Second Edition*, by Robert C. Tucker, 734-51. Princeton: Princeton University Press.
- Furstenberg, Frank F. 2019. "Family Change in Global Perspective: How and Why Family Systems Change." *Family Relations* 68(3):326-341.
- Goode, William Josiah. 1970. *World Revolution and Family Patterns*. New York: Free Press.
- Goldscheider, Frances, Eva Bernhardt and Trude Lappegård. 2015. "The Gender Revolution: A Framework for Understanding Changing Family and Demographic Behavior." *Population and Development Review* 41(2):207-39.
- Lundberg, Shelly and Robert A. Pollak, 2007. "The American Family and Family Economics." *Journal of Economic Perspectives* 21(2): 3-26.
- Powell, Brian, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman. 2010. "Who Counts as Family?" Chapter 2 in *Counted Out: Same-Sex Relations and Americans' Definitions of Family*. New York, NY: Russell Sage Foundation.
- Sawhill, Isabel V. 1977. "Economic Perspectives on the Family." *Daedalus* 106:115-125.
- Schmeeckle, Maria, Roseann Giarrusso, Du Feng, and Vern L. Bengtson. 2007. "What Makes Someone Family? Adult Children's Perceptions of Current and Former Stepparents." *Journal of Marriage and Family* 68(3):595-610.
- Smith, Joan, and Immanuel Wallerstein. 1992. *Creating and Transforming Households: The Constraints of the World-Economy*. Cambridge: Cambridge University Press.
- Therborn, Göran. 2004. *Between Sex and Power: Family in the World, 1900-2000*. Oxon: Routledge.
- Pesando, Luca Maria and GFC team. "Global Family Change: Persistent Diversity with Development." *Population and Development Review* 45, no. 1 (March 2019): 133-68.

W2 Feminist theory & family sociology

Guiding questions: Feminist perspectives highlight how family structures anchor and sustain heterosexual gender social systems that subordinate women to men, and queer genders and sexualities to heterosexuality. The entanglement of marriage and family structures with heterosexist systems is so profound that some feminists have called for the abolition of the family. How do family structures (both historically and contemporaneously) reinforce subordination by gender, sex, and sexuality? What aspects of family life are most implicated with the subordination by gender, sex, and sexuality?

Concepts: feminism, patriarchy, separate spheres, compulsory heterosexuality, social reproduction work.

Articles:

- Bernard, Jessie. 1982. *The Future of Marriage*. New Haven: Yale University Press.
- Costa, Mariarosa D., and Selma James. 1971. *The Power of Women and the Subversion of the Community*. Bristol: Falling Wall Press. Selections.

- O'Brien, Michelle. 2020. "To Abolish the Family." *Endnotes*, 2020.
- Rich, Adrienne. 1980. "Compulsory Heterosexuality and Lesbian Existence." *Signs* 5(4): 631–60.
- Rubin, Gayle. 1997. "The Traffic in Women: Notes on the Political Economy of Sex." In *The Second Wave: A Reader in Feminist Theory*, edited by Linda Nicholson, First, 25–62. New York: Routledge.

Supplementary material:

- D'Emilio, John. 1993. "Capitalism and Gay Identity." In *The Lesbian and Gay Studies Reader*, by Abelove, Michèle Aina Barale, and David M. Halperin, 467–76. New York: Routledge.
- England, Paula and Barbara Stanek Kilbourne. 1990. "Markets, Marriages, and Other Mates: The Problem of Power." Pp. 163-188 in Roger Friedland and A. F. Robertson (eds.) *Beyond the Marketplace: Rethinking Economy and Society*. New York: Aldine de Gruyter.
- Ferree, Myra M. 2010. "Filling the Glass: Gender Perspectives on Families." *Journal of Marriage and Family* 72 (June): 420–39.
- Goldscheider, Frances, Eva Bernhardt and Trude Lappegård. 2015. "The Gender Revolution: A Framework for Understanding Changing Family and Demographic Behavior." *Population and Development Review* 41(2):207-39.
- Federici, Sylvia. 2004. *Caliban and the Witch: Women, the Body and Primitive Accumulation*. First. New York, NY: Autonomedia.
- Few-Demo, April L. and Katherine R. Allen. 2020. "Gender, Feminist, and Intersectional Perspectives on Families: A Decade in Review." *Journal of Marriage and Family* 82(1):326-45.
- Firestone, Shulamith. 1970. *The Dialectic of Sex*. New York: William Morrow.
- Kollontai, A., and Alix Holt. 1977. *Selected Writings of Alexandra Kollontai*. Westport, Conn: L. Hill.
- Scott, Joan. 2001. *Gender and the Politics of History*. New York: Columbia University Press.
- Siegel, Reva B. 1993. "The Modernization of Marital Status Law: Adjudicating Wives' Rights to Earnings, 1860-1930." *The Georgetown Law Journal* 82: 87.
- Siegel, Reva B. 1994. "Home As Work: The First Woman's Rights Claims Concerning Wives' Household Labor, 1850-1880." *The Yale Law Family Scholarship Series* 103 (1073): 1075–1217.
- Smith, Dorothy. 1993. "The Standard North American Family. SNAF as an Ideological Code." *Journal of Family Issues* 14 (1): 50–65.

W3 Critical race theory & family sociology

Guiding questions: Critical race theory perspectives highlight how family structures anchor and sustain colonial and white supremacist social systems that subordinate peoples racialized as non-white. How are family structures (both historically and contemporaneously) implicated in processes of racialization and racial domination? How do colonial and white supremacist social systems impact family & community life among subordinated groups? How do race and sex/gender intersect in family structures?

Concepts: white supremacy, racial domination, racialization, racialized endogamy (one-drop rule, intermarriage bans, etc.).

Articles:

- Burton, Linda M., Eduardo Bonilla-Silva, Victor Ray, Rose Buckelew, and Elizabeth Hordge Freeman. 2010. "Critical Race Theories, Colorism, and the Decade's Research on Families of Color," *Journal of Marriage and Family* 72:440 – 459.
- Collins, Patricia Hill. 1998. "It's All in the Family: Intersections of Gender, Race, and Nation." *Hypatia* 13(3):62–82.
- Thornton-Dill, Bonnie, Maxine Baca Zinn, and Sandra Patton. 1993. "Feminism, Race, and the Politics of Family Values." *Institute for Philosophy & Public Policy* 13(3): 13–18.
- Vasquez-Tokos, Jessica, and Priscilla Yamin. 2021. "The Racialization of Privacy: Racial Formation as a Family Affair." *Theory and Society*.

Supplementary material:

- Brown, Hana E. 2020. "Who Is an Indian Child? Institutional Context, Tribal Sovereignty, and Race-Making in Fragmented States." *American Sociological Review* 85(5): 776–805.
- Collins, Patricia H. 1989. "A Comparison of Two Works on Black Family Life." *Signs: Journal of Women in Culture and Society* 14(4): 875–84.
- Collins, Patricia H. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41(1): 1–20.
- Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought." *Social Problems* 33 (6): 14–32.
- Davis, Angela. 1971. "Reflections on the Black Woman's Role in the Community of Slaves." *The Black Scholar* 3(4): 2–15.
- Davis, Angela Y. 1981. *Women, Race, & Class*. 1st ed. New York: Random House.
- Hunter, Tera. 2020. "Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century." In *Racism in America*.
- Perry, Imani. 2018. *Vexy Thing. On Gender and Liberation*. Duke University Press.
- Roberts, Dorothy. 2022. *Torn Apart: How the Child Welfare System Destroys Black Families-And How Abolition Can Build a Safer World*. New York: Basic Books.
- Roberts, Dorothy E. 2014. "Reconciling Equal Protection Law in the Public and in the Family: The Role of Racial Politics." *Faculty Scholarship at Penn Law* 1624: 13.
- Stasiulis, Daiva K., and Nira Yuval-Davis, eds. 1995. *Unsettling Settler Societies: Articulations of Gender, Race, Ethnicity and Class*. London: Thousand Oaks.
- Williams, Deadric T. 2019. "A Call to Focus on Racial Domination and Oppression: A Response to "Racial and Ethnic Inequality in Poverty and Affluence, 1959–2015"." *Population Research and Policy Review* 38 (5): 655–63.
- Williams, Deadric T, and Regina S. Baker. 2021. "Family Structure, Risks, and Racial Stratification in Poverty." *Social Problems* 68 (4): 964–85.
- Zinn, Maxine B. 1990. "Family, Feminism, and Race in America." *Gender & Society* 4 (1): 68–82.

W4 Union formation & dissolution

Guiding questions: How and why do family units form and dissolve? How have patterns of union formation and dissolution changed? Which social conditions make union formation more or less likely, and why? Which social conditions make union dissolution more or less likely, and why?

Concepts: trends in marriage, cohabitation, divorce, and separation. Social determinants of marriage, cohabitation, divorce, and separation.

Articles:

- Addo, Fenaba R. 2014. "Debt, Cohabitation, and Marriage in Young Adulthood." *Demography* 51(5):1677–1701.
- Bloome, Deirdre and Shannon Ang. 2020. "Marriage and Union Formation in the United States: Recent Trends Across Racial Groups and Economic Backgrounds." *Demography* 57(5):1753–1786.
- Gonalons-Pons, Pilar, and Markus Gangl. 2021. "Marriage and Masculinity: Male-Breadwinner Culture, Unemployment, and Separation Risk in 29 Countries." *American Sociological Review* 86 (3): 465–502.
- Ishizuka, Patrick. 2018. "The Economic Foundations of Cohabiting Couples' Union Transitions." *Demography* 55(2):535-57.

Supplementary articles:

- Burton, Linda M., and M. Belinda Tucker. 2009. "Romantic Unions in an Era of Uncertainty: A Post-Moynihan Perspective on African American Women and Marriage." *The Annals of the American Academy of Political and Social Science* 621:132–48.
- Carlson, Marcia, McLanahan Sara, and England, Paula. 2004. "Union Formation in Fragile Families." *Demography* 41:237-261.
- Cherlin, Andrew J. 2019. "Family Policy Today." *Journal of Family Theory & Review* 11(1):47-51.
- Cooke, Lynn P., Jani Erola, Marie Evertsson, Michael Gahler, Juho Harkonen, Belinda Hewitt, Marika Jalovaara, et al. 2013. "Labor and Love: Wive's Employment and Divorce Risk in Its Socio-Political Context." *Social Politics* 20(4): 482–509.
- Dykstra, Pearl A. 2018. "Cross-national Differences in Intergenerational Family Relations: The Influence of Public Policy Arrangements." *Innovation in Aging* 2(1).
- Enriquez, Laura E. 2017. "Gendering Illegality: Undocumented Young Adults' Negotiation of the Family Formation Process." *American Behavioral Scientist* 61(10):1153-1171.
- Glass, Jennifer, and Philip Levchak. 2014. "Red States, Blue States, and Divorce: Understanding the Impact of Conservative Protestantism on Regional Variation in Divorce Rates." *American Journal of Sociology* 119(4): 1002–46.
- Gibson-Davis, Christina M., Kathryn Edin, and Sara McLanahan. 2005. "High Hopes but Even Higher Expectations: The Retreat from Marriage Among Low-Income Couples." *Journal of Marriage and Family* 67(5):1301–1312.
- Kalmijn, Matthijs. 2013. "The Educational Gradient in Marriage: A Comparison of 25 European Countries." *Demography* 50(4):1499-1520.

- Killewald, Alexandra. 2016. "Money, Work, and Marital Stability: Assessing Change in the Gendered Determinants of Divorce." *American Sociological Review* 81:696-719.
- Musick, Kelly and Katherine Micheltore. 2018. "Cross-National Comparisons of Union Stability in Cohabiting and Married Families with Children." *Demography* 55(4):1389-421.
- Raley, R. Kelly and Megan M. Sweeney. 2020. "Divorce, Repartnering, and Stepfamilies: A Decade in Review." *Journal of Marriage and Family* 82(1):81-99.
- Raymo, James M., Hyunjoon Park, Yu Xie and Wei-jun Jean Yeung. 2015. "Marriage and Family in East Asia: Continuity and Change." *Annual Review of Sociology* 41:471-492.
- Sassler, Sharon and Daniel T. Lichter. 2020. "Cohabitation and Marriage: Complexity and Diversity in Union-Formation Patterns." *Journal of Marriage and Family* 82(1):35-61.
- Schwartz, Christine R. and Hongyun Han. 2014. "The Reversal of the Gender Gap in Education and Trends in Marital Dissolution." *American Sociological Review* 79(4):605-629.
- Schwartz, Christine R. and Pilar Gonalons-Pons. 2016. "Trends in Relative Earnings and Marital Dissolution: Are Wives Who Outearn Their Husbands Still More Likely to Divorce?" *RSF: The Russell Sage Foundation Journal of the Social Sciences* 2(4):218-236.
- Sweeney, Megan M. 2002. "Two Decades of Family Change: The Shifting Economic Foundations of Marriage." *American Sociological Review* 67:132-147.
- Tach, Laura and Kathryn Edin. 2013. "The Compositional and Institutional Sources of Union Dissolution for Married and Unmarried Parents." *Demography* 50(5):1789-1818.
- Van Bavel, Jan, Christine Schwartz, and Albert Esteve. 2018. "The Reversal of the Gender Gap in Education and Its Consequences for Family Life." *Annual Review of Sociology* 44:341-360.

Books:

- Cherlin, Andrew. 2010. *The Marriage-Go-Round: The State of Marriage and the Family in America Today*. New York: Vintage.
- Crowley, Jocelyn Elise. 2018. *Gray Divorce: What We Lose and Gain from Mid-Life Splits*. Berkeley: University of California Press.
- Edin, Kathryn, and Maria Kefalas. 2005. *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley: University of California Press.
- Lamont, Ellen. 2020. *The Mating Game: How Gender Still Shapes How We Date*. Berkeley: University of California Press.
- Weston, Kath. 1991. *Families We Choose: Lesbians, Gays and Kinship*. New York: Columbia University Press.
- Sassler, Sharon, and Amanda Miller. *Cohabitation Nation: Gender, Class, and the Remaking of Relationships*. Berkeley: University of California Press, 2017.
- Steinbugler, Amy C. *Beyond Loving: Intimate Racework in Lesbian, Gay, and Straight Interracial Relationships*. New York: Oxford University Press, 2012.

W5 Having children: fertility and childbearing

Guiding questions: How, why, and when do people have children? What is reproductive freedom? Which social forces constrain reproductive freedom? How have patterns of childbearing changed over time in the US? Which social conditions make childbearing more or less likely, and why? Which social conditions make childbearing more or less likely, and why? *Concepts:* trends in fertility and childbearing, social determinants of childbearing, reproductive freedom, and reproductive justice.

Articles:

- Bell, Monica C., Kathryn Edin, Holly Michelle Wood, and Geniece Crawford Mondé. 2018. "Relationship Repertoires, the Price of Parenthood, and the Costs of Contraception." *Social Science Review* 92(3):313-348.
- Brinton, Mary C. and Dong-Ju Lee. 2016. "Gender-Role Ideology, Labor Market Institutions, and Post-industrial Fertility." *Population and Development Review* 42(3):405-433.
- Cherlin, Andrew J. 2021. "Rising Nonmarital First Childbearing Among College-Educated Women: Evidence from Three National Studies." *Proceedings of the National Academy of Sciences*: 118(37).
- Everett, Bethany G., Aubrey Limburg, Patricia Homan, Morgan M. Philbin. 2021. "Structural Heteropatriarchy and Birth Outcomes in the United States." *Demography*.
- Parrado, Emilio A. 2011. "How High is Hispanic/Mexican Fertility in the United States? Immigration and Tempo Considerations." *Demography* 48(3):1059–1080.

Supplementary articles:

- Barber, Jennifer, Yasamin Kusunoki, Heather Gatny, and Jamie Budnick. 2018. "The Dynamics of Intimate Partner Violence and the Risk of Pregnancy during the Transition to Adulthood." *American Sociological Review* 83(5):1020-1047.
- Billari, Francesco C., Hans-Peter Kohler, Gunnar Andersson, and Hans Lundström. 2007. "Approaching the Limit: Long-Term Trends in Late and Very Late Fertility." *Population and Development Review* 33(1):149-70.
- Billingsley, Sunnee and Tommy Ferrarini. 2014. "Family Policy and Fertility Intentions in 21 European Countries." *Journal of Marriage and Family* 76(2):428-45.
- Boling, Patricia. 2008. "Demography, Culture, and Policy: Understanding Japan's Low Fertility." *Population Development and Review* 34(2):307-26.
- Cherlin, Andrew J., David C. Ribar, and Suzumi Yasutake. 2016. "Nonmarital First Births, Marriage, and Income Inequality." *American Sociological Review* 81(4):749-70.
- England, Paula, Lawrence Wu, and Emily Shafer. 2013. "Cohort Trends in Premarital Births: What Role for the Retreat from Marriage?" *Demography* 50:2075-2104.
- England, Paula. 2015. "Sometimes the Social Becomes Personal: Gender, Class and Sexualities." *American Sociological Review* 81 (1): 1–25. Video [here](https://vimeo.com/204014750): <https://vimeo.com/204014750>.
- Guzzo, Karen B. and Sarah R. Hayford. 2020. "Pathways to Parenthood in Social and Family Contexts: Decade in Review, 2020." *Journal of Family and Marriage* 82(1):117-144.

- Hayford, Sarah R. and Karen Benjamin Guzzo. 2016. "Fifty Years of Unintended Births: Education Gradients in Unintended Fertility in the US, 1960–2013." *Population and Development Review* 42(2):313-341.
- Hayford, Sarah R., Karen Benjamin Guzzo, and Pamela J. Smock. 2014. "The Decoupling of Marriage and Parenthood? Trends in the Timing of Marital First Births, 1945–2002." *Journal of Marriage and Family* 76:520-538.
- Monte, Lindsay M. 2019. "Multiple-Partner Fertility in the United States: A Demographic Portrait." *Demography* 56:103–127.
- Morgan, S. Philip. 2003. "Is Low Fertility a Twenty-First Century Demographic Crisis?" *Demography* 40(4):589-603.
- Musick, Kelly, Paula England, Sarah Edgington, and Nicole Kangas. 2009. "Education Differences in Intended and Unintended Childbearing." *Social Forces* 88(2):543–572.
- Nobles, Jenna, Elizabeth Frankenberg, and Duncan Thomas. 2015. "The Effects of Mortality on Fertility: Population Dynamics After a Natural Disaster." *Demography* 52 (1): 15–38.
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W6 Queering family life and challenging heteronormativity

Guiding questions: One of the most profound transformations in family structures of the Global North has been the increased social recognition for same-sex romantic relationships and families (notably through the legalization of same-sex marriages). How are same-sex families faring? What unique challenges do same-sex families encounter? In what way are they similar and different from different-sex/heterosexual families?

Concepts: trends same-sex union and family formation, differences between same- and different-sex family life and outcomes, compulsory heterosexuality, heteronormativity.

Articles:

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- Reczek, Corinne, Russell Spiker, Hui Liu, and Robert Crosnoe. 2016. "Family Structure and Child Health: Does the Sex Composition of Parents Matter?" *Demography* 53(5):1605–1630.
- Sullins, D. Paul. 2017. "Sample Errors Call into Question Conclusions Regarding Same-Sex Married Parents: A Comment on Family Structure and Child Health: Does the Sex Composition of Parents Matter?" *Demography* 54:2375-2383. (Comment on Reczek et al. 2016)
- Umberson, Debra, Mieke Beth Thomeer, Rhiannon A. Kroeger, Amy C. Lodge, and Minle Xu. 2015. "Challenges and Opportunities for Research on Same-Sex Relationships." *Journal of Marriage and Family* 77(1): 96–111.
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Books:

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- Stacey, Judith. 2011. *Unhitched: Love, Marriage, and Family Values from West Hollywood to Western China*. New York: NYU Press.
- Ward, Jane. 2020. *The Tragedy of Heterosexuality*. New York: NYU Press.
- Travers, Ann. 2018. *The Trans Generation: How Trans Kids (and Their Parents) are Creating a Gender Revolution*. NYU Press.

W7 Family composition and children's wellbeing

Guiding questions: A continuing debate in family sociology is whether family composition matters for children's wellbeing and flourishing. Many cast families departing from "the normal family" as suboptimal for children. Critics argue that these statements are wrong, stigmatizing, and legitimize inequalities. Does family composition shape children's wellbeing? If so, how and why? Under what conditions does family composition matter for children's future, and under what conditions is it irrelevant?

Concepts: trends in family diversity, family structure, family composition, children's outcomes (health, achievement, wellbeing).

Articles:

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- Cross, Christina J. 2020. "Racial/Ethnic Differences in the Association Between Family Structure and Children's Education" *Journal of Marriage and Family* 82(2):691-712.
- McLanahan, Sara, Laura Tach and Daniel Schneider. 2013. "The Causal Effects of Father Absence." *Annual Review of Sociology* 39(1):399-427.
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- Cancian, Maria. 2021. "APPAM Presidential Address: Reflections on Who Counts and Why it Matters." *Journal of Policy Analysis and Management* 40(2):324-347.
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- Enriquez, Laura E. 2015. "Multigenerational Punishment: Shared Experiences of Undocumented Immigration Status Within Mixed-Status Families." *Journal of Marriage and Family* 77(4):939-953.
- Fomby, Paula and Andrew Cherlin. 2007. "Family Instability and Child Well-Being." *American Sociological Review* 72:181-204.
- Harvey, Hope. 2020. "Cumulative Effects of Doubling Up in Childhood." *Demography* 57(2):501-528.
- Milkie, Melissa A., Kei M. Nomaguchi, and Kathleen E. Denny. 2015. "Does the Amount of Time Mothers Spend with Children or Adolescents Matter?" *Journal of Marriage and Family* 77:355-372.
- Pilkauskas, Natasha V. and Christina Cross. 2018. "Beyond the Nuclear Family: Trends in Children Living in Shared Households." *Demography* 55(6):2283-2297.
- Roy, Kevin, and Natasha Cabrera. 2015. "Not Just Provide and Reside: Engaged Fathers in Low-Income Families," 542-49.
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- Thomson, Elizabeth. 2014. "Family Complexity in Europe." *The Annals of the American Academy of Political and Social Science* 654(1):245-58.
- Turner, Kimberly J. and Maureen R. Waller. 2017. "Indebted Relationships: Child Support Arrears and Nonresident Fathers' Involvement with Children." *Journal of Marriage and Family* 79(1):24-43.

Books:

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- Furstenberg, Frank F, and Andrew Cherlin. 1991. *Divided Families. What Happens to Children When Parents Part*. Cambridge: Harvard University Press.

- Dreby, Joanna. 2010. *Divided by Borders: Mexican Migrants and Their Children*. University of California Press.

W8 Family policing and racialized inequality

Guiding questions: Black and Brown families are disproportionately impacted by the growing punitive state (the incarceration boom, the criminalization of migration, the criminalization of poverty). How do family separations due to incarceration, deportation, or child support services interventions impact family life and children's wellbeing? How are families policed? Whose families are policed? What are the consequences of family policing? How does family policing contribute to the perpetuation of racialized inequality?

Concepts: family policing, family separation, incarceration, deportation, child welfare system, racialized oppression.

Articles:

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- Haney, Lynne. 2018. "Incarcerated Fatherhood: The Entanglements of Child Support Debt and Mass Imprisonment." *American Journal of Sociology* 124(1):1-48.
- Haskins, Anna R. and Wade C. Jacobsen. 2017. "Schools as Surveilling Institutions? Paternal Incarceration, System Avoidance, and Parental Involvement in Schooling." *American Sociological Review* 82(4):657-684.
- Gurusami, Susila. 2019. "Motherwork Under the State: The Maternal Labor of Formerly Incarcerated Black Women." *Social Problems*, 66(1):128-143.

Supplementary articles:

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- Dreby, Joanna. 2015. "US Immigration Policy and Family Separation: The Consequences for Children's Well-Being." *Social Science & Medicine* 132:245-251.
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- Lopoo, Leonard M., and Bruce Western. 2005. "Incarceration and the Formation and Stability of Marital Unions." *Journal of Marriage and Family* 67(3):721-34.
- Nobles, Jenna. "Migration and Father Absence: Shifting Family Structure in Mexico." *Demography* 50, no. 4 (August 1, 2013): 1303-14.
- Roberts, Dorothy E. "Prison, Foster Care, and the Systemic Punishment of Black Mothers." *UCLA Law Review* 59 (2012): 1476-1500.

- Straut-Eppsteiner, Holly. 2021. "Undocumented Mothers and Work–Family Conflict in Restrictive Policy Contexts." 83(3):865-880.

Books:

- Comfort, Megan. 2008. *Doing Time Together: Love and Family in the Shadow of the Prison*. Chicago: Chicago University Press.
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- Roberts, Dorothy. 2022. *Torn Apart: How the Child Welfare System Destroys Black Families-And How Abolition Can Build a Safer World*. New York: Basic Books.
- Wakefield, Sara, and Christopher Wildeman. 2016. *Children of the Prison Boom. Mass Incarceration and the Future of American Inequality*. New York: Oxford University Press.

W9 Gendered divisions of labor

Guiding questions: Family life involves a lot of work (cleaning the house, preparing food, caring for children and other relatives in need of care, maintaining family and community ties, etc.), but this work is unevenly distributed by gender: women are much more likely to take it on than men. Where does this gender division of labor come from? Why do women do more housework and childcare than men? Are gender inequalities in housework and parenting changing? Under what conditions are different-sex couples more likely to adopt egalitarian divisions of labor?

Concepts: housework, childcare, parenting, intensive mothering and parenting, involved fathers, "doing gender", power bargaining, time-availability, time-use surveys.

Articles:

- Bittman, Michael, Paula England, Liana Sayer, Nancy Folbre, and George Matheson. 2003. "When Does Gender Trump Money? Bargaining and Time in Household Work." *American Journal of Sociology* 109:186-214.
- Hook, Jennifer L. 2010. "Gender Inequality in the Welfare State: Sex Segregation in Housework, 1965-2003." *American Journal of Sociology* 115(5): 1480–1523.
- Raley, Sara, Suzanne M. Bianchi, and Wendy Wang. 2012. "When Do Fathers Care? Mothers' Economic Contribution and Fathers' Involvement in Child Care." *American Journal of Sociology* 117(5): 1422–59.
- Grigoryeva, Angelina. 2017. "Own Gender, Sibling's Gender, Parent's Gender: The Division of Elderly Parent Care among Adult Children." *American Sociological Review* 82(1): 116–46.
- Daminger, Allison. 2019. "The Cognitive Dimension of Household Labor." *American Sociological Review* 84(4): 609-633.

Supplementary articles: (apologies for the long list here, I'll trim it)

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- Brines, Julie. 1994. "Economic Dependency, Gender, and the Division of Labor at Home." *American Journal of Sociology* 100 (3): 652–88.
- Cooke, Lynn P. 2006. "Policy, Preferences and Patriarchy: The Division of Domestic Labor in East Germany, West Germany and the United States." *Social Politics* 26(3): 117–43.
- Cooke, Lynn P., and Janeen Baxter. 2010. "Families' in International Context: Comparing Institutional Effects Across Western Societies." *Journal of Marriage and Family* 72(June): 516–36.
- Craig, Lyn, and Killian Mullan. 2011. "How Mothers and Fathers Share Childcare: A Cross-National Time-Use Comparison." *American Sociological Review* 76(6): 834–61.
- Davis, Shannon N., Theodore N. Greenstein, and Jennifer P. Gerteisen Marks. 2007. "Effects of Union Type on Division of Household Labor: Do Cohabiting Men Really Perform More Housework?" *Journal of Family Issues* 28(9): 1246–72.
- Dotti, Giulia M. Sani and Judith Treas. 2016. "Educational Gradients in Parents' Child-Care Time Across Countries, 1965–2012." *Journal of Marriage and Family* 78(4):1083–1096.
- Ferree, Myra M. n.d. "Housework: Rethinking the Costs and Benefits." In *Families, Politics, and Public Policy. A Feminist Dialogue on Women and the State*, Longman Inc, 148–67. New York.
- Folbre, Nancy. 1994. "Children as Public Goods." *The American Economic Review* 84(2): 86–90.
- Folbre, Nancy. 2008. *Valuing Children*. Cambridge: Harvard University Press.
- Folbre, Nancy, Jayoung Yoon, Kade Finnoff, and Allison Sidle Fuglini. 2005. "By What Measure? Family Time Devoted to Children in the United States." *Demography* 42(2): 373–90.
- Geva, Dorit. 2011. "Not Just Maternalism: Marriage and Fatherhood in American Welfare Policy." *Social Politics* 18(1).
- Glass, Jennifer L., R. Kelly Raley, and Joanna R. Pepin. 2021. "Children's Financial Dependence on Mothers: Propensity and Duration." *Socius: Sociological Research for a Dynamic World* 7:1–11.
- Gonalons-Pons, Pilar. 2015. "Gender and Class Housework Inequalities in the Era of Outsourcing: Hiring Domestic Work in Spain." *Social Science Research* 52: 208–18.
- Gonalons-Pons, P. 2022. Differentiated Egalitarianism: The Impact of Paid Family Leave Policy on Women's and Men's Paid and Unpaid Work. *Social Forces*, soac081.
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- Killewald, Alexandra. 2011. "Opting Out and Buying Out: Wives' Earnings and Housework Time." *Journal of Marriage and Family* 73:459-71.
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- Meagher, Gabrielle. 2002. "Is It Wrong to Pay for Housework?" *Hypatia* 17(2): 52–66.
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- Schneider, Daniel, and Orestes P. Hastings. 2017. "Income Inequality and Household Labor." *Social Forces* 96(2): 1–25.
- Thébaud, Sarah. 2010. "Masculinity, Bargaining, and Breadwinning: Understanding Men's Housework in the Cultural Context of Paid Work." *Gender & Society* 24(3): 330–54.

Books:

- Berk, Sarah F. 1985. *The Gender Factory: The Apportionment of Work in American Households*. Springer Science & Business Media.
- Dow, Dawn M. 2019. *Mothering While Black: Boundaries and Burdens of Middle-Class Parenthood*.
- Gerson, Kathleen. 2010. *The Unfinished Revolution: Coming of Age in a New Era of Gender, Work, and Family*. Cambridge: Oxford University Press.
- Glenn, Evelyn N. 2010. *Forced To Care: Coercion and Caregiving in America*. Cambridge: Harvard University Press.
- Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*. New Haven: Yale University Press.
- Hochschild, Arlie Russell, and Anne Machung. 2003[1989]. *The Second Shift*. New York: Penguin Books.

- Levitsky, Sandra. 2014. *Caring for Our Own: Why There Is No Political Demand for New American Social Welfare Rights*. New York: Oxford University Press.
- Rao, Aliya. 2020. *Crunch Time: How Married Couples Confront Unemployment*. Berkeley: University of California Press.

W10 Family penalties and bonuses

Guiding questions: Family transitions tend to deteriorate women's economic position but improve men's economic position, generating substantial gender income gaps. Why do partnerships, marriage, or having kids result in family penalties for women and bonuses for men? How large are these penalties and have they changed over time? How do these penalties and bonuses vary for women and men in different groups (by class or race)?

Concepts: marriage and motherhood penalties, marriage and fatherhood bonuses, gender differences in the economic consequences of divorce, labor-market discrimination, human capital, work-family conflict.

Articles:

- Correll, Shelley J., Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5):1297-1338.
- Hodges, Melissa, and Michelle Budig. 2010. "Who Gets the Daddy Bonus? Organizational Hegemonic Masculinity and the Impact of Fatherhood on Earnings." *Gender & Society* 24(6): 717-45.
- Killewald, Alexandra. 2013. "A Reconsideration of the Fatherhood Premium: Marriage, Coresidence, Biology, and Fathers' Wages." *American Sociological Review* 78(1): 96-116.
- Musick, Kelly, Megan Doherty Bea, and Pilar Gonalons-Pons. 2020. "His and Her Earnings Following Parenthood in the United States, Germany, and the United Kingdom." *American Sociological Review* 84(4):639-674.

Supplementary articles:

- Budig, Michelle J., Joya Misra, and Irene Boeckmann. 2012. "The Motherhood Penalty in Cross-national Perspective: The Importance of Work-Family Policies and Cultural Attitudes." *Social Politics: International Studies in Gender, State and Society* 19(2):163-193.
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- England, Paula, Jonathan Bearak, Michelle J. Budig, and Melissa J. Hodges. 2016. "Do Highly Paid, Highly Skilled Women Experience the Largest Motherhood Penalty?" *American Sociological Review* 81 (6): 1161-89.
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- Glass, Jennifer, Matthew A. Andersson, and Robin W. Simon. 2016. "Parenthood and Happiness: Effects of Work-Family Reconciliation Policies in 22 OECD Countries." *American Journal of Sociology* 122 (3): 886-929.

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- Hook, Jennifer L. and Eunjeong Paek. 2020. "National Family Policies and Mothers' Employment: How Earnings Inequality Shapes Policy Effects across and within Countries." *American Sociological Review* 85(3):381-416.
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- Ishizuka, Patrick and Kelly Musick. 2021. "Occupational Inflexibility and Women's Employment During the Transition to Parenthood." *Demography* 58(4):1249-1274.
- Killewald, Alexandra and Jonathan Bearak. 2014. "Is the Motherhood Penalty Larger for Low-Wage Women? A Comment on Quantile Regression." *American Sociological Review* 79(2):350-57.
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W11 Family inequality

Guiding questions: Families tend to transfer economic resources, advantages, and disadvantages from one generation to the next. At the same time, economic inequality is growing and family behaviors diverge by social class. In what ways are families implicated in the production of income inequality? Under what conditions do families exacerbate or ameliorate economic inequalities? How do family trajectories vary for people with low- vs high-income?

Concepts: economic inequality, intergenerational transmission of advantage/disadvantage, social mobility, investing in children.

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