

NOTE: SYLLABUS IS UPDATED EACH TERM. CONTENT IS SUBJECT TO CHANGE.

Sociology 1010/GSW 1011

The Family

Spring 2024

University of Pennsylvania

Classroom: McNeil Building (MCNB) 309

Class meeting hours: Mondays/Wednesdays, 3:30-4:50 pm

Course instructor:

Prof. Paula Fomby

McNeil 244

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(215) 898-7768

Office hours: Mondays, 10:00-11:00 am, Wednesdays, 1:30-2:30 pm, and by appointment.

Course overview: This course considers the family as a dynamic and robust social institution. Over four primary units, we will consider contested definitions of what a family is, investigate how families sustain themselves, and explore how families absorb and respond to pervasive social inequalities. Our inquiry will be informed by sociological theory and research-based empirical evidence. Students will respond to and synthesize course material through classroom and small-group discussion, responses to prompts, short essays, exams (multiple-choice and open response), and data analysis exercises. This course offers an opportunity to develop as a critical thinker. This means that building skills to respectfully engage competing ideas and perspectives as a speaker, writer, active listener, and collaborative peer is as central to this course as the content itself.

Course objectives:

- Describe the elements that comprise family relationships and how definitions of family have changed over time
- Summarize key theories that explain how families form and how family members negotiate and enact roles, responsibilities, and expectations
- Debate how public policy may support or inadvertently harm families
- Describe and apply examples of how families accumulate and distribute resources
- Articulate how axes of social inequality are reflected in family composition and family process
- Adjudicate between multiple perspectives on the future of the family
- Evaluate the quality of data and argumentation in published empirical research

Expectations and guidelines for success:

- There are no prerequisites for this course.
- The success of this course depends upon your active engagement and participation. Classroom time includes a combination of lecture, small group discussion, and activities.

Attendance will be monitored, and active, informed participation contributes 15% to your grade.

- Students are expected to spend about 3 hours preparing for each course meeting. Additional time will be required to complete written assignments.
- Please complete all assigned reading/viewing/listening before class begins. This will make classroom discussions far more interesting and sensible! I expect that you will have actively engaged with the assigned material as you prepare, meaning that you will take notes to summarize key points and flag where things aren't clear. I do not expect that you will always fully absorb the material on the first reading, but I do expect that you will extend your active engagement to the classroom and/or office hours by sharing your questions, observations, and points of confusion for clarification and discussion.
- Sometimes life gets complicated or overwhelming. Course policies regarding absences, assignments, and late work are designed to accommodate occasional conflicts (see below). Please be familiar with these policies, and use the available flexibility wisely.
- Everyone in this class is learning something new. Your peers will rely on you to give them space to learn. Give your peers your respect and full attention, and please do not interrupt. When you disagree with something a peer has said, take issue with the idea - not the person - and speak in a way you'd want to be spoken to. Please respect and welcome all political and ideological perspectives and give them fair and thoughtful consideration. Your role in creating an inclusive, supportive learning environment will contribute to your participation grade.
- Family is a deeply personal and sometimes sensitive topic. Some themes in this course may be difficult to discuss. If there is a topic that you cannot discuss or that is otherwise particularly sensitive, let me know and we can work together to make alternative arrangements. Please note, though, that I am unable to prevent all students from being exposed to topics that might feel challenging or difficult. Keep in mind that you are in no way expected or required to disclose anything from your own life that you do not wish to share in class or in your assignments.

Contact information: Email (pfomby@sas.upenn.edu or through Canvas) is the best way to reach me outside of class time and office hours. I will respond to all emails within 24 weekday hours. I will not reply on weekends. If you do not receive a reply within 24 weekday hours, feel free to send me a reminder. To help me locate your message in my inbox, please include the course number in the subject heading (SOCI 1010 or GSWS 1011) or send your message via Canvas.

Office hours: Scheduled office hours appear at the top of this syllabus. I will be in my office to welcome you during those hours, and I am also available by appointment. Office hours serve multiple purposes, and I hope you will find at least one occasion to visit during the semester. You can use this time to ask questions about course content, expand on ideas discussed in class, or plan your approach for upcoming assignments. This is also the time to discuss any problems or concerns that you do not wish to discuss in class. Please bring those issues to me early so we can resolve them appropriately and as quickly as possible. You're also very welcome to stop by just to share good news or something you're excited about!

Evaluation

Class participation (15%)

Participation includes on-time attendance and informed and constructive contribution to small-group and class discussion and activity. I will monitor attendance through PollingEverywhere and submission of in-class work.

Class participation will be scored at the end of weeks 5 and 10 and at the end of the course.

Purpose: Your participation is fundamental to the success of the course and will help you to develop skills in active listening and thoughtful and persuasive spoken response.

Content engagement (10%)

I will ask for responses to prompts about assigned course material at the beginning of most of our class sessions. To receive full credit (10% of your grade) at the end of the semester, you must provide a correct response to 75% of the prompts. In other words, you may provide no response or an erroneous response 25% of the time with no penalty.

Class participation will be scored at the end of weeks 5 and 10 and at the end of the course.

Purpose: Prompts give me information about whether students are completing and understanding assigned material and give students incentive to complete the pre-work required for effective and engaging discussion.

Exams (25%)

Two non-cumulative take-home exams (assigned week 5 (10%) and week 15 (15%)) will include multiple-choice and short-answer questions. You may refer to assigned material, the instructor's lecture notes, and your own notes to complete the exams. You are expected to work independently and not to use online resources other than those that have been assigned. You will submit a signed honor pledge with your completed work, and any evidence of plagiarism or coordination will be investigated as a violation of the academic integrity code.

- Exams will be submitted on Canvas.
- Exams will be graded anonymously. Provide only your student identification number with your submission.
- Exams **will not** be accepted after the due date except without good cause under prior arrangement.

Purpose: Exams are a relatively efficient method for assessing comprehension of course content and preparedness to describe, apply, and evaluate key concepts.

Essays (30%)

Two essays will require you to synthesize readings, data, and class discussion to develop and support an argument in response to a prompt provided by the instructor. Two essays will be assigned during the semester. You will have approximately 10 days to complete each.

The body of each essay should be approximately 800 words in length (approximately 3 double-spaced pages in standard 12-point font). Information about formatting and reference requirements will be provided with the assignment.

- Essays will be submitted on Canvas. They should be in Microsoft Word or PDF format.
- Essays will be graded anonymously. Provide only your student identification number with your submission.
- Penalties will apply for late submission of critical essays. A submitted essay will lose 10% of the full value of the assignment each day it is late, beginning immediately after the deadline has passed.
- **Late submissions will not be accepted more than 3 days after the deadline, including weekend days.**

Data analysis and interpretation (20%)

During two class meetings, we will discuss the public data resources that sociologists use to conduct their research. Students will complete “problem sets” with questions that require basic data analysis and written interpretations of data in response. The data analysis will be very straightforward and will require only basic mathematical skills and the use of a standard calculator like one that is available on a smartphone or on the web.

- You may work with classmates on this assignment, but all submitted work must be your own.
- Completed problem sets will be submitted on Canvas.
- Problem sets will be graded anonymously. Provide only your student identification number with your submission.
- Penalties will apply for late submission of completed problem sets. A submitted assignment will lose 10% of its full value each day it is late, beginning immediately after the deadline has passed.
- **Late submissions will not be accepted more than 3 days after the deadline, including weekend days.**

Purpose: In order to talk meaningfully about families, it is important to be able to describe them in terms of their prevalence and characteristics. Learning about available data resources and acquiring basic skills in data analysis and interpretation is foundational to doing good research and informing sensible public policy, and is also a marketable job skill.

Components of your grade:

Assessment	Due date	Contribution
Class participation	Ongoing	15%
Content engagement	Ongoing	10%
Take-home exam #1	Feb. 18	10%
Essay (3 pages): family resources in popular culture	Mar. 1	15%

Data analysis: family inequality	Mar. 17	10%
Essay (3 pages): personal reflection on compulsory kinship	Apr. 5	15%
Data analysis: family attitudes	Apr. 16	10%
Take-home exam #2	May 8	15%
Total		100%

Grading scale:

You will receive a final letter grade at the end of the term based on the scale below. I will not round grades up or down. For example, 93.99% will receive an A-. A grade of A+ is reserved for truly exceptional performance throughout the course.

A	94-100%	B+	87-89%	C+	77-79%	D+	67-69%
A-	90-93%	B	83-86%	C	73-76%	D	63-66%
		B-	80-82%	C-	70-72%	D-	60-62%
						F	<=59%

Required readings and related material:

Reznek, Rin and Emma Bosley-Smith (2022). *Families We Keep: LGBTQ People and Their Enduring Bonds with Parents*. New York: NYU Press.

An electronic version of this title is available to download through Penn Libraries here:

https://franklin.library.upenn.edu/catalog/FRANKLIN_9978878731203681

To access the book, click the "Online Access" button at the link above. On the next page, click the Contents tab below the image of the book cover. Chapters must be downloaded individually.

Because an electronic copy is available through the library, I have not put a physical copy on library reserve.

This title is available for hardcopy purchase through online retailers. The cost of a new paperback edition is \$28. Used copies are currently available for under \$10 (plus \$3.98 shipping) from Amazon. If you choose to order a physical copy, order early enough to be prepared to discuss the book on March 27.

All other assigned reading and links to audiovisual material will be available on Canvas.

Course Policies

Electronic devices: Electronic devices are permitted in class in order to access course content. Please limit your electronic device use to classroom-focused activities. Repeated misuse of electronic devices for personal entertainment during class will result in a change in course policy. Lecture notes (i.e., Google slides) will be available on Canvas after each class meeting.

Focus breaks: The seats in this classroom are remarkably uncomfortable, we're meeting at the end of the day, and sometimes it's just hard to pay attention. Short breaks can help to focus and

regroup, so we'll take one during each class meeting for about 3-4 minutes. Please use this as your time to stretch, get some water, use the restroom, look at your phone, or chat with a neighbor. Outside of those breaks, please be present in the classroom as a focused and engaged participant, excepting occasional personal need. If you have concerns, please speak with me privately.

Attendance: Your regular attendance is critical to the success of this class. Please arrive on time prepared for discussion. Late arrivals will be noted, and arriving late or missing class routinely will affect your participation grade. In the event of an unexpected occurrence such as extended illness or an accident, please contact the instructor as soon as possible to discuss accommodations.

Class meetings: When permitted by the College of Arts and Sciences, we will meet virtually when circumstances such as a major storm or a public health emergency pose a threat to public safety. There is NO CLASS MEETING on Wednesday, April 17.

Masking: Infectious disease rates associated with COVID-19, RSV, flu, and other viruses continue to fluctuate. At the outset of the Spring 2024 semester, I do not require face masks in the classroom. This policy is subject to change in response to public health and university guidance. If you wish to wear a mask, I will support you. If you have any concerns about this policy, please speak with me.

Blind grading: Be aware that exams, essays, and problem sets will be graded anonymously, meaning that I will not see your name attached to your submitted work in Canvas. Please use only your student identification number when submitting your work. I will include a reminder about this with each assignment.

Use of AI tools: I am not an AI enthusiast but recognize that it will increasingly structure how people approach the task of writing. If you choose to use AI in your coursework, please treat AI-generated content as an outline that provides a starting point for a document written in your own words. Bear in mind that clear writing is a product of clear thinking, and the primary purpose of this course – even more than to learn about family sociology – is to develop as a critical, original, and persuasive thinker. That is the human capital that will pay returns for the rest of your life, and you have to do the hard work of developing that capital yourself. Your written submissions should reflect your interpretation of the course material, and all citations and assertions must be factually accurate. Erroneous information such as misstated statistics or misidentified attributions and generic writing will result in a lower score on graded work.

Student Disabilities Services and accommodations for students with disabilities: The University of Pennsylvania provides reasonable accommodations to students with disabilities who have self-identified and been approved by the office of Student Disabilities Services (SDS): <https://weingartencenter.universitylife.upenn.edu/>. Please meet with me as soon as possible to discuss your accommodations and needs. If you have not yet contacted SDS and would like to request accommodations or have questions, you can make an appointment by calling (215)

573-9235. The office is located in the Weingarten Learning Resources Center at Hamilton Village, 220 S. 40th St., Suite 260 (M-F, 9 am - 5pm ET). All services are confidential.

Other Accommodations

Student athletes, parents and caregivers, and others whose commitments might affect their ability to attend class or complete assignments on time should also speak with me at the beginning of the semester about potential conflicts. You should also speak with me as soon as possible if religious holidays that occur during the semester will require you to miss class. If you unexpectedly experience a life event that presents you with academic difficulties, I can refer you to CaseNet to ensure that you get the support you need:

<https://www.college.upenn.edu/casenet>.

Code of academic integrity: Students are expected to abide by the University of Pennsylvania's Code of Academic Integrity (available here:

<https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>). I will impose substantial penalties on any violation of the code. If you have questions about what constitutes academic dishonesty, please do not hesitate to ask me.

Extensions: Contact me as soon as possible - and before an approaching deadline - if an unexpected situation arises that may require an extension. I will consider extensions for situations that are truly unforeseeable and out of your control (a death in the family, illness). I will not consider extensions for foreseeable circumstances such as having many assignments due in the same week.

Graded assignments: Aside from computational or other minor errors on my part, all grades assigned are final.

Daily schedule and assignments

Day	Date	Assigned Course Material (read/watch ahead of time for class discussion)	Questions to guide your reading	Assignments
Week 1		No class meeting		
Week 2		Introduction and orientation		
M	Jan. 22	No assigned reading		
W	Jan. 24	<i>Family diversity</i> 1. Brooks, David (2020). The Nuclear Family Was a Mistake. <i>The Atlantic</i> , March, pp. 54-69.	According to Brooks, why was the nuclear family a “mistake”? What are the alternatives, and why should we embrace them?	
Week 3		How do sociologists think about the family?		
M	Jan. 29	<i>Structural functionalism</i> 1. VIDEO: Talcott Parsons’ Theories on the Family. 2. Coontz, Stephanie (2005). The Era of Ozzie and Harriet: The Long Decade of ‘Traditional’ Marriage. Chapter 14 in <i>Marriage, a History: How Love Conquered Marriage</i> . New York, Penguin Books (pp. 229-246). 3. OPTIONAL: Excerpt from Parsons, T. and Bales, R.F. (1955). Family, Socialization, and Interaction Process. New York: Free Press. Pp. 3-26.	What is the purpose of the family? Writing in the 1950s, Parsons and Bales argue that the contemporary nuclear family serves a critical role in maintaining the social order. As a historian, Coontz investigates what made the 1950s family model exceptional and unsustainable.	

Day	Date	Assigned Course Material (read/watch ahead of time for class discussion)	Questions to guide your reading	Assignments
W	Jan. 31	<p><i>The Marriage Debate</i></p> <ol style="list-style-type: none"> 1. Kearney, Melissa (2023). The Explosive Rise of Single-Parent Families Is Not a Good Thing. <i>The New York Times</i>. September 17. 2. Wilcox, W. Bradford (2023). The Two-Parent Advantage. <i>City Journal</i>. September 20. 3. Traister, Rebecca (2023). The Return of the Marriage Plot. <i>The Cut</i>. September 22. 	Why do children who live with two married parents have better outcomes compared to children raised in other family types? Three authors summarize competing points of view on one of the most longstanding questions in family sociology.	
Week 4		What is a family, and who decides?		
M	Feb. 5	<p><i>Cohabitation</i></p> <ol style="list-style-type: none"> 1. Manning, Wendy (2020). Young Adulthood Relationships in an Era of Uncertainty: A Case for Cohabitation. <i>Demography</i>. 2020: 799-819. Read through page 812. 2. VIDEO: "Andrew Cherlin on marriage, cohabitation, and societal trends in family formation." National Council on Family Relations. (Note that this video is undated, but was recorded prior to the national legalization of same-sex marriage in 2015.) 	(How) has cohabitation come to replace marriage as the starting point for family formation?	
W	Feb. 7	<p><i>Normative and legal definitions of family</i></p> <ol style="list-style-type: none"> 1. Powell, Brian (2014). Changing Counts, Counting Change: Toward a More Inclusive Definition of Family. <i>Journal of the Indiana Academy of the Social Sciences</i>. 17(1), Article 2. 2. OPTIONAL: Rosenfeld, Michael (2017) Moving a Mountain: The Extraordinary Trajectory of Same-Sex Marriage Approval in the United States. 	How do public opinion and the law define what constitutes a family?	NOTE: No office hours today. Please schedule a meeting with me if needed.

Day	Date	Assigned Course Material (read/watch ahead of time for class discussion)	Questions to guide your reading	Assignments
		<i>Socius</i> , 3.		
Week 5		Dynamic family relationships		
M	Feb. 12	<p><i>Divorce</i></p> <ol style="list-style-type: none"> 1. Rutter, Virginia E. (2024). The Case for Divorce. Chapter 22 in <i>Families as They Really Are</i> (Rutter, Williams, and Risman, eds.). New York: Norton. 2. Hoy, Aaron, Jori Adrianna Nkwenti, and Sachita Pokhrel (2022). Divorce Anxiety? For Sexual Minority Young Adults, Not So Much. <i>The Society Pages</i>. May 17. 	Is divorce harmful to parents and children? And if so, why, and in comparison to what?	
W	Feb. 14	<p><i>Repartnering</i></p> <ol style="list-style-type: none"> 1. Sanner, Caroline (2023). Studying stepfamilies, surfacing secrets: A reflection on the private motivations behind efforts to humanize family complexity. <i>Journal of Family Theory and Review</i> 15:259-275. 2. Jawando, Will (2022). Joseph Jacob. Chapter 1 in <i>My Seven Black Fathers</i>. New York: Farrar, Strauss, Giroux (pp. 15-39) 	What are some ways to be a parent or parent-figure? Why and when does conflict emerge among family members around these identities and roles?	Take-home exam #1 assigned. Due via Canvas on Sunday, Feb. 18, 11:59 pm
Week 6		Family resources		
M	Feb. 19	<p><i>Financial capital: Why do married couples have more money?</i></p> <ol style="list-style-type: none"> 1. Ruggles, Steven (2015). Patriarchy, Power, and Pay: The Transformation of American Families, 1800-2015. <i>Demography</i> 52(6): 1797-1823. 2. Carpenter, Julia (2023). More Wives Now Outearn Their Husbands. They Also Stay Together Longer. <i>Wall Street Journal</i>. May 11. 	How have couple-headed families absorbed the transition from a “male provider” model to one where women’s labor is a substantial or primary source of family	

Day	Date	Assigned Course Material (read/watch ahead of time for class discussion)	Questions to guide your reading	Assignments
			income?	
W	Feb. 21	<p><i>Time as capital: The gendered division of household labor</i></p> <ol style="list-style-type: none"> 1. Pedulla, David S. and Sarah Thébaud (2015). Can We Finish the Revolution? Gender, Work-Family Ideals, and Institutional Constraint. <i>American Sociological Review</i>. 80(1): 116-139. (Don't worry about the statistical methods, and skip the section on robustness checks.) 2. Daminger, Allison (2019). How Couples Share 'Cognitive Labor' and Why it Matters. <i>Behavioral Scientist</i>. September 19. 	<p>What factors contribute to the rise (or fall) of the gendered division of household labor?</p> <p>How is cognitive labor different from other types of household labor?</p>	Essay #1 assigned, due Friday, Mar. 1, 11:59 pm.
Week 7				
M	Feb. 26	<p><i>Social capital</i></p> <ol style="list-style-type: none"> 1. Dominguez, Silvia and Celeste Watkins (2003). Creating Networks for Survival and Mobility: Social Capital among African-American and Latin-American Low-Income Mothers. <i>Social Problems</i>, 50(1): 111-135. 	How do family relationships create or curtail access to social support and social mobility?	
W	Feb. 28	<p><i>Cultural capital</i></p> <ol style="list-style-type: none"> 1. VIDEO: Cultural capital 2. Lareau, Annette (2002). Invisible Inequality: Social Class and Childrearing in Black Families and White Families. <i>American Sociological Review</i>. 67(5): 747-776. 3. Khan, Shamus (2023). Legacy Admissions Don't Work the Way You Think They Do. <i>The New York Times</i>. July 7. 	What are the cultural practices that shape how families interact with social institutions to prepare children for adulthood?	

Day	Date	Assigned Course Material (read/watch ahead of time for class discussion)	Questions to guide your reading	Assignments
		Spring Break! 🌸 March 2-10		
Week 8		Family Inequality		
M	Mar. 11	<i>How do we know what we know? Data for studying inequality</i> No assigned reading		Data analysis and interpretation #1 assigned. Due Sunday, Mar. 17.
W	Mar. 13	<i>Economic inequality and marriage</i> 1. McLanahan, Sara (2004). Diverging Destinies: How children are faring under the Second Demographic Transition. <i>Demography</i> 41: 607-627. 2. Edin, Kathryn and Maria Kefalas (2005). Unmarried with Children. <i>Contexts</i> , 4(2): 16-22.	How does economic inequality make marriage feel less attainable for people who are poor or near-poor?	
Week 9				
M	Mar. 18	<i>Family poverty and public transfers</i> 1. Shrider, Emily A. and John Creamer (2023). Poverty in the United States: 2022. Washington, DC: US Census Bureau. (pages 1-16; read for a high-level understanding of US poverty trends). 2. Sykes, J., Kriz, K., Edin, K., and Halpern-Meekin, S. (2015). Dignity and Dreams: What the Earned Income Tax Credit Means to Low-Income Families. <i>American Sociological Review</i> , 80(2): 243-267. (Skim literature review and research methods)	How does exposure to poverty vary by family structure, race, and educational attainment in the United States? How does the once-a-year EITC payment help or hinder low-income working families to get ahead?	
W	Mar. 20	<i>Black marriage in America</i> 1. Stewart, Dianne M. (2020). Introduction and Chapter 3 from <i>Black Women, Black Love: America's War on African American Marriage</i> . New	How have American institutions curtailed Black marriage from the inception of slavery to	

Day	Date	Assigned Course Material (read/watch ahead of time for class discussion)	Questions to guide your reading	Assignments
		York: Hachette Book Group.	the present?	
Week 10				
M	Mar. 25	<i>Intersectionality</i> 1. Dow, Dawn (2014). Negotiating “The Welfare Queen” and “The Strong Black Woman”: African-American Middle-Class Mothers’ Work and Family Perspectives. <i>Sociological Perspectives</i> , 58(1): 36-55.	How does intersectionality help us to understand social advantage or disadvantage in families beyond thinking about single aspects of identity (i.e., race and gender instead of race or gender)?	
W	Mar. 27	<i>Sexual orientation and gender identity</i> 1. Reczek, Rin and Emma Bosley-Smith (2022). Introduction and Part 1 (Chapters 1-3), pp. 1-66 in <i>Families We Keep: LGBTQ People and Their Enduring Bonds with Parents</i> . New York: NYU Press.	Why do LGBTQ+ work to maintain the families they’re born into?	Reflection essay assigned, due Friday, Apr. 5, 11:59 pm
Week 11				
M	Apr. 1	<i>Sexual orientation and gender identity, continued</i> 1. Reczek, Rin and Emma Bosley-Smith (2022). Part 2 (introduction and chapters 4-9), pp. 67-144 in <i>Families We Keep: LGBTQ People and Their Enduring Bonds with Parents</i> . New York: NYU Press. (NOTE: It’s a lot of page numbers, but the book is a quick read [and a little bit redundant]).	How do LGBTQ+ adults work to maintain the families they’re given and to build the families they choose?	

Day	Date	Assigned Course Material (read/watch ahead of time for class discussion)	Questions to guide your reading	Assignments
		2. Blum, D. (2022). The Joy in Finding Your Chosen Family. <i>New York Times</i> , June 25.		
W	Apr. 3	<i>Transnational families</i> 1. Hondagneu-Sotelo, Pierrette and Ernestine Avila (1997). "I'm Here but I'm There": The Meanings of Latina Transnational Motherhood. <i>Gender and Society</i> 11(5): 548-571. (This article is fairly dense. Read for the mothers' experiences of working and living apart from their children.) 2. Dreby, Joanna (2007). Children and Power in Mexican Transnational Families. <i>Journal of Marriage and Family</i> . 69(4): 1050-1064.	How are families challenged by and resilient to being separated by national borders? How does separation change power dynamics in families?	
Week 12				
M	Apr. 8	<i>Children as cultural brokers in immigrant families</i> 1. VIDEO: Understanding Language Brokers (PBS, 2019) (6 minutes) 2. Kwon, Hyeyoung (2015). Intersectionality in Interaction: Immigrant Youth Doing American from an Outsider-Within Position. <i>Social Problems</i> . 62(4): 623-641.	How does children's position as cultural brokers affect their social position and power dynamics in families?	
W	Apr. 10	<i>How do we know what we know? Data for studying attitudes about family and family policy</i> No assigned reading		Data analysis and interpretation #2 assigned. Due Sunday, Apr. 16.
Week 13		Families in context		
M	Apr. 15	<i>Fatherhood and Parental Leave</i> 1. VIDEO: Why Doesn't the US Have Paid Parental	Should family leave policies be expanded in	

Day	Date	Assigned Course Material (read/watch ahead of time for class discussion)	Questions to guide your reading	Assignments
		<p>Leave? <i>Origin of Everything</i>, Season 2, Episode 30 (PBS).</p> <p>2. Popper, Nathan (2020). Paternity Leave Has Long-Lasting Benefits. So Why Don't More American Men Take It? <i>New York Times</i>, April 17.</p>	the US to cover more time or to provide paid leave? Why or why not? If so, where should the money come from?	
W	Apr. 17	No class meeting		
Week 14				
M	Apr. 22	<p><i>Health</i></p> <p>1. Coontz, Stephanie (2016). A Man's Home Is His Castle: The Family and Outside Intervention. Chapter 6 in <i>The Way We Never Were</i>. New York: Basic Books.</p> <p>2. Reich, Jennifer (2019). "What I learned from parents who don't vaccinate their kids." TEDxMileHigh. 13 minutes.</p>	Where do preferences for family privacy and individualism come from, and how do they clash with the public interest?	
W	Apr. 24	<p><i>Education</i></p> <p>1. Warikoo, Natalie (2022). Chapter 4 in <i>Race at the Top: Asian Americans and Whites in Pursuit of the American Dream in Suburban Schools</i>. Chicago: University of Chicago Press.</p> <p>2. OPTIONAL: Calarco, Jessica (2020). Avoiding Us versus Them: How Schools' Dependence on Privileged "Helicopter" Parents Influences Enforcement of Rules. <i>American Sociological Review</i>, 85(2): 223-246.</p>	<p>How do White and Asian parents differ in their strategies to promote student success?</p> <p>How do parents with money use their status to influence school policy to their children's perceived benefit?</p>	
Week 15		The future of family		
M	Apr. 29	<i>Why are people having fewer children?</i>	(How) do uncertainty,	

Day	Date	Assigned Course Material (read/watch ahead of time for class discussion)	Questions to guide your reading	Assignments
		1. Hummer, Holly (2023). COVID-19 and Childlessness among Women in the United States. <i>Population and Development Review</i> . Pp. 1-23.	gender inequality, and norms around individualism contribute to decisions about (not) childbearing?	
W	May 1	<i>Singlehood</i> 1. DePaulo, Bella. (2023). An Ode to the Single Life. <i>Time.com</i> December 9. 2. Hyman, Sharon (2016). Apartners Live Happily Ever After - In Places of Their Own. <i>Psychology Today</i> , April 5. 3. Barroso, A., Parker, K., and Bennett, J. (2020). As Millennials Near 40, They're Approaching Family Life Differently Than Previous Generations. Pew Research Report.	Many people will spend much or most of their adult lives without family or living apart from family, and there are many ways to be "single." How should singlehood be incorporated into sociology of the family?	
	Exam period	Take-home exam #2 released on May 1 at 5:00 pm, due Wednesday, May 8, 11:59 pm via Canvas.		