

Families and Society
SOCY 6016 (Special Topics in Sex and Gender)
University of Colorado Boulder, Fall 2014

Mondays 11:00 a.m.-1:30 p.m. in Ketchum 33

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Teaching Office: Ketchum 221A (2nd floor)
Office Hours: Wed. 12-1:30 and by appointment

This seminar is a graduate-level introduction to the interdisciplinary study of families, with a particular focus on sociological contributions to the area. We will read and engage with research on families of many different types and stages. We will also consider how family-related issues intersect with socioeconomic status, gender, race, and age. Many substantive areas of sociology that relate to families will be included in the readings, such as education, life course, social psychology, criminology, economic sociology, work, health, and social stratification. While we will draw some comparisons to other places and times, the main focus of the course is on the contemporary United States context. Readings will include theoretical, empirical, and policy-oriented research. This class focuses on multiple levels of analysis, from individuals to interpersonal interactions to nations. You will spend a substantial amount of time developing your own specific research interests in this field, culminating in a presentation of the relevant literature, a final paper, and a conference-style presentation of your work.

Course Materials: There are 5 required books for this course, all available at the bookstore:

1. (ISBN 9780199755783) Ridgeway, Cecilia. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*.
2. (ISBN 9780520274068) Edin, Kathryn and Timothy J. Nelson. 2013. *Doing the Best I Can: Fatherhood in the Inner City*.
3. (ISBN 9780226736198) Schalet, Amy. 2011. *Not under My Roof: Parents, Teens, and the Culture of Sex*.
4. (ISBN 9780520271425) Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life* (2nd edition).
5. (ISBN 9780674034907) Rosenfeld, Michael J. 2009. *The Age of Independence: Interracial Unions, Same-Sex Unions, and the Changing American Family*.

All other readings are available in PDF format on the course website at <http://learn.colorado.edu>. **You are responsible for completing all readings before the class for which they are assigned.**

This class will expose you to a variety of broad issues around families. Not every reading represents my own perspective; rather, as a class we will critically evaluate the contributions and shortcomings of the readings. You do not need to focus on memorizing statistics or literature citations when you read; identify major points and think critically instead. For an overview of the empirical work that is going on in specific topics of this field, browsing recent issues of *Journal of Marriage and Family*, *Gender & Society*, and other family, gender, and demography journals is a good starting point.

Course Format: This course requires attendance at each class session. The workload is designed to be spread out fairly consistently across the semester, rather than focused on a couple of high-pressure weeks. You must do the assigned readings on time and keep up with your assigned work. Part of every class will be devoted to lecture and discussion based on readings about the week's topic. We will sometimes have guest speakers to complement our discussions. Many weeks, another portion of the class will be devoted to student-led discussions about their particular topics of interest.

Course Requirements (totaling 100% of your course grade):

Attendance, participation, and preparation = 20%

5 short reading responses = 15%

3 presentations (country presentation, your research topic presentation, final presentation) = 15%

Research paper and working drafts = 45%

Attendance, participation, and preparation

You should attend each class. Students who miss a class will be required to submit a response memo in lieu of class participation. Multiple absences may result in a lower grade. Prior to each class, finish the assigned readings and be prepared to contribute questions and critical assessments of the readings' strengths and weaknesses during class. Think about how each reading relates to other readings and ideas from the course. You should be prepared to bring up ideas and findings from the readings you are doing for your research paper when they are relevant to the broader class discussion. Your participation in class discussions is essential, and the quality of comments is at least as important as quantity.

Presentations

Sometime between weeks 3 and 6, you will give a 10-minute presentation focusing on families in a particular country. You will have a lot of freedom to choose your country, although we will need to have a good balance in terms of region, economic development, and so on. The schedule will be set during the first week of class.

Sometime between weeks 7 and 10, you will give a 20-minute interactive presentation on the general topic you will cover in your research paper. The schedule will be set early in the semester. This experience should be good, low-key practice for your oral specialty comprehensive exam or your dissertation proposal defense. I do not expect you to become an expert on your topic, but rather to have intellectual curiosity and lead the class in exploring ideas related to it. I will take the first turn, using my research interests to demonstrate the format.

During the last week of class, all students will summarize their completed projects in a 15-minute PowerPoint presentation. It should be in the style of a conference presentation (I will provide an example). You will also be responsible for providing informal written feedback on another student presentation. The whole class will spend 5 minutes giving feedback for each presentation, and you will have time to incorporate comments into your final paper before turning it in.

Reading responses

Early in the semester, you will sign up to write 5 reading response memos (several people will be signed up to turn in these memos for each week of class, but everyone will write one for week 2 when there is no class). These memos should each be about 1 single-spaced page long and should reflect your critical thinking about one or more of the readings assigned for that week. Beyond making it implicitly clear that you have understood the readings you choose to discuss, you should bring in your own opinions or analysis. Good strategies include connecting to other readings from the course, making links to current events or sociological phenomena, taking issue with a point that you disagreed with or found to be unclear, or expanding on a point you found to be interesting. Either an informal, blog-style tone or a more formal tone is fine, but your writing should be proofread and clear.

Research paper

The major course requirement is an approximately 15-page (for the main text, exclusive of the title page, abstract, references, and any tables, figures, or appendices) research paper. This paper must be related in some way to families and society, but otherwise you have a lot of freedom in deciding its format. I

encourage this freedom so that you can make this paper useful to your progress through your graduate career beyond this course, either by learning an important skill such as critically reviewing literature or writing a research proposal, or by developing a dissertation idea or a research project towards eventual publication. It can be a qualitative, quantitative, or mixed-methods empirical paper, a meta-analysis or critical review of the literature on your topic, a research project proposal, a theoretical analysis of a family-related concept, or development of theory. Students in my seminars have come up with a wide variety of formats in the past. In the first few weeks of the semester, you should talk with me about your plans. If you choose to collect your own data rather than using secondary sources, then I do not expect you to collect a lot of data—a pilot study would be fine. I am amenable to you combining this assignment with a past or concurrent course paper; consult with me in advance. You will turn in a one-paragraph paper proposal to me in week 4, so start thinking right away about topics that interest you and (if applicable) possible sources of data. I am happy to consult with you about this in office hours or by appointment.

Be aware that any empirical project using human subjects for research to be disseminated beyond the scope of this class must be approved by CU's Human Research Committee, and you need to complete the HRC tutorial, even if you are using secondary data (see <http://www.colorado.edu/VCRsearch/HRC/>). If you may want to publish your paper eventually, you should submit your own application at the beginning of the semester. I can mentor you through this process if it is new to you. You will need to give me a hard copy of your HRC approval notice before you can collect or analyze any data. If you do not want to keep the publication option open, then it will be handled internally as course-related research. Projects not involving empirical data do not need HRC approval.

Between weeks 9 and 15, you will participate in a working group to develop your final paper. I will assign you to a group after I get your paper proposal. After an initial verbal discussion giving feedback on each person's paper plan, each week one group member will turn in their working draft. Email your writing assignment to me and your group members by noon on Friday, three days before class. The other group members should come to class prepared to give verbal or written feedback. The final paper will be due on Sunday, December 14 by 10 p.m. (electronic copy emailed to me; make sure to get an email confirmation that I received it before considering it submitted)

Course Policies:

My responsibilities: I hope you will enjoy and learn from this class. I believe that my job is not just to teach you about families and society, but also to help you acquire critical skills for finishing your Ph.D. It is important to me that you feel comfortable with the class environment and requirements, and I benefit from student feedback. If you become concerned about your performance in class or about the way I am handling anything, please see me as soon as possible.

Your responsibilities: Graduate seminars do not work well unless everyone comes to class having done all readings and prepared to discuss them. Our class will rely on your consistent attendance and preparation. This is not usually a concern in my graduate seminars, but I do keep track of each student's attendance, preparation, and willingness to engage with the material. If you have trouble fully joining class discussions and would like to write extra response memos to compensate, speak with me about it. I will permit laptops/tablets for note taking and referencing readings unless they become a distraction in class, at which point I will reassess their use.

Office hours/getting help: My office hours are Wednesdays from 12-1:30 in Ketchum 221A and by appointment. Students who contact me beforehand to set up an appointment during office hours will be given priority. I will also check course-related emails once each business day. I am happy to talk with you about issues related to sociology and graduate school that are unrelated to course material.

Email/web page: I will communicate important course information through the email address you have listed through the university. Make sure you check this email account regularly. The course web page is on Desire2Learn, accessed at <http://learn.colorado.edu>. The syllabus, schedule, handouts, examples, grades, and other information will be posted on the website. The most recent course information will be available here, as information that is on this syllabus may be changed over the course of the semester.

Students with Disabilities: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Religious Observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you should notify me at least two weeks ahead of time to request special accommodation if you have a conflict. See full details at http://www.colorado.edu/policies/fac_relig.html.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at: <http://www.colorado.edu/policies/classbehavior.html> and at: http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh>.

Honor Code: All students of the University of Colorado Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-

2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at: <http://www.colorado.edu/policies/honor.html> and <http://honorcode.colorado.edu>. Some of the work in this class will be done together with other students, while other work will be required to be completed independently and will represent an Honor Code violation if done collaboratively. I will make it clear what kinds of collaboration are acceptable versus not, but ask me if you have any questions.

PRELIMINARY SCHEDULE

Note: Reading assignments and scheduled items are subject to change. Books are available at the bookstore, and book chapters will be posted as PDF files on learn.colorado.edu. Other readings are available to CU affiliates on campus or logging in through vpn.colorado.edu. A search engine like Google Scholar will lead you directly to PDFs. Please complete all assignments before the listed class, except for the first week's readings. See the end of the syllabus for supplemental readings that are not required for this class, but are included so that you can read more in-depth on topics that interest you and for your future reference.

WEEK 1

Aug. 25 **Course introduction; constructions of family; families and inequality**
Sign up for country presentation and response memos

What is a family?

How do current U.S. families differ from our stereotyped preconceptions?

How do social structures affect contemporary families?

[Read in class] Gerstel, Naomi and Natalia Sarkisian. 2006. "Marriage: The Good, the Bad, and the Greedy." *Contexts*.

[Read in class] Dodson, Lisa, and Wendy Luttrell. 2011. "Families facing untenable choices." *Contexts* 10(1): 38-42.

McLanahan, S., and Percheski, C. 2008. Family structure and the reproduction of inequalities. *ARS*.
<http://www.jstor.org/stable/29737790>

Collier, Jane, Michelle Z. Rosaldo, and Sylvia Yanagisako. 1997. "Is there a family? New anthropological views." In *The Gender/Sexuality Reader*, ed. Lancaster and Leonardo.

Cherlin, Andrew. 2010. "Demographic Trends in the United States: A Review of Research in the 2000s." *Journal of Marriage and Family*. <http://www.jstor.org/stable/40732488>

[Skim] *America's Family and Living Arrangements, 2012*. Accessed at:
http://www.census.gov/prod/2013pubs/p20-570.pdf?eml=gd&utm_medium=email&utm_source=govdelivery

WEEK 2

Sep. 1 **NO CLASS: LABOR DAY.**
Historical perspectives on families and family change
Reading response due for everyone (turn in at start of week 3)
Readings will be discussed the following week

What have families looked like in different times and places, and how has that shaped our cultural ideals?

What historical trends have changed U.S. families in recent decades?

Is marriage a more beneficial family form than other types of families?

- Hareven, Tamara K. 1977. "Family time and historical time." *Daedalus* 57-70.
- Lesthaeghe, Ron. 1995. "The second demographic transition in Western countries: An interpretation." *Gender and family change in industrialized countries* 17-62.
- Sweeney, Megan. 2002. "Two decades of family change: The shifting economic foundations of marriage." *American Sociological Review* 67: 132-147.
- Musick, Kelly, and Larry Bumpass. 2012. "Reexamining the Case for Marriage: Union Formation and Changes in Well-being." *Journal of Marriage and Family* 74:1-18.
- England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24(2):149-166. [Link](#)

WEEK 3

Sep. 8

Gender and families

Country presentations: week 1

How does gender shape family dynamics and the relationship between families and society?
What cultural frames influence our perceptions of families?
How do unconscious stereotypes and conscious biases play out in family interactions?

[Selections] Ridgeway, Cecilia. 2011. *Framed by Gender: How Gender Inequality Persists in the Modern World*.

WEEK 4

Sep. 15 Families and paid and unpaid labor

Country presentations: week 2

Turn in hard copy of one-paragraph paper proposal

How do families and the paid labor market influence each other?
How are structural changes affecting the relationship between families and work?
Why is gender so fundamental for understanding disparities in both paid and unpaid labor?

- Bianchi, Suzanne M. and Melissa A. Milkie. 2010. "Work and Family Research in the First Decade of the 21st Century." *Journal of Marriage and Family* 72:705-725.
- Bianchi, Suzanne M., Liana C. Sayer, Melissa A. Milkie, and John P. Robinson. 2012. "Housework: Who Did, Does or Will Do It, and How Much Does It Matter?" *Social Forces* 91(1): 55-63. [Link](#)
- Correll, Shelley, Stephen Benard, and In Paik. 2008. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 1297-1338.
- Percheski, Christine. 2008. "Opting out? Cohort differences in professional women's employment rates from 1960 to 2005." *American Sociological Review*, 73 (3): 497-517. [Link](#)
- Read, Jen'nan G. and Sharon Oselin. 2008. "Gender and the education-employment paradox in ethnic and religious contexts: The case of Arab Americans." *American Sociological Review* 73 (2): 296-313. [Link](#)

WEEK 5

Sep. 22 Sexuality and young adulthood transitions

Country presentations: week 3

Stef demonstrates topical discussions

Why is sexuality important for studying families and society?
How does young people's sexuality fit into the dynamics and interactions of families of origin?
How can sexuality be a driver of inequality in people's lives?

[Selections] Schalet, Amy. 2011. *Not under My Roof: Parents, Teens, and the Culture of Sex*.

Elliott, Sinikka. "Parents' constructions of teen sexuality: Sex panics, contradictory discourses, and social inequality." *Symbolic Interaction* 33.2 (2010): 191-212.

WEEK 6

Sep. 29 Intimate relationships and marriage

Guest speaker: Amy Wilkins

Country presentations: week 4

Sign up for topical presentations

How have historical changes in the experience of young adulthood shaped family formation?

What happens when people form families in ways that are stigmatized or outside the norm?

How does instability shape family processes and the outcomes of family members?

[Selections] Rosenfeld, Michael J. 2009. *The Age of Independence: Interracial Unions, Same-Sex Unions, and the Changing American Family*.

Cherlin, Andrew. 2010. *The Marriage-Go-Round*. Vintage. Introductory chapter.

American Sociological Association's Amicus Brief on same-sex marriage:

[http://www.asanet.org/documents/ASA/pdfs/12-144_307_Amicus_%20\(C_%20Gottlieb\)_ASA_Same-Sex_Marriage.pdf](http://www.asanet.org/documents/ASA/pdfs/12-144_307_Amicus_%20(C_%20Gottlieb)_ASA_Same-Sex_Marriage.pdf)

WEEK 7

Oct. 6 Fathers

Topical discussions: week 1

Why have fathers received much less research attention than mothers?

How do fathers matter for their children?

How do our understandings of fatherhood intersect with other social characteristics like race, class, gender, and age?

[Selections] Edin, Kathryn and Timothy J. Nelson. 2013. *Doing the Best I Can: Fatherhood in the Inner City*.

Shows, Carla and Gerstel, Naomi. 2009. "Fathering, class, and gender: A comparison of physicians and emergency medical technicians." *Gender & Society*, 23, 161–187.

WEEK 8

Oct. 13 Mothers

Topical discussions: week 2

Form working groups for final papers

What makes a person a mother?

How has the culture of intensive mothering shaped the experiences of mothers and children?

How does economic deprivation affect mothers?

Villalobos, Ana. "Compensatory Connection: Mothers' Own Stakes in an Intensive Mother-Child Relationship." *Journal of Family Issues* (2014): 0192513X13520157.

Johnson-Hanks, Jennifer. "On the limits of life stages in ethnography: Toward a theory of vital conjunctures." *American Anthropologist* 104.3 (2002): 865-880.

Colen, Shellee. 1995. "‘Like a mother to them’: Stratified reproduction and West Indian childcare workers and employers in New York." *Conceiving the new world order: The global politics of reproduction*: 78-102.

Weigt, Jill. "‘I Feel Like It’s a Heavier Burden. . .’ The Gendered Contours of Heterosexual Partnering after Welfare Reform." *Gender & Society* 24(5):565-590.

Mollborn, Stefanie and Janet Jacobs. 2012. "‘We’ll Figure a Way’: Teenage Mothers’ Experiences in Shifting Social and Economic Contexts." *Qualitative Sociology* 35(1):23-46.

WEEK 9

Oct. 20

Children

Topical discussions: week 3

Working groups discuss paper plans

How does social class play out in the everyday lives of families?

How do families work to reproduce social advantage?

What are the pros and cons of different prevalent parenting models in the United States today?

[Selections] Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life* (2nd edition).

Furstenberg, Frank F., Jr. 2005. "Banking on Families: How Families Generate and Distribute Social Capital." *Journal of Marriage and Family*. <http://www.jstor.org/stable/3600240>

WEEK 10

Oct. 27

Siblings, extended family, and family structure

Topical discussions: week 4

Guest speaker: Paula Fomby on family structure transitions

How do siblings and extended family members matter?

What are the effects of different family structures?

How does partnership change and dissolution matter for parents and children?

Mollborn, Stefanie, Paula Fomby, and Jeff A. Dennis. 2012. "Racial/Ethnic Differences in Extended Household Transitions in Early Childhood." *Social Science Research* 41(5):1152-1165.

White, Lynne. 2001. "Sibling Relationships over the Life Course: A Panel Analysis." *Journal of Marriage and Family* 63(May): 555-568.

Fomby, Paula, and Andrew J. Cherlin. "Family instability and child well-being." *American Sociological Review* 72.2 (2007): 181-204.

McLanahan, Sara. 2004. "Diverging Destinies: How Children Are Faring Under the Second Demographic Transition." *Demography* 41:607-627.

Amato, Paul. 2010. "Research on Divorce: Continuing Trends and New Developments." *Journal of Marriage and Family*.

WEEK 11

Nov. 3

Class, race, and intersectionality

Working groups: member 1 presents partial draft

How can we best include intersectionality when studying families?

Are some methods better than others for achieving this goal?

Is it possible to look at the effects of a single characteristic like gender or race without considering intersectionality?

Choo, Hae Y. and Myra M. Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities." *Sociological Theory* 28(2):129-149. [Link](#)

Elliott, Sinikka, and Elyshia Aseltine. "Raising Teenagers in Hostile Environments How Race, Class, and Gender Matter for Mothers' Protective Carework." *Journal of Family Issues* 34.6 (2013): 719-744.

- Sayer, Liana C. and Leigh Fine. 2011. "Racial-Ethnic Differences in U.S. Married Women's and Men's Housework." *Social Indicators Research* 101(2):259-265. [Link](#)
- Harknett, Kristen and Arielle Kuperberg. 2011. "Education, Labor Markets and the Retreat from Marriage." *Social Forces* 90(1):41-63. [Link](#)
- Hamilton, Laura and Elizabeth Armstrong. 2009. "Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options." *Gender & Society*.

WEEK 12

Nov. 10 Families and the state; family policies

Working groups: member 2 presents partial draft

Guest speaker: Liz Lawrence on parents' school selection

How do governments and policies affect families?

Can governments effectively change family demographics through policy interventions?

How can policies better account for the agency and preferences of families to improve their effectiveness?

- Heuveline, Patrick, Hongxing Yang, and Jeffrey M. Timberlake. 2010. "It Takes a Village (Perhaps a Nation): Families, States, and Educational Achievement." *Journal of Marriage and Family*.
<http://www.jstor.org/stable/40865615>
- Cooke, L. P. and J. Baxter. 2010. "Families' in International Context: Comparing Institutional Effects Across Western Societies." *Journal of Marriage and Family*. <http://www.jstor.org/stable/40732494>
- "Promoting Fertility in the EU: Social Policy Options for Member States."
[http://www.europarl.europa.eu/RegData/bibliotheque/briefing/2013/130519/LDM_BRI\(2013\)130519_REV2_EN.pdf](http://www.europarl.europa.eu/RegData/bibliotheque/briefing/2013/130519/LDM_BRI(2013)130519_REV2_EN.pdf)
- Adler, Marina A. "German unification as a turning point in East German women's life course: Biographical changes in work and family roles." *Sex Roles* 47.1-2 (2002): 83-98.
- Kelly, Erin L., Phyllis Moen, and Eric Tranby. "Changing workplaces to reduce work-family conflict schedule control in a white-collar organization." *American Sociological Review* 76.2 (2011): 265-290.

WEEK 13

Nov. 17 Measurement issues; research ethics

Working groups: member 3 presents partial draft

Do we know what we're actually measuring when social scientists study different aspects of families?

How can we best disentangle selection from causation when studying families?

What are our ethical responsibilities as family researchers?

- Brown, Susan and Wendy Manning. 2009. "Family Boundary Ambiguity and the Measurement of Family Structure: the Significance of Cohabitation." *Demography* 46 (1):85-101.
- Regnerus, Mark. 2012. "How different are the adult children of parents who have same-sex relationships? Findings from the New Family Structures Study." *Social Science Research* 41:752-770.
- [Short response] Amato, Paul. 2012. "The well-being of children with gay and lesbian parents." *Social Science Research* 41:771-774.
- [Short response] Eggebeen, Dave. 2012. "What can we learn from studies of children raised by gay or lesbian parents?" *Social Science Research* 41:775-778.
- [Short response] Osborne, Cynthia. 2012. "Further comments on the papers by Marks and Regnerus." *Social Science Research* 41:779-783.
- [Short response] Regnerus, Mark. 2012. "Response to Paul Amato, David Eggebeen, and Cynthia Osborne." *Social Science Research* 41:786-787.

Short articles from *The Chronicle of Higher Education* related to the “Regnerus affair”

<http://chronicle.com/blogs/percolator/university-of-texas-finds-no-scientific-misconduct-by-gay-parenting-study-author/30594>

<http://chronicle.com/blogs/innovations/the-regnerus-affair-at-ut-austin/33509>

<http://chronicle.com/blogs/percolator/controversial-gay-parenting-study-is-severely-flawed-journals-audit-finds/30255>

WEEK 14 FALL BREAK—NO CLASSES

WEEK 15

***Dec. 1* Families, society, and the future**

Stef demonstrates research presentation

All group members present rough drafts

Please complete FCQs online

How does intergenerational transmission happen in families?

Given the trends occurring today, what will U.S. families look like in 20, 50, or 100 years?

What should policymakers' goals be in supporting families?

Thornberry, Terence P. 2009. “The apple doesn't fall far from the tree (Or does it?): Intergenerational patterns of antisocial behavior.” *Criminology* 47:297-325.

Augustine, Jennifer March, Shannon Cavanagh, and Robert Crosnoe. 2009. “Maternal Education, Early Child Care, and the Reproduction of Advantage.” *Social Forces* 88: 1-30.

WEEK 16

***Dec. 8* Student presentations and feedback**

No assigned readings

FINAL PAPER DUE BY SUNDAY, DEC. 14 AT 10:00 P.M. (email electronic copy)

SUPPLEMENTAL READINGS

This optional list is intended to help you identify helpful readings if you want to explore a topic in further depth beyond the assigned readings for that week. You may want to keep it for future reference.

BOOKS AND JOURNALS

- Blair-Loy, Mary. 2009. *Competing Devotions: Career and Family among Women Executives*. Harvard University.
- Carbone, June and Naomi Cahn. 2014. *Marriage Markets: How Inequality Is Remaking the American Family*. Oxford University.
- Carrington, Christopher. *No place like home: Relationships and family life among lesbians and gay men*. University of Chicago Press, 1999.
- Cherlin, Andrew J. *The marriage-go-round: The state of marriage and the family in America today*. Random House LLC, 2010.
- DeVault, Marjorie L. *Feeding the family: The social organization of caring as gendered work*. University of Chicago, 1994.
- Esping-Andersen, Gosta. *Incomplete revolution: Adapting welfare states to women's new roles*. Polity, 2009.
- Gerson, Kathleen. *The unfinished revolution: How a new generation is reshaping family, work, and gender in America*. New York: Oxford University Press, 2010.
- Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*. New Haven, CT: Yale University.
- Padavic, Irene, and Barbara F. Reskin. *Women and men at work*. Sage Publications, 2002.
- Stacey, Judith. *Unbitched: Love, marriage, and family values from West Hollywood to Western China*. NYU Press, 2011.
- Whitehead, Jaye Cee. 2011. *The Nuptial Deal: Same-Sex Marriage and Neo-Liberal Governance*. University of Chicago.
- Williams, Joan. *Reshaping the work-family debate*. Harvard University Press, 2010.

Journals: *Journal of Marriage and Family*, *Gender & Society*, *Journal of Family Issues*, *Family Relations*, *Demography*, *Advances in Life Course Research*, *Journal of Health and Social Behavior*, *Social Problems*, *Sociology of Education*.

ARTICLES

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