Description:

This course focuses on the diversity of families in the United States and incorporates an intersectional framework for understanding class, race, ethnicity, gender and sexuality within the context of family. The work family nexus is investigated in order to understand how these institutions are reciprocally related. The conflict that surrounds many family forms is examined through public policy debates as well as ethnographic accounts of families and experiences.

Required Texts:


Learning Objectives:

1. To enable students to place the institution of family and related issues within historical and social contexts.

2. To understand and apply key concepts including the social construction of social statuses, theories of inequality and stratification, work-family nexus, and globalization/transnational family structure.

3. To investigate the relationship between social statuses and family within an intersectional framework.

4. To equip students to manage and analyze information from a sociological perspective (both methodologically and theoretically).
5. To develop critical analytic skills through discussion, writing and oral presentation.

Assignments:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>5%</td>
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<tr>
<td>Critical Essay</td>
<td>15%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
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<tr>
<td>Topical Discussion</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Paper (2)</td>
<td>20% each</td>
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**Attendance and Participation:** It is your commitment to this class and your classmates that you will be present and ready to begin work at the start of class. Participation includes in-class group work, engagement in response to instructor queries and active listening. The instructor will occasionally ask students to be responsible for particular readings and be able to discuss the material with the class. Repeated lateness may result in significant deductions to your final grade in this course. After two absences, additional absences will generally lower your final grade in the course (1/3 of a grade per two additional absences). In case of illness or personal emergency, absences may be excused through a doctor or dean’s note.

**Critical Essay** (DUE 3.9) Students will be given a choice of essay questions from which they will select one to answer. The answers should reference as much of the reading as possible to support the answers. A bibliography should be attached. The essay should be approximately 4-5 pages and double-spaced.

**Topical Discussion Papers** (DUE 4.15; 5.13): These papers are based on issues in and related to the two monographs (Edin and Lewin) required for class. Scholarly and popular resources will be used to expand the discussion of these issues. The papers are expected to be approximately 7-8 pages in length, fully cited and must include a bibliography.

**Mid-Term and Final Exams** (DUE 3.26, 5.22): The exams are open book/open note take-home exams. Students will be given a choice of essay questions to answer based on the coursework of which they will one to answer. The essay should reference as much of the reading as possible.

**Instructor policies**

1. Assignments are due IN CLASS the day they are due. An extension will be automatically applied to all assignments until 11:59 the day they are due. After this grace period, 1/3 of a letter grade (e.g. an A would be reduced to an A-) will be deducted for each day of lateness, unless you have previously made arrangements with the instructor because of illness or emergency. I prefer assignments to be handed in on paper (double sided is fine), but will accept assignments via the Digital Drop Box on the course Blackboard site. NOTE: Any material placed in the Digital Drop Box MUST be formatted as an MS Word file or in Rich Text Format. Regardless of whether you hand
papers in as digital or physical—please retain a copy of this work for yourself. Please use the Times New Roman 12pt font or an equivalent.

(2) Office Hours are listed at the top of this syllabus. If you would like to meet at a specific time during my office hours, please sign up on the sheet next to my office door. You may also drop in if no one has signed up for the time. Upon special request, I will meet with students at times outside of my office hours. Please see me IN PERSON to set up such an appointment.

(3) I receive up to 30 or more e-mails per day. Please do not expect me to reply immediately to an e-mail question or request. If something is urgent, please CALL ME in my office or signify in the e-mail header that it is urgent.

(4) Honor Code: This course will follow the policies described in the Oberlin College Honor Code and Honor System. Please include the statement “I affirm that I have adhered to the Honor Code in this assignment” in all written work. Please contact me if you have any questions about citation, or the relationship of the Honor Code to your work in this course. For more information on the Honor Code, see http://www.oberlin.edu/students/student_pages/honor_code.html.

(5) Students with Disabilities: If you need disability-related accommodations for your work in this course, please let me know. Support is available through Student Academic Services—please contact Jane Boomer, Coordinator Office of Disability Services, (Room G27/28 Peters Hall, ext. 55588, http://www.oberlin.edu/disability) for assistance in developing a plan to address your academic needs.

(6) The instructor reserves the right to modify the syllabus during the semester, if needed.

Readings (Please complete by day listed):

2.9: Introduction

*American Family History*

2.11 From Coontz:

1. Fictive Kin, Paper Sons, And Compadrazgo: Women of Color and the Struggle for Family Survival
   Bonnie Thornton Dill
2. Excerpts from Education for Extinction: American Indians and the Boarding School Experience, 1875&1928
   David Wallace Adams
3. Excerpt from Born a Child of Freedom, Yet a Slave, "The Threat of Sale: The Black
Family as a Mechanism of Control
Norrece T. Jones

2.16 From Coontz:

Evelyn Nakano Glenn
5. Excerpt from Huck's Raft, "Laboring Children"
Steven Mintz
George J. Sánchez

2.18 From Coontz:

7. Excerpt from Interracial Intimacy: The Regulation of Race & Romance
Rachel F. Moran
8. Race, Class, and Reproductive Politics in American History
Rickie Solinger
9. Excerpt from Ensuring Inequality: The Structural Transformation of the African-American Family
Donna L. Franklin

2.23 On Blackboard:

“From outsiders to motherhood to reinventing the family: Constructions of lesbian parenting in the psychological literature — 1886–2006” Women’s Studies International Forum, 2008.
Victoria Clarke

William N. Eskridge Jr.

Leland Traiman

From Bernstein and Reimann
“We Can See Them, But We Can't Hear Them”: LGBT Members of African American Families, Michael Bennett and Juan Battle
Race, Ethnicity, Class, Gender and Sexuality in Family Theory

2.25 From Coontz:
10. Shifting the Center: Race, Class, and Feminist Theorizing about Motherhood
Patricia Hill Collins
11. Family and Class in Contemporary America: Notes Toward an Understanding of Ideology
Rayna Rapp
12. Toward a Unified Theory of Class, Race, and Gender
Karen Brodkin Sacks

3.2 On Blackboard:
From Bernstein and Reimann

Constituting Nonmonogamies, R. Jeffrey Ringer

From Coontz:
13. Immigrant Families in the US
Karen Pyke
Maxine Baca Zinn and Barbara Wells

3.4 On Blackboard:

A Place Called Home: A Queer Political Economy of Mexican Immigrant Men’s Family Experiences, Lionel Cantú

Communication in “Asian American” Families with Queer Members: A Relational Dialectics Perspective, Gust A. Yep, Karen E. Lovaas, and Philip C. Ho

From Coontz:

15. Intersectionality and Work-Family Studies
Stephen R. Marks and Leigh A. Leslie

Globalization, Immigration, and Family Life

3.9 From Coontz:

16. "Management by Stress" -- The reorganization of work hits home
Sarah Ryan
17. Excerpts from Families on the Fault Line: America's Working Class Speaks about the Family, the Economy, Race, and Ethnicity
Lillian B. Rubin
2. Emotions, Sex, and Money: The Lives of Filipino Children of Immigrants
Yen Le Espiritu

18. Migrant Filipina Domestic Workers and the International Division of Reproductive Labor
Rhacel Salazar Parreñas

3. Spare the Rod, Ruin the Child? First and Second Generation West Indian Child-Rearing Practices
Mary Waters and Jennifer E. Sykes
4. “Marry Into a Good Family”: Transnational Reproduction and Intergenerational Relations in Bangladeshi American Families
Nazli Kibria

1. Conflict, Coping, and Reconciliation: Intergenerational Relations in Chinese Immigrant Families
Min Zhou

Min Zhou and Jennifer Lee
20. Gender Displays and Men's Power: The "New Man" and the Mexican Immigrant Man
Pierrette Hondagneu-Sotelo and Michael A. Messner
21. Migration and Vietnamese American Women: Remaking Ethnicity
Nazli Kibria

Kathryn Edin {ENTIRE TEXT}

Thomas J. Sugrue
23. Avenue to Adulthood: Teenage Pregnancy and the Meaning of Motherhood in Poor Communities
   Gabrielle Raley
24. Mothering Through Recruitment: Kinscription of Nonresidential Fathers and Father Figures in Low-Income Families
   Kevin Roy and Linda Burton
25. Windfall Child Rearing: Low-income care and consumption
   Alison J. Pugh

*Contemporary Family Issues*

4.8 From Coontz:

26. Moms and Jobs: Trends in Mothers' Employment and Which Mothers Stay Home
   David Cotter, Paula England, and Joan Hermsen

From Foner:

6. Caregiving Across Generations: Aging, State Assistance, and Multigenerational Ties Among Immigrants from the Dominican Republic
8. Negotiating Work and Parenting over the Life Course: Mexican Family Dynamics in a Binational Context
   Joanna Dreby

On Blackboard:

Who Does What and How Much Do They Do? Gender and Total Work Time,
   *Sociological Focus, 1999.*
   Beth Anne Shelton and Daphne John

   Lawrence A. Kurdek

4.13 From Coontz:

27. A War Against Boys?
   Michael Kimmel
28. Diversity among same-sex couples and their children
   Gary Gates
29. Excerpts from Unequal Childhoods: Class, Race, and Family Life
   Annette Lareau
4.15 On Blackboard:

From Bernstein and Reimann

“My Daddy Loves Your Daddy”: A Gay Father Encounters a Social Movement
John C. Miller

“Aside From One Little, Tiny Detail, We Are So Incredibly Normal”: Perspectives of Children in Lesbian Families
Janet M. Wright

4.20 From Coontz:

30. A Black Feminist Reflection on the Antiviolence Movement
Beth E. Richie
31. Intimacy, Desire, and the Construction of Self in Relationships between Asian American Women and White American Men
Kumiko Nemoto
32. Excerpts from Beyond Black: Biracial Identity in America
Kerry Ann Rockquemore and David L. Brunsma

4.22-4.29 Fatherhood: Narratives of Family and Citizenship in America
Ellen Lewin {Entire Text}

Family and Public Policy/Discourse

5.4 On Blackboard:

From Bernstein and Reimann:

“What If?” The Legal Consequences of Marriages and the Legal Needs of Lesbian and Male Couples
David L. Chambers

Take My Domestic Partner, Please: Gays and Marriage in the Era of the Visible
Suzanna Danuta Walters

5.6 From Foner:

5. Images of a Wounded Homeland: Sierra Leonean Children and the New Heart of Darkness
JoAn D’Alisera
7. Parents and Children across Borders: Legal Instability and Intergenerational Relations in Guatemala and Salvadoran Families
Cecilia Menjivar and Leisy Abrego
Rachel H. Farr and Charlotte J. Patterson.

Jo Daughetry Bailey

Ruthann Robson

33. The Color of Family Ties: Race, Class, Gender, and Extended Family Involvement
Naomi Gerstel and Natalia Sarkisian
34. Work and American Families: Diverse Needs, Common Solutions
Jerry A. Jacobs and Kathleen Gerson

5.13 Wrap-up, Evaluations