SOAN 114: Modern Families: Introduction to the Sociology of the Family

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Office Hours: Mon: 2:15-3:00            Wed: 2:15-3:15
                  Thur: 3:00-4:00
Occasional Fridays, sign-up via google appointments

Course Description:
What makes a family? How has the conception of kinship and the 'normal' family changed over the generations? From single moms (and dads) to tiger moms, how do race and gender intersect with this institution? In this introductory class, we examine these questions, drawing on a variety of course materials ranging from classic works in sociology to contemporary blogs on family life. We will focus on diversity in family life, paying particular attention to the intersection between the family, race and ethnicity, social class, and sexuality.

Student Learning Outcomes:
The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, our focus is on the following three:

✔ Learning how to connect information about historical and contemporary socio-cultural phenomena;

✔ Applying sociological theory to analyze socio-cultural phenomena;

✔ Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

Required Course Materials:
Several journal, magazine, and newspaper articles can be downloaded from the course’s Moodle page. The following four books are also required, and they can be purchased/rented from the Carleton Bookstore (or the retailer of your choice).


A note on readings:
It is expected that you will bring the day’s assigned readings to class.
I know that I am old school but I firmly believe that it is more effective to read, underline, highlight, & annotate on paper than on a screen. The cost of your Carleton education is expensive and trying to save money by conserving printing is not the place to economize. For students who are concerned about the monetary implications of going over one’s allotted print budget, please contact me and I will help by making copies of the readings.

If you decide that you prefer to read on screen, please make use of a screen larger than a phone. Additionally, if you decide to use a laptop or tablet to access your readings in class, please do not multitask in class (see expectations for electronic devices).

Assignments and Evaluation:
Your grade in this course will be determined by your performance on the following activities. Assignments are due at the start of class. **Anything after 8:30am is considered late.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Get to know the syllabus quiz</td>
<td>1%</td>
<td>Before Monday Sept. 23</td>
</tr>
<tr>
<td>Family Narrative</td>
<td>3%</td>
<td>Friday Sept. 20</td>
</tr>
<tr>
<td>Midterm</td>
<td>22%</td>
<td>Wednesday Oct. 16</td>
</tr>
<tr>
<td>Work and Family Assignment</td>
<td>11%</td>
<td>Monday Oct. 28</td>
</tr>
<tr>
<td>Tell Me More</td>
<td>13%</td>
<td>Depending on Sign-Up</td>
</tr>
<tr>
<td>1 paragraph description of paper topic and annotated bibliography of 3 possible sources</td>
<td>2%</td>
<td>Wednesday Oct. 23</td>
</tr>
<tr>
<td>6 page paper on a family topic of your choice</td>
<td>15%</td>
<td>Monday Nov. 18</td>
</tr>
<tr>
<td>Final Exam</td>
<td>23%</td>
<td>Self-scheduled</td>
</tr>
<tr>
<td>Attendance, Participation, &amp; Communication</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
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**Policy on late work:** Rather than individually adjudicate students’ requests for extensions (and hence implicitly favoring more entitled students with more cultural capital), I am going to implement a “1 day of extensions” rule. In essence, students will be able allocate a grace day across all of the written assignments to accommodate their work flow. For example, if a paper is due on Friday 8:30 am, a student can have until the next day 12pm to hand it in (email is fine) and that extension will be worth one point. This point is a ‘use it or lose it,’ meaning there is no benefit to not taking advantage of this reprieve. **THIS POLICY DOES NOT APPLY TO THE GROUP PRESENTATIONS NOR THE MIDTERM OR FINAL EXAM.**
1A start time: I take class time very seriously. I start on time but end on time as well. I know many of you have places to be right after class so I respect this.

Grades will be assigned according to the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>B+</td>
<td>&lt;90-88</td>
</tr>
<tr>
<td>C+</td>
<td>&lt;80-78</td>
</tr>
<tr>
<td>D+</td>
<td>&lt;70-68</td>
</tr>
<tr>
<td>A-</td>
<td>&lt;94-90</td>
</tr>
<tr>
<td>B-</td>
<td>&lt;84-80</td>
</tr>
<tr>
<td>C-</td>
<td>&lt;74-70</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
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Resources for Students

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

Get to know your professors: Carleton will pay for you to take two professors per term to lunch at the college dining hall. I imagine that this is an under-utilized perk of your tuition dollars. Take advantage of it.

Academic Integrity:

In line with Carleton’s policy on academic integrity, it is assumed that the student is the author of all coursework. Please refer to Carleton’s full policy for additional information or see me if you have questions. [http://apps.carleton.edu/campus/doc/integrity/](http://apps.carleton.edu/campus/doc/integrity/)

Disability Services for Students:

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

Classroom Guidelines for Pronouns

It is important that the classroom be a respectful environment where everyone can participate comfortably. One part of this is that everyone should be referred to by their chosen name, the correct pronunciation of their name, and their chosen pronouns (like she, ze, he, or they). This common respect is essential for an inclusive and productive classroom.

Attendance/Communication/Respectful use of electronic devices:

Attendance

Students who are consistently tardy or miss three or more classes will forfeit their participation grade in entirety. Students who have any unaccounted absences will be docked points from their participation grade. I am a reasonable person so should you have a legitimate extenuating
circumstance, we can work something out. Egregious tardiness and absenteeism will negatively affect your grade beyond the 10-points.

**What do I mean by communication?**
Think of me as your understanding but strict boss. If you were ill and needed to miss work – you’d do your best to come in and at the very least call in sick before your shift. The same thing goes for class. Make sure to use proper email etiquette (i.e. Dear Liz or Dear Professor Raleigh). Close the email and sign your name. Please don’t refer to me as Mrs. Raleigh or Ms. Raleigh: It is a funny cultural capital thing – either Liz or Professor is fine.

**Communication with each other:** In class, we will talk to each other. Have you learned everyone’s names? When it comes time for class discussion, are you aware of how your actions are interpreted by the class? If you are always among the first to speak, considering standing down to make room for others. If you rarely talk in class, consider taking a risk and sharing your voice.

**Respectful Use of Electronic Devices**
It should go without saying but in addition to being present, students should refrain from inappropriately using electronic devices during class time. The same goes for multi-tasking laptop use. I find this type of behavior disrespectful and distracting. I haven’t banned laptops in class (yet), but *if you are using a laptop or tablet, it is your job to convince me that you are focused and on task*. Students who are less convincing will lose points on their participation grade. Note: A phone screen is too small to be productive.

The “default” participation grade is 5 out of 10, so students who actively and productively contribute to class will substantially increase their grades.

Monday Sept 16. What is a family? What is a modern family?
- Introduction to the course

Wednesday Sept. 18. General Overview of the American Family
- Introduction and chapter 1 from The Marriage Go Round: How American Family Life is Different, Andrew Cherlin
- The way we wish we were from Stephanie Coontz
- Families “in law” and Families “in practice”

Friday Sept 20: Family by the Numbers
- Diverging Destinies: How Children Are Faring Under the Second Demographic Transition
- 10 foundational quantitative reasoning questions: [http://serc.carleton.edu/quirk/CarletonResources/10questions.html](http://serc.carleton.edu/quirk/CarletonResources/10questions.html)
- A hand up for lower income families

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

Monday September 23. Family Values
- Decline of the Family: Conservative, Liberal, and Feminist Views
• Marriage Promotion Policy and Family Inequality
• Family support and discrimination and their relationship to psychological distress and resilience amongst transgender people

Wednesday September 25: Dating and the College Hookup
• Queer Women and the Hookup Scene
• It Goes Hand in Hand with the Parties': Race, Class, and Residence in College Student Negotiations of Hooking Up
• What does studying college sex tell us about immigrant assimilation?

Friday September 27: Cohabitation
• He Says; She Says: Gender and Cohabitation
• Cohabitation Transitions Among Low-income Parents: A Qualitative Investigation of Economic and Relational Motivations
• Cohabitation and Marital Expectations Among Single Millennials in the U.S.

Monday September 30: Readings by Dorothy Roberts
• Prison, foster care, and systematic discrimination
• Excerpts from Shattered Bonds

Lunch with Dorothy Roberts on 10/1 at 12pm → see Liz if interested
The Frank G. and Jean M. Chesley Lectureship with Dorothy Roberts, 5pm: Boliou 104

Wednesday October 2: Dorothy Roberts in Class
• Submit your questions for Roberts by 10pm Tuesday night (see link in moodle)

Friday October 4: Step Families and Multi-partner Fertility
• Stepchildren’s Views About Former Step-Relationships Following Stepfamily Dissolution
• He’s my dad because he just is: Cohabitating (step)children’s responses to discursive challenges
• New Partners, More Kids: Multiple Partner Fertility in the United States

Monday October 7: Transgender families
• Marital Status and Perceived Discrimination Among Transgender People
• Mom, Dad, or Somewhere in Between: Role-Relational Ambiguity and Children of Transgender Parents
• Family Boundary Ambiguity among Transgender Youth

Wednesday October 9: Promises I Can Keep
• Introduction and Chapters 1 -3

Friday October 11: Promises I Can Keep continued
• Chapters 4-6 and the Conclusion

Monday Oct. 14: Single Fathers
• Just Doing What They Gotta Do: Single Black Custodial Fathers
• Mothering from Afar (link on Moodle)
• Gendered Expectations? Reconsidering Single Fathers’ Child-Care Time

Wednesday Oct. 16: Midterm in Class

Friday Oct. 18: Library visit
• We’ll meet with Kristin Partlo, the social science and data librarian to learn about resources for your Tell Me More projects and mini-research papers

Monday Oct. 21: Midterm Break

Wednesday Oct. 23. The Second Shift
• Preface
• Chapter 1, Chapters 4-7 (They are quick reads)

One paragraph description of your potential paper topic and annotated bibliography of 3 possible sources due at 8:30am

Friday Oct. 25: Tell Me More 1
• Intimate partner violence
• Foster care

Monday October 28: The Second Shift Part 2
• Chapters 9-12, and pgs. 254-269
• Women’s Work”’? Women Partners of Transgender Men Doing Housework and Emotion Work

Wednesday October 30:
Immigration and the Family
• Children as Brokers of Their Immigrant Families’ Health Care Connections
• The gay second generation: Sexual Identity and Family Relations of Filipino and Latino Gay Men
• Dating and Mate Selection Among Young Adults from Immigrant Families

Friday November 1: Tell Me More
• Interracial families
• Queer families

Monday November 4: Everyday Illegal
• Chapters 1-3

Wednesday Nov. 6: Everyday Illegal part 2.
• Chapter 4-6

Friday November 8: No class.
• Work on your papers

Monday November 11. Marginalized Families
• Invisible Families: Introduction & Chapter 3  
• Excerpt from Counted Out

Wednesday Nov. 13: Invisible Families 2  
• Invisible Families: Chapters 4-6, and the conclusion

Friday November 15: Tell Me More Day 2  
• Surrogacy  
• Weddings

Monday November 18:  
Assisted Reproduction  
• Excerpts from Sex Cells

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

Wednesday November 20: Last day of class. One quick reading  
• Adoption: An assortative adoption marketplace

Self-Scheduled Final Exam