

CONSTRUCTING FAMILIES (SYA 7933, x 1f48)

Fall 2015

When: Tuesdays, Periods 5-7 (11:45 a.m. - 2:45 p.m.)

Where: Turlington 3302

Final exam block: 16E

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Office Hours: Turlington 3108-A

Tuesday: 10:40 – 11:30

Thursday: 10:40 – 12:30

And by appointment

Course Description

This seminar explores the multilayered and interrelated processes affecting how families are constructed in the context of U.S. society. Throughout, we consider the macro/micro interplay of social life while treating families as a dynamic, contested social form. More specifically, we examine how culture and social structures shape the construction of families while considering the social psychological aspects of how individuals feel, think, and act in terms of specific familial arrangements and practices. We examine how and with what consequences politically and economically motivated organizations, public discourses, and individuals struggle to define the borders and meanings of families—both their own and in more general terms. At a micro level we address the question: How do individuals through their rituals and routines symbolically construct a sense of “we-ness” with significant others? Our discussion focuses largely on the ways individuals assert and manage their identity and family claims with one another. Focusing on adults and to a lesser extent children’s perspectives, we examine aspects of family arrangements based on romantic partnering as well as parenting. By studying the interrelationship between aspects of the larger society and people's own familial constructions from a sociological perspective, this course studies the linkages between society and individuals in a fundamental sphere of social life. It also considers the intersections of gender, race, class, and to a limited extent, nation. The course stresses the interdisciplinary nature of social policy issues related to families.

The principle topics to be covered include: families and relationships within a sociopolitical context, families of color including transracial families, lesbian and gay headed households, cohabiting couples, single-parent families, adoptive families, step-families, families formed through artificial reproductive technologies (ART), families with members having disabilities,

and families and social change. Much of the discussion is framed by several theoretical frameworks: social constructionism, symbolic interactionism, and feminist/profeminist frameworks.

Course Objectives:

1. To familiarize students with how key sociologically-relevant conditions/circumstances/forces affect individuals' efforts to construct families.
2. To train students to thinking theoretically and systematically about the ways the concept of "we-ness" can be applied to family scholarship in diverse settings.
3. To inform students of how sociopolitical forces, including discourses, shape the ways families are both socially constructed and perceived.
4. To motivate students to appreciate more fully how gender, race, class, sexuality, and nation intersect to create varying types of arrangements, practices, and images of family life.
5. To encourage students to synthesize elements of family theory, social research, and social policy.
6. To inspire students to think more systematically about their own personal journey related to their past, present, and future family constructions.

Reading Assignments

New and used copies of the following **BOOKS** are available online. The library may have a copy of some of these books as well.

Required Books:

Goldberg, Abbie E. (2012). *Gay dads: Transitions to adoptive fatherhood*. New York: New York University Press.

Hertz, Rosanna. (2006). *Single by Chance, How Women are Choosing Parenthood without Marriage and Creating the New American Family*. Oxford: Oxford University Press.

Marsiglio, William. (2004). *Stepdads: Stories of Love, Hope, and Repair*. Lanham, MD: Rowman & Littlefield.

Wegar, Katarina. (2006). *Adoptive Families in a Diverse Society*. New Brunswick, NJ: Rutgers.

Optional Book:

Marsiglio, William and Siler-Marsiglio, Kendra (2015). *The Male Clock: A Futuristic Novel about a Fertility Crisis, Gender Politics, and Identity*. Rotterdam, The Netherlands: Sense Publishers.

Required Readings (Articles & Chapters):

Course Packet: I’ve compiled a collection of readings (articles and book chapters that can be purchased , a collection of articles and chapters can be purchased through from BookiT, 1250 West University Avenue, Unit 2 (bottom floor of Holiday Inn), phone 352-371-9588. Website is: BookiT.com.bz (students can order the packet online, pickup in store). This is required reading material so students should acquire the material quickly so i order to stay on top of the readings.

Student Responsibilities and Grading

In Brief:

Discussion Leader	200	20%
Overall Class Participation	200	20%
Personal Essay or Creative Book Critique (Due October 6 in class)	200	20%
Term Project: Pre-Proposal submission (Due October 13 in class)	400	40%
Term Project: Group discussion: October 27		
Term Projects: Hard Copy Due November 24th in my mailbox		
Note: I want to review your written documents before oral presentations begin on December 1 st		
Total	1,000	

Standard Grading Scale:

Grade	Percent	Points
A	4.0 93-100	930-1000
A -	3.67 90-92	900-929
B+	3.33 87-89	870-899
B	3.0 83-86	830-869

B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.0	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.0	63-66	630-669
D-	.67	60-62	600-629
E	0	Below 60	599 and below

Discussion Leader (20 %)

Depending on the final class size, you will be responsible as part of a small group (probably 2 students) for either 2 or 3 classroom discussions during the course of the semester. When it is your turn to be a discussion leader, I expect that you will spend sufficient time organizing your in-class facilitation with the other members in your group. Group members should participate equally in the oral facilitation. You should do several things to prepare for your assigned weeks:

1. **Summary:** Provide a summary of articles/chapters/books that are condensed to no more than ONE outlined page of text. Summary comments should briefly highlight 2-4 major points in a TOTAL of 3-5 minutes. I will encourage you to keep to this time frame.

2. **Facilitation:** Develop a total of 8-10 thought provoking questions for the class to discuss based on the readings for the week. You must provide the other students in the class and me with a copy of these questions via e-mail at least two days prior to class. Please deliver a hardcopy to my office in addition to the email copy. Having these questions in hand two days in advance is **ESSENTIAL** and should improve the quality of the class discussions as well (Please Plan Ahead!). You should be prepared to share your insights to the questions you develop. Questions should consider the following:

a) **For theoretically oriented papers:** Has the article generated new concepts or connections between concepts. Has it strengthened support for previously suggested linkages among theoretical concepts? Has it shown that previously suggested linkages may be inappropriate? Has it strengthened our ability to measure theoretical concepts or provided evidence to suggest that previously used measures may be inappropriate? Does it help explain why the previously established relationships between concepts occur?

b) **For review articles, social policy/program pieces, and general commentaries:** Does the publication provide a more complete review or a clearer explanation of findings relevant to a particular area? Does it go beyond categorizing and reciting what has already been done to suggest further implications which should be investigated or weaknesses in past research which should be corrected? Has the author(s) raised important questions? Does the work provide unique ways of viewing key controversies in the field?

c) **For empirical studies:** Does the study focus on an important question or set of questions? What are the strengths and weaknesses of the study's research design? What are the major conclusions? What is the quality of the measures that are used? What new questions does it raise?

d) **For books:** Does the author(s) have a clear thesis? What is it and how does it advance our understanding of the relevant issues? What are the major strengths and weaknesses? Can you speak to how the book addresses possible gaps in the literature? How does it complement other writings in the area? How does theory frame the author's perspective/research? What are some of the sociopolitical issues that shape the context within which the book was written? Does it suggest controversial issues that need to be addressed? In what ways does it provide the groundwork for future theorizing, research, and social policies and related initiatives?

3. **Keeping it Real:** Part of this assignment will be to bring in at least one outside source that addresses a current conversation on families pertaining to the week's discussion topic, i.e., we will be taking a scholarly approach but also *keeping it real*. Examples of sources include: a magazine or newspaper article, webpage, piece of legislation, YouTube clip, a clip of a movie or television show, or a description of a relevant community program. The purpose of this exercise is to consider how non-academic information can foster greater understanding of contemporary families. If you possess a video that you think may enhance the breadth or depth of our conversation on families I encourage you to bring it to my attention. Pending my approval and available class time, we will try to view either a portion of it or the entire piece. We will spend approximately 10-15 minutes of class time discussing this outside information, although there may be instances in which we focus more time on the selection. Students may decide to identify 2-3 selections for the discussion in any given week and sprinkle them throughout the presentation.

Purpose: To provide you with opportunities to process the material and develop your ability to evaluate the readings critically. This discussion procedure will: ensure that all students take a pro-active role in the class, encourage you to search for materials relevant to the course that are not part of the assigned readings, and facilitate group discussion. Finally, and perhaps most importantly, you will be challenged to develop your public speaking abilities in a friendly environment. These talents are essential to your career development.

Overall Class Participation Including Attendance (20 %)

I expect you to come prepared to all classes including those in which you are NOT the discussion leader. This means that you should read all of the material and think about the discussion questions that will be distributed prior to each seminar session. From my perspective, the quality of your comments and questions is as important if not more so than the number of times you speak. Your overall class participation also includes your class attendance. This course is organized to foster group learning. For this reason, your absence not only hampers your ability to participate in class discussion but also precludes you from offering other students in the class insightful commentary that you may have offered had you attended. Thus, only students

attending EVERY class for the full time will be eligible to receive a perfect score—assuming exceptional class participation as well.

Reaction Papers: Each week students will be required to submit a double-spaced 350-500 word critical assessment of one article from the assigned readings (unless otherwise announced during the previous class, each student can choose whatever article he/she reviews). These will represent about a third of the student's total class participation for that day. Papers will be due at the beginning of the class (bring two copies—one for you to refer to during the class and one for me to look at during the seminar and then grade later).

Purpose: By assigning points to students' overall participation in this seminar, I hope to increase the effort students put into their reading assignments when they are not discussion leaders. I also want to ensure that everyone recognizes the value of being involved in an interactive type of seminar. We will all learn more from each other if we come prepared and are eager to share our thoughts.

Personal Essay or Creative Critique of *THE MALE CLOCK* (20 %)

You are required to submit either a personal essay OR a critique of the fictional novel *The Male Clock*. Each of these options is described below and is worth 20% of your final grade.

Personal Essay

You will need to prepare an analytic, creative essay that demonstrates your ability to think sociologically about your familial experiences. Your autoethnographic papers should be approximately 5 pages in length and written in the first person. **Use 1" top/bottom and side margins and a 12 inch font.** Use a cover page and number your pages beginning with the first page of text. I will collect, read, and return your papers in a **confidential manner**. You should structure your analysis in one of two ways.

A) Employ a symbolic interactionist perspective to your ascribed family or your achieved family. Think about how you have constructed/negotiated your identity as a person who belongs to the primary group you define as family. This essay should use a social psychological perspective to examine how your personal identity—as it relates to belonging to a family—has been shaped through interpersonal processes within your family. Please note that I am NOT looking for you to describe/analyze how your family background has influenced your general beliefs about abortion, marriage, the environment, politics, religion etc, per se. Rather, I want to know about how you have come to see yourself as belonging to this family (or not belonging) and how your orientation has evolved over time.

B) Employ a sociohistorical perspective to your ascribed family or your achieved family. Think about what social structural factors, social movements, and demographic changes have influenced the construction of your specific family. Your essay should be informed by C. Wright Mills's "sociological imagination." In other words, you should demonstrate your understanding of how socio-historical factors have shaped the social conditions that have made

your interpersonal experiences of family building possible. What has facilitated or constrained your efforts?

I will evaluate your papers on the following criteria:

1. Degree and quality of analytic effort (**most important**)

- how insightful is your sociological analysis, ie., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
- do you present your ideas in a logical fashion
- does your analysis integrate **key concepts** from this course in meaningful ways
- have you used the concepts and theoretical perspectives accurately?

2. Organizational structure and writing style

- is your paper easy to read, are your sentences lucid
- is your paper well organized with topic sentences and logical transitions between paragraphs
- is there a sense of continuity from the beginning to the end
- have you included a strong opening and conclusion?

3. Creativity of thought and presentation

- do you grab my attention at the outset
- do you keep my interest and motivate me to turn the pages
- do you include thought provoking passages or questions that demonstrate original thinking?

4. Quality of professional presentation

- have you double and triple checked your paper to eliminate typos and misspellings
- is your paper printed with neat and clear ink (no faded type please)
- have you followed my directions for preparing your paper
- have you submitted your paper on or before the due date?

Purpose: This assignment is designed to force you to think about how some of the issues we address are related to your lived experience. By applying a sociological or social psychological perspective to your own family practices, you should develop a deeper understanding of the key issues as well as a heightened consciousness about your own life.

Note: I believe it is to your professional benefit to reflect systematically on your life experience; however, if you feel particularly uncomfortable writing an essay that has an autoethnographic component, I will work with you to develop a separate writing assignment without penalty.

Creative Critique of *THE MALE CLOCK*

In this essay you should develop your observations about the futuristic world portrayed in this science fiction novel in which a virus compromises human fertility and fundamentally alters social life. You should focus on how gender themes shape individuals' experiences with the family construction process. Your task is to reflect on the diverse issues presented in the novel and develop a critical analysis that explores the dimensions of the story that you find most compelling, troubling, or refreshing. Your approach can:

- highlight your own views on how gender power dynamics might unfold relative to a world experiencing the fertility crisis described in the book,
- identify new issues not covered in the book that you believe would be significant and life altering,
- note other institutional forces beyond those mentioned in the book that you believe would play a significant role in how families are perceived and constructed,
- refine, expound on, or challenge patterns depicted in the book and explain your reasoning,
- share insights about how interpersonal dynamics relevant to the romantic arena might change that differ from what is presented in the novel,
- present your creative interpretations and assessment of the storyline's socially significant aspects.

In short, your essay needs to go beyond merely summarizing or describing the events depicted in the novel. Your essay should showcase your ability to apply a gender lens as you think sociologically and critically about a futuristic social world that is likely to be quite different from our current reality.

Purpose: The assignment provides students a unique (and potentially fun) opportunity to think “outside the box” and consider how the procreative realm is shaped by gender norms and institutional forces. By engaging this futuristic novel, students should develop a deeper appreciation for how our current socially constructed gendered order contextualizes how individuals develop and express their reproductive and familial identities. Using fiction as literary medium, students should see more clearly both the social psychological and institutional dimensions to the family construction process.

Term Project: Research or Lecture (40 %)

Students will develop a term project in close consultation with me on a topic relevant to a social science approach to families using a social constructivist lens. **When conceptualizing their projects, students must emphasize themes relevant to the interpersonal and institutional processes individuals are engaged in as they socially construct their families.**

This project will either involve: A) an original research proposal—you are not expected to conduct the research during the semester—or, B) an original teaching/public lecture presentation. If you choose the research proposal option, you may want to do some pilot interviews and use that data as preliminary evidence (you are required to only do 1 interview).

A) Research Proposal Option

This project will involve an original research proposal. Given the likely diversity of students' disciplinary and methodological backgrounds, I am willing to discuss alternative projects on an individual basis (including interview-based projects). I will require all students though to make a 15-20 minute formal in-class oral presentation on their project. Each presenter will field questions from the seminar participants after his/her presentation. The written portion of this assignment will be worth 325 points and the oral presentation will represent 75 points.

Your project will consist of several tasks.

- 1.) You will need to identify a compelling question or set of interrelated questions germane to the sociology of families related to the notion of constructing families.
- 2.) You will need to review the literature relevant to your specific topic.
- 3.) You will need to think about how you could conduct an empirical study on this topic. You are free to choose whatever method(s) you feel will enable you to answer your question(s) most effectively. If you intend to understand the dynamic process associated with family building/construction, you should choose a methodology that is well-suited for your particular question.
- 4.) You will need to think creatively and make sure that your proposal is theoretically informed.
- 5.) You will be required to **conduct one interview** with either a person involved in the type of family arrangement you choose to study or a family practitioner that deals with program development, therapeutic issues, or any sort of policy involving families. The person you choose to interview and the interview guide you prepare should be relevant to your proposal. You will be required to demonstrate that you've completed an audiotaped interview and you'll hand in an extensive memo of the interview with your proposal (3-5 single spaced pages with double spacing between paragraphs—format will be discussed in class). It is your responsibility to make it as easy as possible for me to process/listen to your audio tape. The interview and memo should be completed and turned in along with the pre-proposal (see below) by the 8th week of the semester. We will devote a portion of class time during week 10 to discussing what you have accomplished on your individual projects to-date.

You should organize your final proposal in the following manner:

1. Cover page with the title, date, your name, email, and cell number
2. Two page summary of your project (place at the front of your document).
3. Introduction (include statement of the problem and specific questions, rationale for studying these issues, possible hypotheses)
4. Literature review (make sure this review is clearly focused on your specific concerns and have a **subsection about your theoretical lens(s)**)

5. Research Design (include statement about data collection, sampling and measurement issues, talk about the strength and weaknesses of your approach, proposed analysis strategy)
6. Reference List (and Appendix if necessary). You should have **at least** 12 references (books, scholarly journal articles).
7. Your proposal text, including the summary but excluding pages devoted to references (and appendices if you have any), should be 17-20 double spaced pages (Please make every effort not to exceed 20 text pages). **Use 1" top/bottom and side margins and a 12 inch font.**
8. The memo of your audio-taped interview (3-5 single spaced pages with double spacing between paragraphs). This is separate from the proposal but stapled to it at the end.

Pre-Proposal

You will need to prepare and submit to me a 2-page (double spaced) pre-proposal for your project by **October 13th (8th week of the term)**. The proposal should briefly identify and discuss your theoretical perspective, research problem/question, substantive issues, and research methodology. If you've already done preliminary work on this project in some way you should clarify the nature of your efforts. On a separate page, you should also list 3-5 full-citation references that you believe will be critical to your project that are NOT included in our course readings.

Once I approve your project, you should distribute via email a revised copy of your proposal to all your classmates. You need to have my approval by the beginning of the 9th week of the term because we will devote a significant portion of week 10 to a group discussion of your proposals. Students will distribute via email their proposals by Monday 12:00 noon in advance of our Tuesday meeting. During the Tuesday session students will rotate and describe their projects in 5-10 minutes or so (depends on the number of students). Other students will comment and ask questions to help students refine their projects. Although it is not required, students should provide students with some brief written feedback.

Purpose: This project provides you the opportunity to strengthen your ability to identify an important research question and to develop a strategy for conducting research that will inform your question. Learning how to articulate a relevant theoretically informed research question, develop a rationale for a study, and devise a research plan is a useful exercise because this process refines your analytic skills. From a practical point of view, this type of project prepares you for your future research efforts (theses, dissertations, and other projects). The purpose of having you share your proposals with your classmates is to encourage students to develop collegial relationships with one another, ie., share ideas and resources.

You will also have the opportunity to leave the confines of the ivory tower and enter the field. This project requires that you conduct an in-depth interview with a person who has insights relevant to your project that should enrich whatever you gain in your literature review. The oral presentations for those of you who have little or no experience in formal public speaking, can also serve as a form of anticipatory socialization that will prepare you to present your ideas at

professional meetings or at individual work sites. For those of you who have some experience in this regard, it affords you the chance to showcase and polish your skills.

B) Teaching/Public Lecture Project

Similar to the students who do the research proposal, you will need to prepare and submit to me a 2-page (double spaced) proposal for your project by **October 13th (8th week of the term)**. The proposal should briefly identify and discuss your theoretical perspective, substantive issues you plan to address relevant to the assignment parameters described below, possible techniques that might be used to illustrate points, etc. If you've already done preliminary work on this project in some way you need to clarify the nature of your efforts. On a separate page, you should also list 3-5 full-citation references that you believe will be critical to your project that are NOT included in our course readings.

For the project, you should assume that some real-world organization of your choosing (e.g., public health professionals for a particular state; cohort of first year honors students who are attending a two-day orientation session at the beginning of their college careers at the UF; entertainment and education directors for an international cruise ship; reproductive health specialists at a convention; family scholars at a National Council on Family Relations meeting) has approached you to give a lecture/talk/report pertaining to family, particularly something involving individuals' efforts to build and manage nontraditional families. The organizers tell you to expect at least 200 people in the audience. Thus, given the audience's large size, you will have little if any opportunity to engage in an interactive discussion with the audience during your presentation. However, you will be free to answer questions during a Q & A session at the end.

In practical terms (for your course assignment), you are to develop both a Power Point presentation and annotated outline that systematically address issues associated with at least two general substantive topics we've mentioned in the course (e.g., single-parenthood and adoption). In doing so, I also expect you to take into account **explicitly** at least **two** of the following social location conditions: age, race/ethnicity, social class, gender, and sexual orientation. Your presentation should be informed by C. Wright Mills's sociological imagination concept as well as one or more of the theoretical/conceptual models we've discussed in class (e.g., social constructionism, symbolic interactionism, the life course model). In other words, you are to develop a theoretically informed presentation that logically integrates issues germane to **two substantive issues and incorporates material dealing with two of the four social location conditions**—with the exception of not choosing race/ethnicity for both your substantive and social location categories—you are free to choose whatever combination you wish). Your choices should be consistent with your objectives in educating/persuading a particular audience. Your presentation may focus on one substantive issue more than the other, and you may stress one social location condition more than the other—but you should incorporate material on all required elements of the assignment.

To reiterate, assume that you will be giving this workshop/lecture to an organization/audience of your choosing (activist group, general public, particular type of academic population, legislators,

art gallery visitors, therapists at a convention, etc.). You will need to clarify explicitly at the outset which group you will speak to, what your objectives are, and tailor your presentation accordingly.

You should organize your written presentation using the following subheadings and compile the material in the order I have listed below:

a) **All Power Point slides:** these must include an opening page with a visual image, talk title, and your contact information. I will ask you to deliver at least half all of your presentation to the class (if the class size permits, I may have students make their entire presentation). Ideally, you'll present this in a style resembling how you would address the —real audience, ie., you will be looking at the audience and going through your Power Point presentation in a professional manner and assuming that the students in our seminar represent the 200 or so individuals you would be addressing when doing the presentation.

b) **Audience description:** (who, number, key features of the context for the talk, other relevant characteristics of the audience—average age, racial/ethnic background, gender composition, vested interest, degree of experience with phenomenon, political standing, educational backgrounds, etc.). Sharing a detailed description of the audience is critical because it will provide a logical basis for assessing how well you've tailored your talk to resonate with the people.

c) **Abstract** (200 words): assume this material would be used by the organization to advertise your talk. It might appear in a listserve email, posted flyer, a brochure, or in some other form of marketing. Your abstract should include your primary objective(s).

d) **Opening remarks:** 2-page, double spaced, opening remarks to the group (assume that this is what you would say to your audience to peak their interest and set the tone for your lecture)—**feel free to be creative, provocative, passionate, etc.** Assume that you are well-qualified to give this presentation and are in a position to command the audience's respect.

e) **Annotated Outline:** bulleted outline with brief descriptions (1-2 sentences) of the key points you will cover (assume you will have an hour for your talk)—single spaced text with double spacing between key bullet points. Where appropriate, place citations at the end of the bullet points.

f) **Concluding remarks:** 1-page, double spaced text for concluding remarks—provide meaningful take-home message.

g) **References:** You should rely heavily on course material, but you must also demonstrate your familiarity with at least 12 references from outside the assigned readings.

h) **Fielding Questions:** you will field some questions from the audience.

Grading: I will be grading your project (400 points: 300 written documents, 100 oral) on its analytic rigor, insightfulness, integrative themes, creativity, and organizational structure, ie., does it hang together and flow in a logical fashion. More specifically, I will be looking for the following:

- a) A clear and compelling abstract
- b) Your ability to integrate in a meaningful way material relevant to two substantive issues relevant to the course *Constructing Families* as well as two social location conditions
- c) A theoretically informed presentation demonstrating your ability to integrate ideas in a creative, rigorous fashion
- d) A well-organized presentation systematically outlining your thinking
- e) An awareness of your target audiences' special needs/interests and your ability to develop a powerful presentation to address them effectively
- f) Your ability to identify relevant outside sources
- g) Reference material should be cited in the outline (e.g., Smock & Rose, 2010) and a complete reference list included at the end)
- h) Appropriateness of slide development
- i) Your oral presentation should flow well; you should NOT read your slides, engage the audience in eye contact, incorporate material in a way that requires multiple forms of information processing, it should be lively
- j) 1" margins all sides, 12" font for the outline

Suggestions for Term Project Oral Presentations

1. Presentations should **NOT** be read; talk to the audience and use the Power Point as a template to guide the audience through your presentation.
2. Eye contact with the audience is critical.
3. You might want to start out the presentation with something clever to grab the audience's attention (short story, visual image, or question---that is relevant to your project).
4. Tips for creating Power Point:
 - a. Include a title page
 - b. Use a color scheme that is clean, avoid super busy standard designs that are overwhelming to the eye and detract from your message
 - c. Place minimal, but sufficient, information on any particular slide (ie., **not too much text**)
 - d. If you have qualitative data to present, it's okay to place several quotes, use strategy (e.g., red print) to highlight key points of quote. Do not bring up quote until you're ready to read it. If you have quoted data, make sure you preface it with information about the person giving it. Provide the participant's standpoint from which the text can be interpreted
 - e. Try to incorporate various strategies for people to process information (e.g., having some visual models with arrows and photographs rather than just text is helpful). Where appropriate try to activate the viewers' emotional brain centers with imagery.
 - f. Use effective transitions between slides

- g. Ideally, should bring material up incrementally rather than having all the text appear at once so audience attention remains on you and what you're saying
- h. Have a final slide with take home messages or something similar to give the audience a manageable set of ideas to recall

Purpose: This project will encourage you to synthesize the reading materials and discussions. It will challenge you to develop a broad understanding of a social science approach to how individuals construct families while applying your insights to one of your primary research/teaching interests. I want you to be able to see the forest through the trees. The project should inspire you to think creatively. You will be able to choose a topic that you could use in a future teaching context or another professional setting.

Note: Students choosing this option will also have an opportunity to discuss their projects with the class and field questions during our class meeting, October 27th.

Late Penalties for Writing Assignments and Term Projects

Reaction observations **MUST** be turned in during the class period. Personal essays and book critiques turned in late will be **penalized 20 points per weekday** and **another 20 points for the weekend**. Final projects **NOT** turned in by **11:45 a.m. Tuesday November 24th** will be penalized **50 points**. I will only accept **HARD COPIES** for the reaction papers, personal essay, and final project. Do **NOT** send email copies.

Course Reading Outline

Week 1 (August 25): Overview of the Course and Sociology of Families

We begin the course with an overview of key scholarly concepts, perspectives, and debates about how best to conceptualize families. Our initial discussion explores how social theorists have conceptualized primary group formation and social exchanges that define primary relationships. This material helps frame our subsequent study of how individuals and formal groups construct/define families. Our discussion highlights the value of considering multiple insider perspectives associated with varied family arrangements. These include: parents (biological, legal, social), children, and other kin. We will begin to explore how public discourses can influence the linguistic resources individuals use to make sense of their own place in whatever family form is relevant to them.

I will ask students to talk about how their own research interests and/or personal family experiences influence their interest in the course material.

No formal readings.

Week 2 (September 1): Conceptualizing Families and Relationships and Documenting Their Diversity

Building on our “Week 1” discussion, we look more closely at the literature to address the provocative and hotly contested question: What is a family? Our discussion attends to how traditional definitions of “the family” have been complicated in recent years to include diverse family forms and arrangements that many scholars, policymakers, social commentators, and laypersons debate. We also examine how scholars have illustrated the scope and significance of family diversity.

1. Gubrium, J. & Holstein, J. 1990. *What is Family?* London: Mayfield (p. 1-28).
2. Stacey, J. 1990. The making and unmaking of modern families. In *Brave new families*. Beacon Press (p. 3-19).
3. Biblarz, Timothy J. & Savci, Evren. 2010. Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, 72, 480-497.
4. Smock, Pamela J. & Greenland, Fiona Rose. 2010. Diversity in pathways to parenthood: Patterns, implications, and emerging research directions. *Journal of Marriage and Family*, 72, 576-593.
5. Lyssens-Danneboom & Mortelmans, Dimitri. 2014. Living apart together and money: New partnerships, traditional gender roles. *Journal of Marriage and Family*, 76, 949-966.

Optional Reading:

Gittens, D. 2007. *The Family in Question: What is the Family? Is it Universal?* In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families* (3rd ed.). Boston, MA: McGraw Hill (pp. 7-17).

Week 3 (September 8): Sociohistorical, Political, Legal, and Research Contexts: Families Under the Microscope

Constructing families does not occur in a vacuum. The multilayered processes are embedded in a larger milieu characterized by cultural, social, political, legal, historical, and economic processes. We therefore focus on the larger context in which people are becoming and doing family in relatively new and creative ways. However, just because individuals define themselves as family does not guarantee they will receive external validation from policy makers, physicians, social service providers and practitioners, and religious organizations. This validation or legitimacy is critical because it is tied to the distribution of a wide variety of social and economic benefits/resources. We explore this topic by examining how popular culture and political discourses shape the ways individuals perceive, construct, and experience families.

1. Coontz, S. 2000. Introduction to the 2000 Edition (pp. x-xxxix) and (Chapter 1, Pp. 8-22). The way we wish we were: Defining the family crisis. In *The way we never were: American Families and the Nostalgia Trap*. New York: Basic Books.
2. Smith, D. 1993. The standard North American family: SNAF as an ideological code. *Journal of Family Issues*, 14, 51-63.
3. Carbone, J. & Cahn, N. 2003. Which ties bind? Redefining the parent-child relationship in an age of genetic certainty, *11 Wm. & Mary Bill RTS. J.* 1011-1036.

4. Stacey, J. & Biblarz, T. 2001. (How) Does the sexual orientation of parents matter? *American Sociological Review*, 66, 159-183.
5. Biblarz, T. J. & Stacey, Judith. (2010). How does the gender of parents matter? *Journal of Marriage and Family*, 72, 3-22.
6. Goldberg, Abbie E. 2010. Studying complex families in context. *Journal of Marriage and Family*, 72, 29-34.
7. Usdansky, Margaret. 2009. A weak embrace: Popular and scholarly depictions of single-parent families, 1900-1998. *Journal of Marriage and Family*, 71, 209-225.

Optional reading:

Supreme Court Ruling Makes Same-Sex Marriage a Right Nationwide, New York Times (June, 26, 2015) http://www.nytimes.com/2015/06/27/us/supreme-court-same-sex-marriage.html?_r=0

Week 4 (September 15): Negotiating a Family-Based Self and Identity

For individuals with particular social characteristics, the process of claiming a legitimate family identity is often a struggle. These individuals may engage in various stigma management strategies to justify their family status. Also, in addition to assessing if particular people are or should be considered “family,” individuals construct and negotiate aspects of self by drawing upon family resources. In other words, individuals do identity work while immersed in the process of “doing family.” Thus, defining whether they personally belong to a family or if they satisfy some type of qualitative standard for being a parent, stepparent, child, etc. are both processes relevant to individuals’ family life. Focusing on several different family arrangements, we explore the social psychology of individuals’ efforts to make sense of their self and to present their self in everyday life.

1. Bolea, P. S. 2000. Talking about identity: Individual, family, and intergenerational issues. In R. D. Harold (Ed.), *Becoming a family: Parents’ stories and their implications for practice, policy, and research* (pp. 39-73). Mahwah, N. J.: Lawrence Erlbaum Associates.
2. Bock, J. D. 2000. Doing the right thing? Single mothers by choice and the struggle for legitimacy. *Gender & Society*, 14, 62-86.
3. Foley, L. & Faircloth, C. A. 2000. The parenting self: Narrative resources and identity work in parents’ stories. *Social Problems*, 12, 235-254.
4. King, Valarie, Boyd, Lisa, & Thorsen, Maggie L. 2015. Adolescents’ perceptions of family belonging in stepfamilies. *Journal of Marriage and Family*, 77, 761-774.
5. Upshur, E. & Demick, J. 2006. Adoption and identity in social context. In Katrina Weegar (Ed.), *Adoptive families in a diverse society*. New Brunswick, NJ: Rutgers University Press.

Optional Reading:

Warner, R. L. 2006. Being a good parent. In J. F. Gubrium & J. A. Holstein (Eds.), *Couples, kids, and family life*. New York: Oxford.

Week 5 (September 22): Negotiating Family: Race, Ethnicity, and Culture

In this section we assess how stereotypes, prejudices, discrimination, and habits influence how individuals of color/culture pursue intimate unions and construct their familial identities while also shaping their families' collective practices. We consider how some strategies employed by many families of color might be viewed as adaptive rather than pathological. In addition, we explore how a better understanding of these adaptive strategies might be used to frame relevant policies and promote social change.

1. Stack, C. 1974. Swapping: "What goes round comes round." In *All our kin: Strategies for survival in an urban black community*. New York: Basic Books. (pp. 32-57).
2. Hill-Collins, P. 2000. Bloodmothers, othermothers and women-centered networks in African American communities. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment (2nd ed.)*. New York, NY: Routledge. (pp. 178-183).
3. Burton, Linda M., Cherlin, Andrew, Winn, Donna-Marie, Estacion, Angela, & Holder-Taylor, Clara. 2009. The role of trust in low-income mothers intimate unions. *Journal of Marriage and Family, 71*, 1107-1124.
4. Soliz, Jordan, Thorson, Allison, R., & Rittenour, Christine, E. 2009. Communicative Correlates of satisfaction, family identity, and group salience in multiracial/ethnic families. *Journal of Marriage and Family, 71*, 819-832.
5. Samuels, Gina Miranda. 2009. "Being raised by white people": Navigating racial difference among adopted multiracial adults. *Journal of Marriage and Family, 71*, 80-94.

Week 6 (September 29): Gay and Lesbian Families

Gay and lesbian headed families are a fairly recent phenomenon. This development affords family scholars a unique opportunity to witness the birth and development of a new and creative way of constructing and doing family. We undertake a critical analysis of both gay and lesbian families of choice while considering how ideological pressures as well as gendered and heteronormative assumptions can constrain scholars, social service practitioners, and policy makers from analyzing these family arrangements adequately.

1. Goldberg, Abbie E. 2012. *Gay dads: Transitions to adoptive fatherhood*. New York: New York University Press.
2. Dunne, G. A. 2000. Opting into motherhood: Lesbians blurring the boundaries and transforming the meaning of parenthood and kinship. *Gender & Society, 14*, 11-15.
3. Umberson, Debra, Thomeer, Mieke Beth, & Lodge, Amy C. 2015. Intimacy and emotion work in lesbian, gay, and heterosexual relationships. *Journal of Marriage and Family, 77*, 542-556.

Week 7 (October 6): Single-Parent Families

The vast majority of single-parent headed households result from one or two processes: out-of-wedlock parenting or parents' separation/divorce. A relatively small proportion of single-parent families result from the death of a parent. Because this family form has been highly politicized in the United States, we consider how various forces have shaped public images of it and how individuals construct it. In particular, we consider how race, class, nation, and gender intersect to create different experiences for single-mothers and single fathers. Our analysis of men explores how they negotiate their childrearing and work activities and, in the process, challenge the normative gender order.

1. Hertz, Rosanna. 2006. *Single by Chance, How Women are Choosing Parenthood without Marriage and Creating the New American Family*. Oxford: Oxford University Press.
2. Zartler, Ulrike. 2014. How to deal with moral tales: Constructions and strategies of single-parent families. *Journal of Marriage and Family*, 76, 604-619.

Optional Reading:

Hamer, J. & Marchioro, K. 2002. Becoming custodial dads: Exploring parenting among low-income and working-class African American fathers. *Journal of Marriage and Family*, 64, 116-129.

Week 8 (October 13): Cohabiting Couples and Marriage Perceptions

In the United States between 1960 and 2010, the number of unmarried cohabiting couples increase sevenfold. We discuss social structural reasons for this increase and consider the consequences of the rapid rise in this particular “family” arrangement. Part of our analysis explores how those who cohabit assign and negotiate meanings related to their arrangement, including their perception of marriage. Some individuals view cohabiting as a phase in the marital process, others see it as an arrangement with its own unique meaning distinct from the marital/courtship process, and others—often because of political reasons—view it as a substitute for marriage.

1. Rose-Greenland, Fiona & Smock, Pamela J. 2013. Living together unmarried: What do we know about cohabiting families. In Gary W. Peterson & Kevin R. Bush (Eds.), *Handbook of Marriage and the Family* (pp. 255-273). New York: Springer.
2. Manning, W. D. & Smock, P. J. 2005. Measuring and modeling cohabitation: New perspectives from qualitative data. *Journal of Marriage and Family*, 67, 989-1002.
3. Smock, P.J., Manning, W.D., & Porter, M. 2005. ‘Everything’s there except the money’: How money shapes decisions to marry among cohabitators. *Journal of Marriage and Family*, 67, 680-696.
4. Edin, K., Kefalas, M.J. & Reed, J.M. 2004. A peek inside the black box: What marriage means for poor unmarried parents. *Journal of Marriage and Family*, 66, 1007-1014.

Optional Readings:

Guzzo, Karen Benjamin. 2014. Trends in cohabitation outcomes: Compositional changes and engagement among never-married young adults. *Journal of Marriage and Family*, 76, 826-842.

Vespa, Jonathan. 2014. Historical trends in the marital intentions of one-time and serial cohabitators. *Journal of Marriage and Family*, 76, 207-217.

Week 9 (October 20): Stepfamilies and Remarriage

Currently, stepfamilies are one of the fastest growing family arrangements in the U.S., yet there is much to learn about how individuals and families negotiate and maintain kinship bonds in this setting. We therefore focus on the formal and informal processes stepparents and stepchildren use to create familial relationships. Also, we consider the social psychological aspects of stepparents' transition into an "already made" family and the psychosocial dimensions to stepchildren's adjustment. We conclude with a detailed discussion of what these diverse families might require from practitioners and social service providers in order to better facilitate richer familial relationships.

1. Suanet, Bianca, Pas, Suzan van der, & Tilburg, Theo G. van. 2013. Who is in the stepfamily? Change in stepparents' family boundaries between 1992 and 2009. *Journal of Marriage and Family*, 75, 1070-1082.
2. van Eeden-Moorefield and B. Kay Pasley. 2013. Remarriage and the stepfamily life. In Gary W. Peterson & Kevin R. Bush (Eds.), *Handbook of Marriage and the Family* (pp. 517-546). New York: Springer.
3. Marsiglio, W. 2004. *Stepdads: Stories of Love, Hope, and Repair*. Lanham, MD: Rowman & Littlefield.
4. Stewart, S. 2005. Boundary ambiguity in stepfamilies. *Journal of Family Issues*, 26, 1002-1028.

Optional Reading:

Coleman, Marilyn, Ganong, Lawrence, Russell, Luke, & Frye-Cox, Nick. 2015. Stepchildren's views about former step-relationships following stepfamily dissolution. *Journal of Marriage and Family*, DOI: 10.1111/jomf.12182, 775-790.

Week 10 (October 27): Adoptive Families

Although our culture is changing, adoptive children and parents are still often viewed as deviant. They are sometimes burdened with stigmas associated with illegitimacy and infertility. We explore the underlying values associated with these assumptions and reflect on how the labels associated with adoption influence adoptive family members and family professionals. Our discussion focuses on how the identities of the birth parents, the adoptive child, and adoptive parents are shaped by societal norms regarding the symbolic meaning of blood as a way of determining family membership. By using adoption as a type of case study, we also consider how contemporary families increasingly blur racial boundaries. In particular, we focus on transracial adoption and interracial intimacies. We discuss how family members who blend

racial categories grapple with presenting and negotiating their familial identities to others. The main reading focuses on the intersection of family, race, class, and gender themes.

1. Weegar, Katarina. 2006. *Adoptive Families in a Diverse Society*. New Brunswick, NJ: Rutgers.
2. Goldberg, Abbie, Moyer, April, M., Kinkler, Lori, A., & Richardson, Hannah. 2012. "When your're sitting on the fence, hope's the hardest part": Challenges and experiences of heterosexual and same-sex couples adopting through the child welfare system. *Adoption Quarterly*, 15, 288-315.

NOTE: A portion of this class period will include students' presentations of their pre-proposals.

Week 11: (November 3) Creating Families via Reproductive Technologies

Despite various movements to the contrary, biological relatedness continues to have a privileged standing in the eyes of many people and institutions. We explore how the medical industry capitalizes off this pattern and in the process influences individuals' approach to constructing families. More specifically, we discuss several issues related to surrogacy: surrogate mothers' motivations, the relationships of surrogate mothers and social mothers/social fathers, and the influence of class and gender in constructing the individual identities and interpersonal interactions that emerge from these unique relationships. We consider what types of meanings children assign once they learn they were conceived and are being raised in these types of unique families.

1. Ragone, Helena. 1994. Surrogate mothers (chapter 2, pp. 51-86), and Surrogate motherhood and American Kinship (chapter 4, pp. 109-137) in *Surrogate motherhood: Conception in the heart*. Boulder, CO: Westview Press.
2. Hertz, R. 2002. The father as an idea: A challenge to kinship boundaries by single mothers. *Symbolic Interaction*, 25, 1-31.
3. Parry, D.C. 2005. Women's experiences with infertility: The fluidity of conceptualizations of 'Family.' *Qualitative Sociology*, 28, 275-291.
4. Casey, Polly, Jadvva, Vasanti, Blake, Lucy, & Golombok, Susan. 2013. Families created by donor insemination: Father-child relationships at age 7. *Journal of Marriage and Family*, 75, 858-870.

Week 12: (November 10) Constructing Families: From Children's Eyes

Unfortunately, most of what we know about family life is based on research with adults. Children obviously are fundamental to many family arrangements and their well-being is a focal point for numerous social policies. Just as adults construct images of what family means to them and do border work to manage family boundaries, children do the same. Understanding the process and consequences associated with children viewing themselves as stepchildren, children with gay or lesbian parents, children of single or divorced parents, adopted children, children created through assisted reproductive technology, etc. is an important facet of understanding family diversity. Thus, we explore different family forms through children's eyes.

1. Milkie, M. A., Simon, R. W., & Powell, B. 1997. Through the eyes of children: Youths' perceptions and evaluations of maternal and paternal roles. *Social Psychology Quarterly*, 60, 218-237.
2. Walzer, S. 2006. Children's stories of divorce. In J. F. Gubrium & J. A. Holstein (Eds.), *Couples, kids, and family life*. New York: Oxford.
3. Schmeekle, M., Giarrusso, R., Feng, D., & Bengston, V. L. 2006. What makes someone family? Adult children's perceptions of current and former stepparents. *Journal of Marriage and Family*, 68, 595-610.
4. Ganong, Lawrence H., Coleman, M., & Jamison, Tyler. 2011. Patterns of stepchild-stepparent relationship development. *Journal of Marriage and Family*, 73, 396-413.
5. King, Valarie, Amato, Paul, R., and Lindstrom, Rachel. 2015. Stepfather-adolescent relationship quality during the first year of transitioning to a stepfamily. *Journal of Marriage and Family*, DOI: 10.1111/jomf.12214, 1-11.

Week 13: (November 17) Navigating Life in Families with Disabilities

A relatively large proportion of families can be classified as a special needs family in that one or more family member has special needs—"special or unique, out-of-the-ordinary concerns created by a person's medical, physical, mental, or developmental condition or disability. Additional services are usually needed to help a person in one or more of the following areas, among others, thinking, communication, movement, getting along with others, and taking care of self." A variety of research questions and social processes are relevant to how individuals separately and collectively define/redefine themselves as being part of a special needs family. Some issues pertain to how individuals construct their familial identity or interact with other family members. Others issues involve the family's interactions with social groups in the community (e.g., schools, youth sports groups, church). An increasingly eclectic set of professionals including social scientists, public health specialists, counselors, and those in the medical field are interested in understanding and improving the lives of special needs families.

1. Woodgate, Roberta L., Edwards, Marie, & Ripat, Jacquie. 2012. How families of children with complex care needs participate in everyday life. *Social Science & Medicine*, 75, 1912-1920.
2. Black, Beth P., Holditch-Davis, Diane, & Miles, Margaret S. 2009. Life course theory as a framework to examine becoming a mother of a medically fragile preterm infant. *Research in Nursing & Health*, 32, 38-49.
3. Duvdevany, Ilana, Buchbinder, Eli, & Yaacov, Ilanit 2008. Accepting disability: The parenting experience of fathers with spinal cord injury (SCI). *Qualitative Health Research*, 18, 1021-1033.
4. Denby, Ramona W., Alford, Keith A., & Ayala, Jessica. 2011. The journey to adopt a child who has special needs: Parents' perspectives. *Children and Youth Services Review*, 33, 1543-1554.
5. Pelchat, Diane, Levert, Marie-Josée, & Bourgeois-Guerin, Valerie 2009. How do mothers and fathers who have a child with a disability describe their adaptation/transformation process? *Journal of Child Health Care*, 13, 239-259.

Week 14: (November 24) Families and Social Change

No scheduled readings, but 1-2 may be assigned.

Our final formal discussion explores how we, as academics and/or activists, can facilitate social change to provide individuals with more positive opportunities to experience the joys of developing healthy families in a wide variety of settings. A summary and critical evaluation of the semester's learning will be provided.

Week 15: (December 1): Student Project Preparation and Presentations

Students will present their projects and field questions from the audience.

Week 16: (December 8): Student Project Presentations

Students will present their projects and field questions from the audience.

Selected Bibliography

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- Allen, K. R. 2001. Feminist visions for transforming families: Desire and equality then and now. *Journal of Family Issues*, 22, 791-809.
- Allen, W. R. & A. D. J. 1998. Comparative Perspectives on Black Family Life: Uncommon Explorations of a Common Subject. *Journal of Comparative Family Studies* 29.
- Anderson, M. 1999. Children in-between: Constructing identities in the bicultural family. *J. Roy. Anthropol. Inst.* 5, 13-26.
- Arendell, T. 2000. Conceiving and Investigating Motherhood: The Decade's Scholarship. *Journal of Marriage and Family*, 62, 1192-1207.
- Baca-Zinn, M. & Eitzen, D. S. 2004. *Diversity in Families*. Allyn & Bacon.
- Benokraitis, N.V. 2000. *Feuds about Families: Conservative, Centrist, Liberal, and Feminist Perspectives*. Upper Saddle River, NJ: Prentice Hall.
- Berkowitz, D. & Marsiglio, W. 2006. Gay men negotiating procreative, father, and family identities. *Journal of Marriage and Family*, 69, 366-381.
- Bernstein, Mary and Reimann, R. (Eds.). 2001. *Queer Families Queer Politics: Challenging Culture and the State*. New York, NY: Columbia University Press.
- Berstein, M. 2001. Gender, queer family policies, and the limits of law. In M. Berstein & Ronate Reimann (Eds.). *Queer families queer politics: Challenging culture and the state*. New York: Columbia University Press. (pp. 420-446).
- Billingsley, A. 1992. *Climbing Jacobs Ladder: The Enduring Legacy of African American Families*. New York: Simon and Schuster.
- Blum, L. M., & Deussen, T. 1996. Negotiating independent motherhood: Working-class African American women talk about marriage and motherhood. *Gender and Society*, 10, 199-211.
- Beutler, I. F., Burr, W. R., Bahr, K. S., & Herrin, D. A. 1989. The family realm: Theoretical contributions for understanding its uniqueness. *Journal of Marriage and the Family*, 51, 805-816.
- Beutler, I. F., Burr, W. R., Bahr, K. S., & Herrin, D. A. 1989. A seventh group has visited the elephant. *Journal of Marriage and the Family*, 51, 826-829.

- Biblarz, Timothy J. & Stacey, Judith. 2010. Ideal families and social science ideals. *Journal of Marriage and Family*, 72, 41-44.
- Boggis, T. 2001. Affording our families: Class issues in family formation. In Bernstein, Mary and Renate Reimann (Eds.) *Queer Families Queer Politics* (p. 175-181). New York, NY: Columbia University Press.
- Brody, Amanda C. & Simmons, Leigh Ann. 2007. Family resiliency during childhood cancer: The father's perspective. *Journal of Pediatric Oncology Nursing*, 24, 152-165.
- Brown, S. 2005. How cohabitation is reshaping American families. *Contexts*, 4, 33-37.
- Bumpass, L.L. 2004. Social change and the American family. *Annals New York Academic of Sciences*, 1038, 213-219.
- Ceballo, R., Lansford, J.E., Abbey, A. & Stewart, A. 2004. Gaining a Child: Comparing the Experiences of Biological Parents, Adoptive Parents, and Stepparents. *Family Relations*, 53, 38-48.
- Chabot, J.M. & Ames, B.D. 2004. It Wasn't Let's Get Pregnant and Let's Do It: Decision Making in Lesbian Couples Planning Motherhood via Donor Insemination. *Family Relations*, 53, 348-356.
- Cherlin, Andrew J. 2009. The origins of the ambivalent acceptance of divorce. *Journal of Marriage and Family*, 71(2), 226-229).
- Coontz, S. 2005. *Marriage, A History: From Obedience to Intimacy or How Love Conquered Marriage*. New York, NY: Viking Adult.
- Coontz, S. 2000. *The Way We Never Were: American Families and the Nostalgia Trap*. New York, NY: Basic Books.
- Coontz, S. 1997. *The Way We Really Are: Coming to Terms with America's Changing Families*. New York, NY: Basic Books.
- Coontz, S., Parson, M. & Raley, G. (Eds.) 1998. *American Families: A Multicultural Reader*. Routledge.
- Dickerson, B. 1995. *African American Single Mothers: Understanding Their Lives and Families*. Thousand Oaks: Sage.
- Dunne, G. A. 2000. Opting into motherhood: Lesbians blurring the boundaries and transforming the meaning of parenthood and kinship. *Gender & Society*, 14, 11-15.

- Goldberg, A. & Allen, K. R. 2007. Imagining men: Lesbian mothers' perceptions of male involvement during the transition to parenthood. *Journal of Marriage and Family*, 69, 352-365.
- Goldscheider, F. & Sassler, S. 2006. Creating stepfamilies: Integrating children into the study of union formation. *Journal of Marriage and Family*, 68, 275-291.
- Grotevant, H.D., Dunbar, N., Kohler, J. K & Esau, & Lash, A.M.. 2000. Adoptive Identity: How Context within and Beyond the family Shape Developmental Pathways. *Family Relations*, 49, 379-87.
- Gubrium, J. & Holstein, J.A. 1990. *What Is Family?* London: Mayfield.
- Hequembert, A.L. & Farrell, M.P. 1999. Lesbian Motherhood: Negotiating Marginal-Mainstream Identities. *Gender & Society*, 13, 540-557.
- Hertz, Rosanna. 2006. *Single by Chance, How Women are Choosing Parenthood without Marriage and Creating the New American Family*. Oxford: Oxford University Press.
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- Hill, R. 2003. *The Strengths of Black Families*. Lanham: University Press of America.
- Hill, R. 1998 Understanding Black Family Functioning: A Holistic Perspective. *Journal of Comparative Family Studies* 29.
- Hill, S.A. 2005 *Black Intimacies: A Gender Perspective on Families and Relationships*. Walnut Creek: Altmira Press.
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- Jurich, J. A. 1989. The family realm: A future paradigm or failed nostalgia? *Journal of Marriage and the Family*, 51, 817-822.
- Kennedy, R. 2003. *Interracial Intimacies: Sex, Marriage, Identity, and Adoption*. New York, Vintage Books.

- Lapidus, J. 2004. All the lesbian mothers are coupled, all the single mothers are straight, and all of us are tired: Reflections on being a single lesbian mom. *Feminist Economics*, 10, 227-236.
- LaRossa, Ralph. 2009. Single-parent family discourse in popular magazines and social science journals. *Journal of Marriage and Family*, 71(2), 235-239.
- Lebner, A. 2000. Genetic 'Mysteries' and International Adoption: The Cultural Impact of Biomedical Technologies on the Adoptive Family Experience. *Family Relations*, 49, 371-377.
- Lewin, E. 2006. *Family Values: Gay Men and Adoption in America*. In Katarina Wegar (Ed.) *Adoptive Families in a Diverse Society*. New Brunswick, NJ: Rutgers University Press.
- King, Valarie. 2009. Stepfamily formation: Implications for adolescent ties to mothers, nonresident fathers, and stepfathers. *Journal of Marriage and Family*, 71, 954-968.
- Mallon, G.P. 2004. *Gay Men Choosing Parenthood*. New York, NY: Columbia University Press.
- March, K. & Miall, C. 2000. Adoption as a family form. *Family Relations*, 49, 359-362.
- Marken, Susan (2007). *Surrogate Motherhood and the Politics of Reproduction*. Berkeley: University of California Press.
- Marsiglio, W. 2004. *Stepdads: Stories of Love, Hope, and Repair*. Rowan & Littlefield.
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- Marsiglio, W. 1998. *Procreative Man*. New York, NY: New York University Press.
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Relevant Websites:

Alternatives to Marriage Project: <http://www.unmarried.org>

American Society for Reproductive Medicine: <http://www.asrm.org>

Adoptive Families: <http://www.adoptivefamilies.com>

Center for Surrogate Parenting & Egg Donation, Inc: <http://www.creatingfamilies.com>

Donor Sibling: <http://www.donorsiblingregistry.com/>

Empowering Solo Moms Everywhere (ESME). <http://esme.com/resources>

Family Pride: <http://www.familypride.org>

National Council on Family Relations: <http://www.ncfr.org>

National Adoption center (with a link to fostering families): <http://www.adopt.org>

Parents without partners: <http://www.parentswithoutpartners.org>

Planned Parenthood Federation of America: <http://www.plannedparenthood.org>

Single Mothers by Choice: <http://www.mattes.home.pipeline.com>

LGBT Parent and Their Children (Prepared by Kristen Joos, Distributed by the Sociologists for Women in Society):

http://newmedia.colorado.edu/~socwomen/socactivism/lgbtparenting_kjoos.pdf