Perhaps no facet of human existence is so recognizable to us or occupies more time, effort and emotion than family. Most people spend their childhood and adolescence in families; go through the sometimes painful rituals of dating and mate selection; fall in love; become wives and husbands, mothers and fathers, and (if they survive long enough) grandmothers and grandfathers.

It is no surprise, then, that we think we understand all there is to know about family and its effects upon us. But we don’t. In fact, we lack clear answers to the most basic questions: What is a “family”? How did it originate? How private are families? How do families aid us in “becoming” males and females? What attracts us to certain people? Why do people get married? Why do they end their marriages? Why is the “loving” environment of family the setting for so much violence and abuse? Why do most couples have children? Why do some choose not to? Why do some families self-destruct? What will family look like in the future?

In this course we will look into these questions (and others) in an attempt to understand more about family (and perhaps, if we’re lucky, ourselves). Some of what we will learn will seem like “common sense;” in fact, sometimes you will swear we are talking about your own personal lives. At other times what we learn might surprise you, shock you, or make you angry.

Because we all have families (of one form or another) we all have “hands on” experience concerning what goes on in them. Therefore, we all potentially have something to teach one another. I not only encourage, but also expect everyone to contribute and participate in class discussions so as to share those experiences. Remember, I’m just as interested in what you have to say as I hope you are in what I have to say.

COURSE REQUIREMENTS

Course grades will be based on three in-class essay exams, two activity papers, and in-class participation. I use a non-competitive grade scale. This means the grade you receive will depend entirely on your mastery of the course material, not on how well others do in the class.

EXAMS
-Dates for the exams are listed below
-The exams will consist of several short definitions of key terms and essay questions based on readings and lectures
-“Study guides” will be handed out 1 week prior to the exam date. The actual definitional terms and essay questions will be chosen from the “study guide.”
**ACTIVITY PAPERS**

- You will choose **two** activity paper projects (described in the accompanying detailed handout). These projects are designed to be “hands-on” explorations into some facet of family life. Some require observations of other people, places, or some social phenomenon; others require the collection of simple “data,” often in the form of interviewing people.

- Each paper will be approximately 7 pages long.

- Due dates for the activity papers are spread throughout the semester and are listed below.

**ATTENDANCE AND CLASS PARTICIPATION**

- I believe that learning is an interactive process. Much of the material for this course will be covered in class and will rely heavily on our discussions. The success or failure of any class hinges, to a large extent, on the combination of the people involved. Therefore, **regular class attendance is mandatory** and active participation is expected. Remember, you can’t participate if you’re not there!

**GRADING**

- Points will be assigned as follows:

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<tr>
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<tr>
<td>Exam 1</td>
<td>60</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<td>Activity Paper 1</td>
<td>40</td>
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<tr>
<td>Activity Paper 2</td>
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<td>Class Participation</td>
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  Total 280 points

**DISABILITY ACCOMODATIONS**

“DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is **strongly encouraged** to contact Pamela Roberts, Director of Student Disability Services and ADA Compliance for further information on how to receive accommodations and support. Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building (*765-658-6267*). It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.”

**REQUIRED READINGS**

- In addition, several required articles are on either Moodle E-Reserve or on hardcopy reserve in the library.
TENTATIVE SCHEDULE OF WEEKLY TOPICS AND READING ASSIGNMENTS
[NOTE: (F) = Ferguson; (S & S) = Skolnick & Skolnick; (Y&C)= Yalom & Carstensen]

**Weeks 1 through 3:** Introduction; Definition of “family”; Cross-cultural and historical variation in family; family privacy; individual rights and family obligations

- D. Gittins, “The family in question: What is the family?” pp. 1-11 (F)
- W. J. Goode, “The theoretical importance of the family.” pp. 15-26 (S&S)
- F. F. Furstenberg, “Values, policy, and the family” pp. 34-41 (F)
- J. Stacey, “Gay parenthood and the end of paternity as we knew it” pp. 232-247 (S&S)
- M. Sullivan, “The emergence of lesbian-coparent families in postmodern society” pp. 20-33 (F)
- E. Lewin, “You’ll never walk alone”: Lesbian and gay weddings and the authenticity of the same-sex couple.” pp. 87-107 (Y&C)

- A. Skolnick, “Grounds for marriage: Reflections on an institution in transition” pp. 149-163 (Y&C)
- S. Coontz, “Historical perspectives on family diversity” pp. 42-58 (F)
- J.Z. Giele, “Decline of the family: Conservative, liberal, and feminist views” pp. 54-74 (S&S)
- A. Giddens, “The global revolution in family and personal life” pp. 27-33 (S&S)

- F.M. Berardo, “Family privacy: Issues and concepts” (*Moodle E-reserve*)

Film: *Bridegroom*, to be shown Thursday, September 3 @ 7:00pm

**Week 4:** Structural Context of family life: Race and class

- M. Baca Zinn, “Feminist rethinking from racial-ethnic families” pp. 11-20 (F)
- R.L. Taylor, “Diversity within African American families” pp. 365-389 (S&S)
- S.A. Hill, “The politics of theorizing African American families” pp. 75-89 (F)

- M. Rank, “As American as apple pie” p. 710-716 (F)
- K. Edin & M. Kefalas, “Unmarried with children” pp. 468-474 (S&S)
- K. Edin, T. Nelson, & J.M. Reed, “Daddy, baby; Momma, maybe: Low-income urban fathers and the “package deal” of family life” pp. 214-232 (S&S)
- L. Rubin, “Families on the fault line” pp. 341-358 (S&S)
- A. Skolnick, “Middle-class families in the Age of Insecurity” pp. 358-364 (S&S)
- F. Furstenberg, “Diverging development: The not-so-invisible hand of social class in the United States” pp. 262-280 (S&S)

***Activity Paper #1 due Friday, September 18***
**Week 5:** Gender roles and gender identities

- A Fausto-Sterling, “The five sexes, revisited” (*Moodle E-reserve*)
- S. Coltrane, “Engendering children” (*Moodle E-reserve*)
- K. Gerson, “Falling back on Plan B: The children of the gender revolution face uncharted territory” pp. 87-101 (S&S)

**Film:** *You Don’t Know Dick*, Friday, September 25

***Activity Papers #2 and #3 due Friday, September 25***

**Week 6:** Sexualities

- A.T. Schalet, “Raging hormones, regulated love: Adolescent sexuality and the constitution of the modern individual in the United States and the Netherlands” pp. 129-134 (S&S) (*Moodle E-reserve*)
- E. D. Rothblum, “‘Boston marriage’ among lesbians: Are we a couple if we’re not having sex?” pp. 74-86 (Y&C)
- K. Luker, “Why do they do it?” (*Moodle E-reserve*)
- M. Regnerus & J. Uecker, “Sex and marriage in the minds of emerging adults” pp. 109-118 (S&S)

***EXAM 1: FRIDAY, OCTOBER 2***

**Weeks 7 and 8:** Love, Attraction, and Marriage

- M. King Whyte, “Choosing mates the American way” pp. 125-134 (F)
- M. Pasupathi, “Arranged marriages: What’s love go to do with it?” pp. 211-235 (Y&C)
- L. Hamilton & E. A. Armstrong, “Gendered sexuality in young adulthood: Double binds and flawed options” pp. 135-150 (F)
- R.C. Savin-Williams, “Dating and romantic relationships among gay, lesbian, and bisexual youths” pp. 150-162 (F)
- M. Heath, “State of our unions: Marriage promotion and the contested power of heterosexuality” pp. 187-204 (F)
- N. Gertsel & N. Sarkisian, “Marriage: The good, the bad, and the greedy” pp. 204-212 (F)
- J.A. Seltzer, “Families formed outside of marriage” pp. 233-248 (F)
- M. Felstiner, “When one of us is ill: Scenes from a partnership” pp. 125-135 (Y&C)

**Films:** *Are You Ready for Marriage?* Friday, October 9.

***Activity Paper #4, Friday, October 9***
***Activity Papers #5 and #6, Friday, October 16***

NOTE: Week 9 (October 19 through 23) is Fall Break – No classes all week!!!
**Week 10:** Family and work

- P. Stone, “The rhetoric and reality of opting out” pp. 316-325 (S&S)
- J.C. Williams, “One sick child away from being fired” pp. 325-340 (S&S)
- E. Nakano Glenn, “Creating a caring society” pp. 693-709 (F)
- V. J. Tichenor, “Gendered bargain: Why wives cannot trade their money for housework” pp. 666-678 (F)

***Activity Paper #7 due Friday, October 30***

**Week 11:** Parenthood

- P. Cowan & C.P. Cowan, “New families: Modern couples as new pioneers” pp. 193-213 (S&S)
- P. Hill Collins, “Shifting the center: Race, class, and feminist theorizing about motherhood” pp. 275-291 (F)
- S. Hays, “The mommy wars: Ambivalence, ideological work, and the cultural contradictions of motherhood” pp. 35-54 (S&S)
- S. Coltrane, “Fathering: Paradoxes, contradictions, and dilemmas” pp. 319-333 (F)
- J Hamer, “What it means to be daddy: Fatherhood for black men living away from their children” pp. 334-348 (F)

***EXAM 2: FRIDAY, NOVEMBER 6***

**Week 12:** Childhood, Adolescence, and Adulthood

- S. Mintz, “Beyond sentimentality: American childhood as a social and cultural construct” pp. 249-262 (S&S)
- K.M. Flower Kim, “Out of sorts: Adoption and (un)desirable children” pp. 400-412 (F)
- R.A. Settersten & B. Ray, “The long and twisting path to adulthood” pp. 280-301 (S&S)

**Week 13:** The Dark Side of Family Life: Domestic Violence

- R.J. Gelles, “Through a sociological lens: Social structure and family violence” (Moodle E-reserve)
- D. Kurz, “Old problems and new directions in the study of violence against women” (Moodle E-reserve)
- C. Renzetti, “Toward a better understanding of lesbian battering” pp. 595-607 (F)

**Film: Defending Our Lives, Friday, November 20**
**Weeks 14 & 15:** Divorce and Remarriage

-D. Vaughan, *Uncoupling*, chapters 1-11 (pp. 11-195)

-M. Adams & S. Coltrane, “Framing divorce reform: Media, morality, and the politics of family” pp. 499-513 (F)


-W. Marsiglio, “Overlooked aspects of stepfathering” pp. 556-571 (F)

**NOTE:** Week 14 contains Thanksgiving Break. That means there will be no class Wednesday, November 25 and Friday, November 27. Sad, huh?

***Activity Paper #8 due Wednesday, December 2***

**Week 16:** Future Families

**Film: Peege, Wednesday, December 9**

***Activity Paper #9 due Friday, December 11***

***EXAM 3: TUESDAY, DECEMBER 15 @ 9:30AM***