

***** READING LIST IS SUBJECT TO REVISION/UPDATE *****

Department of Sociology and Criminology & Law, University of Florida
Prof. Tanya Koropecyj-Cox

Fall 2022

SYA7933: Topics in Family Research (section 12K6; class # 26743)
Tuesdays, periods 8-10 (3:00-6:00 pm) - Turlington Hall, room 2349

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Families and primary relationships represent our first and most important connections, and they are a central part of our life experiences. They define our identities and shape our socialization, opportunities, and constraints in fundamental ways.

Scholars and social commentators have been writing for decades about what they have described as the decline of the family in the United States and highly industrialized countries. Some have even assumed that the sociological study of families would also fade. Instead, the past decade has seen a continued, strong interest in families and relationships, including research on varied topics, including gender, marriage, divorce, repartnering, sex, singlehood, parents, children, same-sex marriage and LGBT families, extended families, racial and ethnic diversity, immigrant families, etc. We live in a time of social change, and arguably, some of the most prominent and contentious social and political issues of our time are specifically connected to our notions of family, marriage, and relationships.

This course introduces students to theoretical and empirical work in the sociology of families, kinship, and relationships, with an emphasis on current directions in family research. Our readings will survey the major topics, theoretical and conceptual influences, and empirical studies in family sociology. The theories will include both classic (e.g., structural functionalist, conflict, and exchange theories) and more contemporary approaches (e.g., feminist theory, postmodernism, modernity, constructionist), but this is not a theory course; our emphasis will be on research.

This is also not a methods course. We will engage in a critical review of existing research to identify major contributions and discuss gaps, weaknesses, and potential areas for future work. We will cover demographic and historical research, as well as a variety of studies using quantitative, qualitative, and mixed methods. We will discuss and critique some classic studies, review current findings and approaches, and formulate proposals for future work. The readings for the course represent some of the core readings in the field that could be included on a reading list for a primary or secondary qualifying exam in family.

No prior coursework in sociology of families is required. You will all bring various levels and types of prior knowledge and experience into the course. If you have taken related courses or engaged in related work, then I encourage you to contribute your perspectives and suggestions. The schedule and readings may change, but you will be given advanced notice. If there are topics you wish were included or examined in greater depth, please come talk with me or send me an email – the structure of the course provides ways for each student to explore their own areas of interest, but there is also an option to work collaboratively on a literature review – this will be discussed in the first week of class, and we will proceed based on the consensus of the students in the course.

I view graduate education as having 3 essential objectives:

- Gaining a comprehensive knowledge of existing concepts, theories, and research;
- Developing a critical understanding of the theories, methods, and findings as well as criticisms and potential areas for growth and innovation in the existing research; and
- Developing and practicing the skills to become active, critical, and creative contributors to the body of research.

In many ways, the existing field and its historical roots represent a conversation already in progress. Our goal in this course is to come up to speed on major aspects of that conversation, critically assess the existing and ongoing work, and then join the conversation with new ideas and research of our own. I regard my role as that of a coach and mentor – introducing you to this conversation and guiding our shared exploration and discussions of this research.

Course Requirements

A major objective of the course is to prepare students to be critical analysts and independent, creative researchers. The course requirements emphasize regular and active participation, critical reading of course materials, and the completion of an individual project (and/or active contributions to a collaborative project; to be discussed in the first week of the course, with a consensus decision in the second week).

Students are expected to read assigned materials prior to class and to be ready to actively discuss course materials. Class attendance and participation are required. Written assignments must be submitted electronically on E-Learning in Word format (.doc, .docx, .pdf) – no other formats are accepted. Be sure to proofread and edit your work before submitting; you may use Grammarly or similar grammar check to review your work. Writing assignments will be checked using Turnitin.

I. Reaction Essays

Over the course of the semester, students are required to complete weekly reaction essays and submit 2-3 discussion questions based on the readings for that week (to be submitted on E-Learning). Each essay should be 1-2 double-spaced pages. These essays are designed to encourage reading, provide structure for class preparation, stimulate discussion, and encourage critical thinking and synthesis of the readings.

The essays should briefly (1) summarize the key points of each reading; (2) discuss the strengths and weaknesses of the readings as a group (how do the readings relate to each other?); and 2-3 discussion questions based on the week's readings. Some reaction essays will involve specific thought questions or assignments from the instructor (e.g., reviewing a specific article of your choice, researching biographies and publications of major scholars in the field, reviewing blogs and news coverage of family issues). The essays will be evaluated based on the extent and quality of analytical effort, including how well you critique and pull together the assigned course readings for that week.

The weekly essays and discussion questions (submitted under "Discussions") are due no later than 8:00 pm on Monday evening before class. There will be 11 essays (worth 8 points each), and your lowest essay grade will be dropped (total = 80 points).

II. Presentation on outside or recommended reading

In consultation with the instructor, each student will prepare and present a 15-20 minute summary and critique of a recommended or outside reading. The purpose is to provide students with the opportunity to read and present a particular work of interest, expanding the range of ideas and readings covered in the course. Outside readings should be specific empirical works (a book or set of 3-4 articles); they will usually be related to the week's topic and readings. Some recommended readings are listed (starred **) on the course schedule, and a separate list of suggested books will be posted on Canvas. Students will be expected to choose readings and a presentation date by the third week of class.

Presentations should summarize key points and discuss the methods, design, and conclusions of the research. The critique should draw on class readings – How does this reading connect with other readings and concepts that we have covered? What does it specifically contribute to our understanding of families, kinship and relationships? The presentation is worth up to 30 points.

III. Leading class discussion

Students will be expected to lead class discussion on the week's assigned readings. Depending on class enrollment, each student will be expected to lead class discussion 1-2 times during the semester (individually or in pairs). In the second week, students will select the date(s) and topic(s) for the class session(s) that they will lead. Leading class discussion should include developing an outline of the main points of the week's readings – theoretical perspectives, methods, findings – to be distributed and covered in class (no more than 2 double-spaced pages) and developing a list of questions for class discussion (based on one's own questions and compiling those submitted for the week by students). Leading class discussion provides students with the experience of informally taking a leadership role in the classroom and in scholarly discussion.

IV. Project

The term project may be a proposal for a substantive research project or a critical literature review on some aspect of families and relationships. We will also discuss the option of a collaborative literature review in the first week of class, and we will decide on the details of how to proceed by the

second week. For individual term paper projects, the specific topic and project should be developed in close consultation with the instructor. Other project options (such as writing an original, new empirical paper) are possible but must be approved in advance by the instructor. All work must be original and new – recycled or revised work from other courses or projects is not allowed and will not be accepted. If you are unsure or if you have a work in progress that you want to develop further, you should come see me as early as possible in the semester; any such work must be explicitly discussed with and approved by the instructor no later than the 6th week of the term (October 4).

Proposal

The proposal should use the standard NIH or similar format, with the following sections:

- 1) Significant Aims (2 page summary of your project).
- 2) Introduction – include statement of the problem, specific research questions (and hypotheses), and rationale for studying the problem.
- 3) Literature review – provide a review of the existing conceptual and empirical work in the area, including critique. What gaps are in the existing research? This review should be focused on your particular topic and research questions.
- 4) Research design – describe the data, methods, and design of your proposed research project, including data collection, sampling, and measurement issues. Be sure to discuss potential strengths and weaknesses of your approach.
- 5) Reference list – should include at least 12 references.

The proposal will be evaluated based on its integration of key conceptual material from the course, the depth and breadth of the review of existing research, and the clarity and soundness of the proposed study. Strong proposals should provide a critical review of existing research (identifying significant gaps and how the proposed research will address them) and should represent a sound, creative, and original contribution.

Literature Review Essay

Alternatively, your project may consist of a critical literature review essay on a topic related to some aspect of families, kinship, or relationships. The review should focus on a particular conceptual area or research topic, provide a critical discussion of the existing research, and identify several specific gaps in the existing work and suggestions for future study. The review essay should be organized with the following sections:

- 1) Introduction – state your key questions, topics, or themes that you will focus on. Explain the rationale for or significance of your review. Describe the scope of your review.
- 2) Themes – your essay should be organized around 3-4 central concepts or themes, with each representing a major substantive section of your essay. Use clear section headings, and subsection headings if appropriate, to help organize themes in your essay. You should group your readings by theme, and summarize the key concepts and findings within each thematic area.
- 3) Discussion and Conclusion – should discuss the strengths and weaknesses of the existing research. Be sure to describe specific gaps and provide specific suggestions for future research.
- 4) Reference list – Your review should include at least 18 references.

Collaborative Literature Review Essay

This project would involve a collective project by the students in the course on a publishable literature review essay. The review would focus on a particular conceptual area, with 3-4 subtopics, which would be divided up among the students in the course. Required work would include individually reading and reviewing 5 relevant works, and then working in small groups (2-3 students) to develop a section of the literature review paper. The sections will then be combined into a larger manuscript. Your involvement will be expected during the term only; any further work will be optional, if you are interested in continuing with the paper to publication. All students who complete their assigned section will be included as co-authors on the review paper; the order of student authors will be alphabetical, though students who continue with the paper or take on a leadership role may be listed earlier based on their contribution. This option will be discussed in the first week of the term, and a discussion and vote will be conducted in the second week. The final choice of an individual or collaborative term project will be based on the consensus of all enrolled students.

Project Format, Presentation, and Deadlines

For whichever type of project is selected, your paper (or completed section of the larger paper) should be double-spaced, in 12-point font, with one inch margins (top/bottom and sides). The paper should be **16-20 pages** in length, not counting the reference list and any appendices. Reference lists and in-text citations should use a standard format (e.g., APA, Chicago style). Example proposals and essays will be featured and discussed in class. A professional appearance is expected, including spell-checking and proofreading, a clean cover page (with name, course, title of project, and date), an abstract (one-page, double-space, ~250 words, for a literature review) or Specific Aims (1-2 pages, double-spaced).

Five intermediate steps are required as part of the project. This structure is intended to help keep you on schedule, receive feedback along the way, and to stimulate in-class discussion of projects.

- 1. A preliminary plan of 1-2 pages** is due in class on Sept. 27. These will be submitted in the Discussion Board space in Canvas to share with the other students in class and the instructor. We will spend some time in class commenting on each other's preliminary plans. All project plans must be approved by the instructor before Oct. 6.
- 2. A midterm draft of 7-10 pages** is due on October 18.
- 3. Peer review of midterm draft** due on October 25. You will be assigned to review a classmate's midterm draft and provide a one-page (200-350 word) written review with constructive feedback.
- 4. The final version of the paper is due no later than December 12.** Any extensions of deadlines must be discussed and approved in advance, except in the case of a serious, documented circumstance outside of your control.
- 5. In-class, oral presentations of student projects (or components of the collaborative literature review)** will be scheduled for the last week of class (or 2 weeks, if necessary, depending on enrollment). Each student will have 15-20

minutes to present their work to the class (plus 5-10 minutes for Q&A and discussion). The presentation should include Power Point slides and will be evaluated based on the quality of the oral and visual presentation. The oral presentation is designed to provide you with experience in presenting your work in a concise and professional manner, similar to a research conference. It also provides the opportunity to share your work and solicit feedback from your classmates. Students will have one week after the presentation to revise, finish, and submit their final papers.

The final paper is due no later than 8:00 pm on Tuesday, December 13.

V. Participation

Students are expected to attend and actively participate in each class session. In a small graduate seminar, both your individual success and the value of the course for the group are strongly based on the weekly discussion, inquiry, and exchange of ideas that occurs in the classroom. Maintaining an open, respectful environment in which students feel comfortable participating and contributing to the class discussion is also an important part of the course.

You are expected to complete the assigned readings for each week and come prepared to discuss the readings. Absences will be excused in the case of serious illness or other circumstance beyond the student's control (see discussion of UF policy below); it is the student's responsibility to get the notes and announcements from the instructor and classmates for any missed class.

A class participation grade of up to 20 points is designed to encourage regular preparation (critical reading of assigned material) and active, consistent participation in the course. A participation grade will be given for each class session except for the first class meeting.

- Full points (~1.7 points per class; 14 classes, drop lowest 2) can be earned by making active, thoughtful and cogent contributions to discussion that reflect having prepared for class by completing the readings for that day.
- Making few contributions or contributing in ways that do not clearly demonstrate preparation and reading will be assessed 1 point.
- Attending without actively contributing to class discussion will be assessed .5 point.
- Unexcused absences will be marked with zero points. Participation points will be posted within one week of each class.

Feel free to talk with me if you have any questions about participation grades; any concerns with regard to specific point assessments must be resolved within 2 weeks of the particular class session.

Excused absences are defined by UF policy. You are expected to inform me via email if you will be absent or expect to miss part of class, and bring in written documentation of excused absences in advance, when possible (e.g., university activities), or within one week of the absence. Acceptable reasons for excused absences according to UF policy include illness, religious holidays, and university activities (<https://gradcatalog.ufl.edu/graduate/regulations/> - Attendance Policies). I will also excuse an absence related to presentation at an academic conference, but you must inform me at least 2 weeks in advance (earlier if possible).

Course Grading

Project

Preliminary plan – 1-2 pages (due Sept. 27)	15 points
Midterm draft – 7-10 pages (due Oct. 18)	45 points
Peer review of midterm draft (1 page) (due Oct. 25)	15 points
Final paper/proposal – 16-20 pages (due Dec. 12)	125 points
Oral presentation of project – 15-20 min. (Nov. 29-Dec. 6)	40 points

Reaction essays (11, drop 1)

1-3 pages each, double-spaced + 2-3 discussion questions	80 points
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In-Class Presentation on Outside/Recommended Reading

30 points

Leading class discussion

30 points

Participation

20 points

TOTAL

400 points

Grading Structure for SYG 2430:

Grade	Percent	Points	Grade	Percent	Points
A	94-100	376-400 pts	D+	66-69.9	264-279 pts
A-	90-93.9	360-375 pts	D	60-65.9	240-263 pts
B+	86-89.9	344-359 pts	E	below 60	< 240 pts
B	83-85.9	332-343 pts			
B-	80-82.9	320-331 pts			
C+	76-79.9	304-319 pts			
C	70-75.9	280-303 pts			

Course and UF Policies

Academic Honesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

All course work, including written assignments and the term paper, must be your original and individual work. Any cheating or plagiarism, including copying of on-line materials without clear attribution or reusing material from other courses or pre-existing work, will result in a failing grade and disciplinary action. You are responsible for keeping back-up copies of all written work.

On-Line Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for

which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. For more information see <https://sccr.dso.ufl.edu/policies/code-change-faq/>.

COVID-19

As we start the semester in the context of a continued pandemic, please be sure to keep up with any new announcements regarding UF policy covid-19 updates at <https://coronavirus.ufl.edu/university-updates/>.

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Accommodations for Students with Disabilities

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students.

Health, Counseling, and Mental Health Resources

If you have concerns or challenges during the semester, or if you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 or visit U Matter, We Care website (<https://umatter.ufl.edu/>) so that a team member can reach out to the student. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength.

Other specific resources for students include the following --

- Counseling and Wellness Center: Visit the Counseling and Wellness Center website (<https://counseling.ufl.edu/>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website (<https://shcc.ufl.edu/>).
- University Police Department: Visit UF Police Department website (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website (<https://ufhealth.org/emergency-room-trauma-center>).

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk online (<https://helpdesk.ufl.edu/>), by phone at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center (<https://career.ufl.edu/>): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- UF Library Support (<https://cms.uflib.ufl.edu/ask>): Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center (<https://teachingcenter.ufl.edu/>): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio (<https://writing.ufl.edu/writing-studio/>): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Additional policies and helpful hints to help you navigate through the course:

- Don't miss class, be prompt.
- If you have questions or concerns, please don't hesitate to ask. Use the General Discussion Board in Canvas for general questions (e.g., syllabus, assignments, format). Email me with individual concerns – and contact me early, when possible, so we can work together to support your success in the course.
- If you need to miss any part or all of a class session, please get in touch with me.
- Read strategically – this does not mean reading every word on every page, but being sure that you are digesting the main points of the reading, the evidence or arguments used to support the main points, and a critical assessment of the reading. See these useful resources on academic reading and taking notes:
 - <http://www.jessicacalarco.com/tips-tricks/2018/9/2/beyond-the-abstract-reading-for-meaning-in-academia>
 - See also Jessica Calarco's book, *A Field Guide to Graduate School* - <https://press.princeton.edu/books/paperback/9780691201092/a-field-guide-to-grad-school>
 - Peruse the materials on Raul Pacheco Vega's amazing blog – he provides detailed discussion of the notes and bolts of [writing a literature review](#), [elements to look for in writing a literature review](#), various approaches to [taking notes when reading](#), on [writing descriptive and analytical notes](#) when reading, and on [extracting and organizing key information](#).
- Do ask questions! You will have opportunities to ask questions before class, in class, and during office hours (or email me to schedule an alternative time). Please feel free to drop in with questions, to discuss class work or assignments, or to discuss issues more generally.
- Do get to know your classmates, and seek out faculty and other resources in the department and on campus.
- Keep up with current events in the newspaper, TV news, etc., and look for connections to course material. Social media (academic twitter) can also be a great resource for reading and connecting with current conversations among scholars as well as announcements of new articles or books, events and conferences, etc.
- Please be considerate in class. Don't multitask during class time. You are expected behave appropriately and interact with respect.
- You are encouraged to engage in active learning both in and outside class – this includes taking notes in class, taking notes while reading, and creating outlines or concept maps to visualize the relations among scholars and ideas. Research has found that highlighting text while you read (without taking notes) is generally less effective for learning than writing and outlining by hand. Resources like Zotero can help to organize your notes in a cumulative collection; setting up a system will pay off in the long run.
- “Don't just come to class – be present.” Keep an open mind and listen to different viewpoints.

Course Schedule

Aug. 30	Introduction
Sept. 6	Historical Background and “Modern” Families: Continuities and Change - discussion of a selected favorite (or important, striking, etc.) article
Sept. 13	Interpreting Change, Debating Family Decline, Changing Definitions of Family - discussion of different perspectives on family decline and political discourse
Sept. 20	Changing Conceptions of Gender and Family
Sept. 27	Sexuality and Relationships - public sociology – how research is covered in the press and blogs
Oct. 4	Courtship, Cohabitation, and Selecting Partners - discussion of preliminary plans – topics for projects
Oct. 11	Gender, Work, and Family Life
Oct. 18	Reproduction and Parenting, Childlessness and Alternative Life Paths
Oct. 25	Parenthood, Childhood and Youth
Nov. 1	Inequalities and Cumulative Disadvantage, Homelessness - discussion of midterm drafts
Nov. 8	Family Diversity (Immigration, Racial-Ethnic Diversity, Discrimination)
Nov. 15	Family Challenges, Diversity, and Policies (Military Families, Disability, Aging, Caregiving)
Nov. 22	Conflict, Divorce, and Remarriage
Nov. 29	Student project presentations
Dec. 6	Student project presentations

**** The full schedule with the most up-to-date reading assignments will be available on Canvas. ****

Required Readings

Articles/Chapters – Assigned readings will include journal articles available for free on the internet and photocopied materials available on Canvas. The recommended books for your individual presentations can be purchased, borrowed from the UF Library, or arranged directly with me.

Abbreviations and Symbols:

** = Recommended, but not required.

*** = Recommended – student presentation.

Course Outline – Topics and Tentative Readings – under construction

(tentative readings, subject to change; check Canvas for updates and most current schedule)

Aug. 30 Introduction - discussion of syllabus, interests, objectives; outline and readings

Sept. 6 Historical Background and “Modern” Families: Continuities and Change
- discussion of a selected favorite (or important, striking, etc.) article

WRITING ASSIGNMENT: Choose an empirical article on some aspect of families, kinship, or relationships that you find especially interesting, important, or striking. Your weekly writing for Sept. 6 is to

(1) discuss the weekly readings, and

(2) include a paragraph on your selected article that discusses the following: briefly summarize its research questions, methods, and main findings; discuss why you chose this reading – what specifically do you find important or compelling about this article? Why do you think it is important or striking?

William J. Goode. The theoretical importance of family.

Anthony Giddens. The global revolution in family and personal life.

Sept. 13 Interpreting Change, Debating Family Decline, Changing Definitions of Family
- discussion of different perspectives on family decline and political discourse

Lynn H. Turner and Richard West. 2021. The challenge of defining “family.” In Jennifer A. Reich (Ed.), *The State of Families: Law, Policy, and the Meanings of Relationships*. Routledge. (pp. 5-10).

Janet Z. Giele. Decline of the family: Conservative, liberal, and feminist views.

Pamela J. Smock & Christine R. Schwartz. 2020. The demography of families: A review of patterns and change. *Journal of Marriage and Family*, 82, 9-34.

Laurence M. Berger and Marcia J. Carlson. 2020. Family policy and complex contemporary families: A decade in review and implications for the next decade of research and policy practice. *Journal of Marriage and Family*, 82, 478-507.

Jennifer Glass, Robin W. Simon, and Matthew A. Andersson. 2016. Parenthood and happiness:

Effects of work-family reconciliation policies in 22 OECD countries. *American Journal of Sociology*, 122, 886-929.

New York Times, Room for Debate - "Are Family Values Outdated?"

<http://www.nytimes.com/roomfordebate/2012/04/24/are-family-values-outdated>

Sept. 20 Changing Conceptions of Gender and Family

April L. Few-Demo and Katherine R. Allen. 2020. Gender, feminist, and intersectional perspectives on families: A decade in review. *Journal of Marriage and Family*, 82, 326-345.

Myra Marx Ferree. 2010. Filling the glass: Gender perspectives on families. *Journal of Marriage and Family*, 72, 420-439.

Stephanie Coontz. What we really miss about the 1950s.

Kathleen Gerson, Falling back on Plan B: The children of the gender revolution faced uncharted territory.

** Frances Goldscheider, Eva Bernhardt, and Trude Lappegard, 2015. The gender revolution: A framework for understanding changing family and demographic behavior. *Population and Development Review*, 41, 207-239.

** Robert M. Jackson. Destined for equality.

** Sharon Hays. The mommy wars: Ambivalence, ideological work, and the cultural contradictions of motherhood.

** Ingrid Arnet Connidis and Julie Ann McMullin. 2002. Sociological ambivalence and family ties: A critical perspective. *Journal of Marriage and Family*, 64, 558-567.

Sept. 27 Sexuality and Relationships

- public sociology – how research is covered in the press and blogs

Beth Bailey. Sexual revolutions.

Kathleen A. Bogle. Hooking up and dating: A comparison.

Katherine S. Newman. Ties that bind: Cultural interpretations of delayed adulthood in Western Europe and Japan.

** Elizabeth A. Armstrong, Paula England, and Alison C.K. Fogarty. 2010. Orgasm in college hookups and relationships. In Barbara J. Risman (Ed.), Families as They Really Are. New York: W.W. Norton. Pp. 362-377.

** Julia Ericksen, with Sally A. Steffen. Premarital sex before the “sexual revolution.”

** Margaret Talbot. Red sex, blue sex.

Oct. 4 Courtship, Cohabitation, and Marriage
- discussion of preliminary plans – topics for projects

Wendy D. Manning and Bart Stykes. 2015. Twenty-five Years of Change in Cohabitation in the U.S., 1987-2013. (FP-15-01). National Center for Family and Marriage Research. [short] <http://www.bgsu.edu/content/dam/BGSU/college-of-arts-and-sciences/NCFMR/documents/FP/FP-15-01-twenty-five-yrs-cohab-us.pdf>

Sharon Sassler and Daniel T. Lichter. 2020. Cohabitation and marriage: Complexity and diversity in union-formation patterns. *Journal of Marriage and Family*, 82, 35-61.

Maria Kefalas, Frank Furstenberg, and Laura Napolitano. Marriage is more than being together: The meaning of marriage among young adults in the United States.

Andrew J. Cherlin. 2020. Degrees of change: An assessment of the deinstitutionalization of marriage thesis. *Journal of Marriage and Family*, 82, 62-80.

** Deirdre Bloome and Shannon Ang. 2020. Marriage and union formation in the United States: Recent trends across racial groups and economic backgrounds. *Demography*, 57, 1753-1786.

** Frank D. Fincham and Steven R. H. Beach. 2010. Marriage in the new millennium: A decade in review. *Journal of Marriage and Family*, 72, 630-649.

** Janice Halliday Hardie and Amy Lucas. 2010. Economic factors and relationship quality among young couples: Comparing cohabitation and marriage. *Journal of Marriage and Family*, 72, 1141-1154.

Oct. 11 Marital Satisfaction, Gender, Work, and Family Life

Bejamin R. Karney and Thomas N. Bradbury. 2020. Research on marital satisfaction and stability in the 2010s: Challenging conventional wisdom. *Journal of Marriage and Family*, 82, 100-116.

Maureen Perry-Jenkins and Naomi Gerstel. 2020. Work and family in the second decade of the 21st century. *Journal of Marriage and Family*, 82, 420-453.

Corinne Reczek. 2020. Sexual- and gender- minority families: A 2010 to 2020 decade in review. *Journal of Marriage and Family*, 82, 300-325.

** Pamela Stone. The rhetoric and reality of opting out.

** Harriet B. Presser. The economy that never sleeps.

** Kathleen Gerson and Jerry A. Jacobs. Changing the structure and culture of work: Work and family conflict, work flexibility, and gender equity in the modern workplace.

** Suzanne M. Bianchi and Melissa A. Milkie. 2010. Work and family research in the first decade of the 21st century. *Journal of Marriage and Family*, 72, 705-725. DIR

** Andrew Cherlin. 2014. *Love's Labor Lost: The Rise and Fall of the Working-Class Family in America*. Russell Sage Foundation.

** Ellen Galinsky. What children think about their working parents.

** Arlie Hochschild with Anne Machung. The second shift: Working parents and the revolution at home.

Oct. 18 Reproduction and Parenting, Childlessness and Alternative Life Paths

Karen Benjamin Guzzo and Sarah R. Hayford. 2020. Pathways to parenthood in social and family contexts: Decade in review, 2020. *Journal of Marriage and Family*, 82, 117-144.

Kei Nomaguchi and Melissa A. Milkie. 2020. Parenthood and well-being: A decade in review. *Journal of Marriage and Family*, 82, 198-223.

Timothy Biblarz and Evren Savci. 2010. Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, 72, 480-497.

Judith Stacey. Gay and lesbian families: Queer like us.

- ** Megan M. Sweeney. 2010. The reproductive context of cohabitation in the United States: Recent change and variation in contraceptive use. *Journal of Marriage and Family*, 72, 1155-1170.
- ** Pamela J. Smock and Fiona Rose Greenland. 2010. Diversity in pathways to parenthood: Patterns, implications, and emerging research. *Journal of Marriage and Family*, 72, 576-593.
- ** Kathryn Edin and Maria Kefalas. Unmarried with children.
- ** Karen Struening. 2010. Families “in law” and families “in practice”: Does the law recognize families as they really are? In Barbara J. Risman (Ed.), Families as They Really Are. New York: W.W. Norton. Pp. 75-90.

Oct. 25 Parenthood, Childhood and Youth

Steven Mintz. Beyond sentimentality: American childhood as a social and cultural construct.

Cheryl Buehler. 2020. Family processes and children’s and adolescents’ well-being. *Journal of Marriage and Family*, 82, 145-174.

Sarah J. Schoppe-Sullivan and Jay Fagan. 2020. The evolution of fathering research in the 21st century: Persistent challenges, new directions. *Journal of Marriage and Family*, 82, 175-197.

Susan L. Brown. 2010. Marriage and child well-being: Research and policy responses. Journal of Marriage and Family, 72, 1059-1077.

** Robert Crosnoe and Shannon Cavanaugh. 2010. Families with children and adolescents. Journal of Marriage and Family, 72, 594-611.

** Debra Umberson, Tetyana Pudrovskaya, and Corinne Reczek. 2010. Parenthood, childlessness, and well-being: A life course perspective. Journal of Marriage and Family, 72, 612-629.

Nov. 1 Inequalities and Cumulative Disadvantage, Family Challenges and Conflict
- discussion of midterm drafts

O’Rand, Angela. 2001. Stratification and the life course: The forms of life-course capital and their interrelationships. In R. H. Binstock & L. K. George, *Handbook of Aging and the Life Course*. San Diego: Academic Press.

Marianne Cooper and Allison J. Pugh. 2020. Families across the income spectrum: A decade in review. *Journal of Marriage and Family*, 82, 272-299.

Debra Umberson and Mieke Beth Thomeer. 2020. Family matters: Research on family ties and health, 2010 to 2020. *Journal of Marriage and Family*, 82, 404-419.

Jennifer L. Hardesty and Brian G. Ogolsky. 2020. A socioecological perspective on intimate partner violence research: A decade in review. *Journal of Marriage and Family*, 82, 454-477.

Annette Lareau. *Unequal childhoods: Class, race, and family life*.

Frank Furstenberg. *Diverging development: The not-so-invisible hand of social class in the United States*.

** Kathryn Edin and Rebecca Joyce Kissane. 2010. Poverty and the American family: A decade in review. *Journal of Marriage and Family*, 72, 460-479. DIR

** Annette Lareau. 2003. (recommend newer, updated 2nd edition - 2011). *Unequal Childhoods*. University of California Press.

Nov. 8 Family Diversity (Immigration, Racial-Ethnic Diversity, Discrimination)

Jennifer Van Hook and Jennifer E. Glick. 2020. Spanning border, cultures, and generations: A decade of research on immigrant families. *Journal of Marriage and Family*, 82, 224-243.

Adriana J. Umaña-Taylor and Nancy E. Hill. 2020. Ethnic-racial socialization in the family: A decade's advance on precursors and outcomes. *Journal of Marriage and Family*, 82, 244-271.

Linda M. Burton, Eduardo Bonilla-Silva, Victor Ray, Rose Buckelow, and Elizabeth Hordge Freeman. Critical race theories, colorism, and the decade's research on families of color. *Journal of Marriage and Family*, 72, 440-459.

** Ronald L. Taylor. *Diversity within African American families*.

** Maxine Baca Zinn and Barbara Wells. *Diversity within Latino families: New lessons for family social science*.

** Min Zhou. *Conflict, coping, and reconciliation: Intergenerational relations in Chinese immigrant families*.

** Jennifer E. Glick. 2010. Connecting complex processes: A decade of research on immigrant families. *Journal of Marriage and Family*, 72, 498-515. DIR

Nov. 15 Family Challenges, Diversity, and Policies (Military Families, Disability, Aging, Caregiving, etc.)

Deborah Carr and Rebecca L. Utz. 2020. Families in later life: A decade in review. *Journal of Marriage and Family*, 82, 346-363.

Frank F. Furstenberg. 2020. Kinship reconsidered: Research on a neglected topic. *Journal of Marriage and Family*, 82, 364-382.

Karen L. Finegrman, Meng Huo, and Kira S. Birditt. 2020. A decade of research on intergenerational ties: Technological, economic, political, and demographic changes. *Journal of Marriage and Family*, 82, 383-403.

** Rona J. Karasik and Raeann R. Hamon. Cultural diversity and aging families.

** Shelley M. MacDermid Wadsworth. 2010. Family risk and resilience in the context of war and terrorism. *Journal of Marriage and Family*, 72, 537-556.

** Merrill Silverstein and Roseann Giarrusso. 2010. Aging and family life: A decade in review. *Journal of Marriage and Family*, 72, 1039-1058.

** Deborah Carr and Kristen W. Springer. 2010. Advances in family and health research in the 21st century. *Journal of Marriage and Family*, 72, 743-761.

Nov. 22 Conflict, Divorce, and Remarriage

Lawrence Friedman. Divorce: The "silent revolution."

R. Kelly Raley and Megan M. Sweeney. 2020. Divorce, repartnering, and stepfamilies. *Journal of Marriage and Family*, 82, 81-99.

Mary Ann Mason. The modern American stepfamily: Problems and possibilities.

** Paul R. Amato. 2010. Research on divorce: Continuing trends and new developments. *Journal of Marriage and Family*, 72, 650-666.

** Virginia Rutter. Divorce in research vs. divorce in media.

** Sheela Kennedy and Steven Ruggles. 2014. Breaking up is hard to count: The rise of divorce in the United States, 1980-2010. *Demography*, 51, 587-598.

** Arlene Skolnick. Grounds for marriage: How relationships succeed or fail.

** Megan M. Sweeney. 2010. Remarriage and stepfamilies: Strategic sites for family scholarship in the 21st century. Journal of Marriage and Family, 72, 667-684.

Nov. 29 – Dec. 6 Student project presentations

Recommended Books and Presentations

A list of Recommended Books in Family Research will be available on Canvas – you will be expected to choose a book (or a set of articles) to read, review, and discuss in class.

Professional Associations and Resources

American Sociological Association

Sections include: Family; Aging and the Life Course; Children and Youth; Disability in Society; Race, Class, and Gender; Racial and Ethnic Minorities; Sex and Gender; Sexualities

International Sociological Association

Including RC06 – Family Research; RC41 - Population

Council on Contemporary Families

National Council on Family Relations

Population Association of America