

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

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Student Hours: Mon: 2:15-3:00
Wed: 2:15-3:00
(Most) Friday convo periods, drop-in only

Course Description:

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

My goal as a Carleton professor:

I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

Student Learning Outcomes:

The department of sociology and anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, our focus is on the following three:

- Learning how to connect information about historical and contemporary socio-cultural phenomena
- Applying sociological theory to analyze socio-cultural phenomena
- Selecting appropriate sociological and/or anthropological research methods to study socio-cultural phenomena

Required Course Materials:

Several journal, magazine, and newspaper articles can be downloaded from the course's Moodle page. The following three books are also required, and they can be purchased/rented from the Carleton Bookstore (or the retailer of your choice). **The first two are available for free via catalyst.**

1. Edin, Katherine and Maria Kefalas. 2007. *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley, CA: University of California Press. [Note: this book is available online via catalyst]

2. Enriquez, Laura E. 2020. *Of Love and Papers: How Immigration Policy Affects Romance and Family*. Berkeley, CA: University of California Press. [Note: this book is available for free online open access]
3. Hochschild, Arlie. 2012. *The Second Shift: Working Families and the Revolution at Home*. New York: Penguin Books.

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

If you decide that you prefer to read on screen, a phone is not large enough and pulling up readings on one's phone does not count as bringing the readings to class. Additionally, if you decide to use a laptop or tablet to access your readings in class, please do not multitask (see expectations for electronic devices).

Assignments and Evaluation:

Your grade in this course will be determined by your performance on the following activities. Note the assignment due times on the prompt. Anything afterwards is considered late.

Assignment	Percent of Grade	Due Date
Get to know the syllabus quiz	1%	After March 28 but on or before April 1 by midnight
Family Narrative	3%	Friday April 1, by 8:30am
Work and Family Assignment	15%	Friday April 22 by 12pm
Midterm	20%	In class, April 27
FYI Presentation	12%	Depending on Sign-Up
1 paragraph description of paper topic and annotated bibliography of 3 sources	3%	Wednesday May 3 by 8:30am
6 page paper on a family topic of your choice	20%	Monday May 30
Final Exam	21%	Self-scheduled
Participation & Communication	5%	Ongoing

Policy on late work: Rather than individually adjudicate students' requests for extensions (and hence implicitly favor more entitled students who deem to ask), I am going to implement **two free extension days**. In essence, students will be able to allocate 2-24 hour extensions to use across their papers. For example, if the paper is due Sat. at 10pm, you have until Sunday 10pm to turn it in. There is no benefit for not utilizing the extension. **This policy does not apply to the group presentation nor the exams.**

Students in isolation: We will make a new schedule depending on the situation. *I am willing to work with you.* Please reach out to me so we can set up a plan.

1A start time: I take class time very seriously. I start on time but end on time as well. I know many of you have places to be right after class so I respect this.

Grades will be assigned according to the following distribution:

A	100-94	B+	<90-88	C+	<80-78	D+	<70-68
		B	<88-84	C	<78-74	D	<68-60
A-	<94-90	B-	<84-80	C-	<74-70	F	<60

Resources for Students:

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

Office Hours: These are for you. They are student hours. It is a time when you can come ask me for assistance in understanding course material or assignments. Or they can merely be an opportunity chat with me about the course, or how it relates to current events, college in general, or anything you want to talk about with me. Don't feel like you have to have a "good" question or an agenda to come by. Feel free to make an appointment or use the drop-in hours so I can get to know you better.

You can sign up for office hours online. Slots are 15 minutes but feel free to sign up for a double block should you anticipate needing more time. I do my best to keep to the schedule in order not to waste your time. I am also available by appointment, if necessary, if my scheduled student hours don't align with your availability. On most Fridays during Convo, I will also have drop-in hours. No appointments are needed (or offered) for these times. These are meant to be quite casual, so feel free to just drop by if you'd like to chat.

Attendance Policy: Class attendance and engagement is integral to success in the class. I used to have an attendance policy but with the pandemic, it taught me that encouraging students to attend class if they did not feel well is not conducive to learning. So I am ditching the attendance portion of the grade.

Communication and Punctuality:

My expectation is that you will prioritize class attendance and being on time and ready to go. Much of the learning is centered around class discussion and cannot easily be made up. I like to start on time and end on time.

At Carleton, try to resist the 'work hard/play hard' mentality since it usually winds up with students getting sick the latter half of the term. Sleep deprivation is not a badge of honor but a sign that one is over-committed. If you do feel ill and are going to miss class, it is much better (and believable) to contact me before the start of class. I tend to be more skeptical when students contact me after class (but of, course, there are exceptions). Likewise, the more you can communicate with me, the better experience you will have in the course. Should you miss class, be sure to get the notes from a peer.

Email: Make sure to use proper email etiquette (i.e. Dear Liz or Dear Professor Raleigh). Close the email and sign your name. Don't just use the auto-reply. Take the time to write a message. I took the time to respond, please extend to me the same courtesy. Please don't refer to me as Mrs. Raleigh or Ms. Raleigh: it is a funny cultural capital thing, either Liz or Professor is fine.

Communication with each other: In class, we will talk to each other. Have you learned everyone's names and preferred pronouns? A fruitful discussion is a dialogue of give and take. When it comes to class discussion, are you aware of how your actions are interpreted by the class? **If you are always among the first to speak, consider standing down to make room for others.** People who always talk first or take the lion's share of class oxygen will not earn the full communication grade. Likewise, those who rarely talk will also not get full credit.

Respectful use of electronic devices:

It should go without saying, but in addition to being present, students should refrain from inappropriately using electronic devices during class time. The same goes for multi-tasking laptop use. I find this type of behavior disrespectful and distracting. I understand that laptops can be a learning tool so they are permitted in class, but if you are using a laptop or tablet, it is your job to convince me that you are focused and on task. Note: A phone screen is too small to be productive and is not allowed.

Academic Integrity:

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

Accommodations for Students with Disabilities: Carleton College is committed to providing equitable access to learning opportunities for all students. The Office of Accessibility Resources (Henry House, 107 Union Street) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, vision, hearing, mobility, or speech impairments), please contact OAR@carleton.edu or call Sam Thayer ('10), Director of the Office of Accessibility Resources (x4464), to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Roadmap of the Course

Monday March 28. What is a family? What is a modern family?

- Introduction to the course, what is family?
- How to read an academic article
- Survey Monkey!

Wednesday March 30. General Overview of the American Family

- The way we wish we were from Stephanie Coontz
- Who counts as family?
- Divorced and Separated during Covid

Friday April 1: Family by the Numbers

- Diverging Destinies: How Children Are Faring Under the Second Demographic Transition
- 10 foundational quantitative reasoning questions:
<http://serc.carleton.edu/quirk/CarletonResources/10questions.html>

550-word family narrative essay due at the start of class (4/1); papers after 8:30am considered late

Monday April 4: Union Formation

- It Goes Hand in Hand with the Parties': Race, Class, and Residence in College Student Negotiations of Hooking Up
- Intimate Inequalities: Preface, Intro, and Chapter 4

Wednesday April 6: Cohabitation

- He Says; She Says: Gender and Cohabitation
- Intimate Inequalities Chapter 6

Friday April 8: Step Families and Multi-partner Fertility

- Stepchildren's Views About Former Step-Relationships Following Stepfamily Dissolution
- New Partners, More Kids: Multiple Partner Fertility in the United States

Monday April 11: Promises I Can Keep

- Introduction and Chapters 1 -3

Wednesday April 13: Promises I Can Keep

- Chapters 4-6 and the Conclusion

Friday April 15: Family and the Social Safety Net

- They Look at You Like You're Nothing
- A Hand Up for Lower Income Families

Monday April 18: The Second Shift 1

- Preface
- Chapter 1, and Chapters 4-7

Wednesday April 20: The Second Shift 2

- Chapters 9-12, afterward
- He's Working from Home and I'm at Home Trying to Work: Experiences of Childcare and the Work-Family Balance Among Mothers During COVID-19

Friday April 22:

- In lieu of class, work on paper, hardcopy in my mailbox due by 12pm
- In lieu of class, watch a documentary (link forthcoming)

Monday: Transgender families

- Mom, Dad, or Somewhere in Between: Role-Relational Ambiguity and Children of Transgender Parents
- Women's work? Women Partners of Transgender Men Doing Housework and Emotion Work

Wednesday April 27: Midterm in Class

Friday April 29: Library visit

- We'll meet with Kristin Partlo, the social science and data librarian to learn about resources for your Tell Me More projects and mini-research papers

Monday May 2: Midterm Break

Wednesday May 4.

- Childless or Childfree
- How polyamorists and polygamists are challenging family norms
- How polyamorists and polygamists are challenging family norms
- The next normal: States will recognize multiparent families

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

Friday May 6:

- Sibling caring roles and responsibilities
- Children as Brokers
- Growing up undocumented when your siblings are citizens

Monday May 9: Of Love and Papers 1

- Chapters 1-3

Wednesday May 11: Of Love and Paper 2

- Chapters 4-6

Friday May 13: FYI Presentation 1

- Foster Care
- Intimate Partner Violence

Monday May 16: Of Love and Papers 3

- Chapters 7-8, & appendix

Wednesday May 18: Author visit

- Enriquez will zoom into class

Friday May 20: FYI 2

- Multiracial Families
- Queer Families

Monday May 23. Sex Cells

- Chapters 4 and 5

Wednesday May 25: Adoption

- An assortative adoption marketplace

Friday May 27: FYI Day 3

- Surrogacy
- Weddings

Monday May 30: Paper due at the start of class

- I'm a realist – we'll watch a documentary in class

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

Wednesday June 1: Last day of class. Questions about the final. Wrap Up

Self-Scheduled Final Exam