

SYLLABUS
SOCL 3433-201
Spring 2025
M/W 11:00am-12:20am
Prothro-Yeager Hall BW 210

Professor: Amy Clark, PhD

OFFICE: O'Donohoe 131

Mon. 9:55am-10:55am

Tues. 10:55 am-12:25 pm

Wed. 9:55am-10:55am

Thurs. 10:55 am-12:25pm

The best way to meet with me is on campus during my office hours, which are listed above. You can email me to set up an appointment or drop by to see me. Otherwise, I can meet with you during my office hours electronically via Zoom. If you need to schedule a Zoom appointment, then please give me *as much advanced notice as possible*, and we can set up a time. You can also reach me via email or by the D2L message inbox. I answer emails **Monday through Friday within 48 hours**; this excludes weekends. So, *I don't answer emails or D2L inbox messages over the weekend*. However, electronic communication is time stamped, and I will honor the date and time that you contact me.

EMAIL: amy.clark@msutexas.edu

REQUIRED MATERIALS

- Textbook: Choices in Relationships. Knox (2023). 14th Edition. ISBN: 9781071870167. Publisher: Sage Publications, Incorporated (*digital copy recommended*); additional required materials (readings/videos) are listed in the Syllabus and are provided in D2L
- Scantrons (Form 882-E)
- No. 2 Pencil
- Composition notebook for optional extra credit
- Students are required to submit written work in a .docx or PDF format; students have access to Microsoft Office 365 through their MSU credentials

COURSE OBJECTIVES

- Compare family theories and concepts
- Utilize theories and concepts to analyze research
- Articulate the social, historical, political, and economic factors that influence the evolution of the family
- Conduct and analyze research related to the family
- Explore changing family roles and family structures

COURSE DESCRIPTION

Sociology is the scientific study of society, social institutions, and social relationships. Family is a major social institution. This course involves several active learning activities and emphasizes changing family roles and family structures, consider alternatives to the nuclear family and traditional marriage, and explore both new and

old and new definitions of family. To produce new knowledge about family, students will explore their own topics of interest by conducting, analyzing, and presenting their research.

Research skills students gain from this course

In accordance with the mission of MSU Texas, this class focuses on active and high impact learning. Students gain and then actively practice research skills related to relevant course topic of their choice, which will be highly beneficial to their professional career.

By the end of this course, students will be able to put the following **research skills** on their professional resume/curriculum vitae:

- (1) Designed and piloted a 15-question interview schedule
- (2) Conducted and transcribed two qualitative interviews, approximately 30 minutes in length (60 minutes total)
- (3) Generated and analyzed interview transcripts and coded them for emergent themes; worked as part of a team to analyze data
- (4) Presented qualitative, sociological research findings in an academic setting
- (5) Based on findings from pilot interviews, provided suggestions for additional qualitative research; designed a 15-question interview schedule with theory and data driven questions to be used in future studies

Rigor and Reaching Out for Help

Because this is an upper-level course, the perceived difficulty level of this class should average an 8/10 (with 1 being the easiest class ever and 10 being the hardest class ever). That means, at times, it may feel harder than a 8 on that scale and, at times, it may feel easier than a 8 on that scale. Though this course is designed to be challenging, *I am more than willing to take extra time with you one on one to help you learn the course material if you are struggling or feeling left behind.* However, I don't know what you don't tell me. So, please communicate with me regularly if you feel confused or are needing extra help. I am absolutely here for you, and I want you to be successful in this class regardless.

ASSESSMENTS AND GRADING:

EXAMS: Worth 100 points each; 300 total

Exams will be administered in class. They are not open notes or open book. Students are required to bring their own scantron and number two pencils. Each exam will consist of 25 multiple choice/true false questions and 5 short answer prompts. Students will be provided the prompts in advance, but they are not allowed to use notes on the day of the exam.

Exams cover required readings, required videos, class discussions, lectures, and class activities. Students will have **the entire class period** to complete the multiple choice/true false and short answer questions. Students who arrive to class late on test day **must finish the exam by the time they are taken up by the instructor** and will not be provided extra time to finish the exam. Students who miss an exam for an unexcused reason will **receive a zero**; there are no makeup exams allowed for unexcused absences. Students with excused absences will be required to make up the exam on a date designated by the instructor at the end of the semester.

There is no final exam in the course, and none of the exams are cumulative.

Special Notes on Accommodations for Tests:

- Students should notify me as soon as possible if they have accommodations for exams through DSS, and I must receive the DSS notification letter **before** the accommodation will be provided.

- Based on approved accommodations and testing needs, students can arrange to take a test on campus with an approved proctor in an alternate setting. The exam must be taken the same day as it is administered in class.

Policy on Missed Exams

- Please refer to the policy on excused absences for more information. Students can only make up an exam with verifiable documentation an excused absence. Unexcused absences on test day will result in a zero on the exam. No exceptions.

Special Notes on Accommodations:

- Based on accommodations and testing needs, students can arrange to take a test on campus with an approved proctor **on the date in which the test is due**. Exam materials must be **collected by the proctor on the same day as the test is due in D2L**. The proctor should return the exam and scantron to the instructor in an agreed upon manner.
- If students are allotted extra time based on a reasonable accommodation, then they should *also plan ahead and communicate with me*.

Test grades will not be curved or dropped

Test grades will not be curved, and no test grades will be dropped. However, students are encouraged to complete the extra credit opportunity in the event that one of their test grades was much lower than they expected. See the description of the extra credit under Grading.

INITIAL AND FINAL ANALYSIS (both include full interview transcripts): Worth 150 points each (300 total)

Students will be required to conduct two interviews, which are 15 questions each. Students should generate the interview questions for their interview schedule based on a family related topic of their choice, which they might be interested in exploring in future studies. Students should modify/develop interview questions, locate at least two different participants, conduct data collection and record interviews. Interviews should be transcribed and coded for themes. Emergent themes should be analyzed utilizing resources presented in class as well as peer reviewed literature. Students are required to turn in a deidentified, coded transcript for each interview. In addition to the two transcripts of their interviews, students are required to submit two different analysis assignments (Initial Analysis and Final Analysis).

Generating Transcripts

In order to receive credit on the initial and final analysis assignments, students will be required to audio record the interviews and turn in the transcripts for interviews #1-2, respectively. Students can handwrite the transcripts, autogenerate the transcripts using their MSU Texas student license for Microsoft Office, Zoom, or an equivalent, or turn in approved field notes* if interviewing people who are not English speaking. (The instructor must approve the use of field notes prior to the interview.) Microsoft Dictate is recommended for rapid transcription assistance.

Initial Analysis Assignment

This 5-page analysis requires the following: an introduction, problem statement, rationale, research question, theoretical framework, methods, data collection, data analysis, findings and conclusion section. The initial analysis is based on the first interview, which has an attached deidentified transcript. The instructor will provide *feedback* on the assignment to *help students to prepare* for the final analysis assignment, and the instructor realizes that the entire class is *new* to qualitative research. ☺ The analysis should be cited in APA 7th edition

format, and a reference list should be included. A detailed description and rubric for the assignment will be provided in D2L.

Final Analysis Assignment

Along with transcripts of interviews #1 and #2 saved as a .docx, jpeg, or .pdf file, students should submit a corrected/enhanced version of their initial interview analysis assignment as well as an additional **5-page final analysis of both of their interviews per detailed assignment instructions in D2L**. This analysis should incorporate *feedback provided by the instructor* on the initial analysis assignment. In addition to making the corrections to the sections required in the initial interview analysis, the following sections are also required: results, findings, conclusions, and suggestions for future research section. This assignment should describe themes that were present across both transcript, and you are required to analyze the data. Students should discuss how their theory and analysis of themes in their transcripts help to answer their research question. Finally, students should describe the contributions of their study and suggest ideas for future research. If students have questions, then they can email the instructor, drop by during office hours, schedule an appointment face-to-face or schedule a Zoom appointment. *She is ready and willing to help!* 😊. Students are also required to explain their data using at least three scholarly sources and relate their findings to relevant information that they learned so far in the course. Citations should be provided in APA 7th edition format and listed in a reference section. Thus, the total length of the final analysis assignment should be 10 pages plus COMPLETE transcripts of their interviews. If both interview transcripts are not submitted, then students will receive a zero on this assignment.

POWER POINT PRESENTATION: Worth 100 points

After conducting two interviews, students should organize a PowerPoint presentation as a *summary of the research that they have conducted*, which they will present to the entire class. The presentation should be a minimum of 10 slides and a maximum of 12. The presentation should take between 15 to 20 minutes. A detailed description and rubric for the presentation will be provided in D2L. Students can model the PPT example presented in class to help structure their presentation.

The Power Point Presentations should include the following: (1) A title slide; (2) an introduction slide (includes major points from literature reviewed); (3) problem statement slide; (4) rationale slide; (5) a research question slide; (6) a theoretical framework slide; (7) a methods slide; (8) a data collection slide; (9) a data analysis slide; (10) a findings and conclusions slide; (11) a suggestions for future research slide; and (10) a references slide. The references should be formatted in APA 7th edition. *Detailed instructions about what each slide should contain will be posted in D2L.*

REFLECTION: Worth 100 points

The reflection should be four-pages, double space, and written in an informal style. Analyze a media portrayal of family dynamics, which you find interesting and relevant sociologically based on what you have learned in the course so far. Analyze the information using any three sources presented so far in class. (Otherwise, you can use the supplemental reading provided in D2L.) Connect it to at least 5 concepts you have learned in your Knox textbook. Feel free to discuss whether or not the media portrayal relates to your own life experiences, the family dynamics in which you were raised, and/ or a topic that you find particularly relevant to sociology or your field of interest.

QUIZZES: Worth 200 points

There are 10 quizzes, which are to be completed in class. They are not open book or open notes, and they are to be completed via scantron. Each quiz has 20 multiple choice/true false questions, and students are given 20 minutes to complete the quiz. Quizzes are administered at the beginning of class. Students who come to class late will not be given extra time.

Graded Assessments	POINTS	Weighted Percentage of Final Grade by Category
Exams 1-3 (100 points each)	300	30%
Interview Analysis*,** (Initial and Final) (2@150 points each)	300	30%
Power Point Presentation (Summary of Research)	100	10%
Reflection	100	10%
Quizzes (10 @ 20 points each)	200	20%
Total Number of Points Available in the Course	1000	100%

*The initial analysis requires the transcripts from interview #1; otherwise, it will not be graded.

**The final analysis requires transcripts from both interviews #1-2; otherwise, it will not be graded.

Extra Credit

- There is one extra credit discussion board worth 25 points. It is due by the date and type listed in the Syllabus.

Late work:

- Interview Analyses, the Reflection, and PowerPoints will be accepted late for a penalty. **No late quizzes or tests will be excepted for unexcused absences.** Interview Analyses, the Reflection, and PowerPoints may be accepted **UP TO 48 HOURS LATE in D2L** with an unexcused absence according to the policy listed below. Therefore, students **MUST PAY ATTENTION** to the difference between **the due date and the last date that an assessment is available**. If students have any questions about this, then please ask me as soon as possible. *Submitting an assignment minutes late in D2L IS LATE AND WILL BE PENALIZED at the rates listed below without an approved excuse.*
 - **Unexcused homework, interviews, and PowerPoints may be submitted in D2L up to 48 hours late, but they will be penalized at the following rates:**
 - **< or equal to 24 hours late, 50% reduction in the total point value of the assignment.** The deduction will be manually calculated by the instructor and applied in D2L once the assignment has been graded. The number of points deducted will depend on the point value of the assignment.
 - **> 24 hours late but < or equal to 48 hours late, will receive a 75% reduction in the total point value of the assignment.**

- **>48 hours late WILL NOT be accepted and will be marked as a ZERO in D2L.**

COURSE POINT TOTALS AND CORRESPONDING GRADING SCALE

Grades will be determined by the following scale:

Table 2: Total points for final grade.

Grade	Points
A	900 or higher
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Posting of Grades

Grades are posted two weeks from the **due date** of an assignment. The instructor reserves the right to move a due date, and grades will thus be posted from the due date of the assignment.

Course Policies

Policy on Academic Dishonesty

- Exams are not open notes and are not open book. Their short answers will be provided for them ahead of time to help them prepare, but students are NOT allowed to use any notes on the day of the test.
- As students prepare for exams, they should ask ME questions if they need help.
- Any unauthorized use of AI in the course, such as Chat GPT, will result in a zero on any written assignments. All written assignments submitted in D2L are checked for plagiarism and use of AI via Turnitin.

Attendance policy

Lack of attendance should not become a pattern. Attendance is reported to the Registrar. Unexcused absences will adversely impact students' ability to do well in the course, and attendance is required.

The Americans With Disabilities Act

- The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Office of Disability Accommodation. The telephone number is 397-4618.

Expectations about classroom etiquette and netiquette

- Coming to class is an essential part of a student's learning experience in this course. Students are expected to promptly attend class and actively participate. Students should engage in civil dialogue with others and keep a positive attitude and a growth mindset. Students should be willing to listen to others and not engage in any form of hostile communication or excessively disruptive behavior (see policies on course etiquette and netiquette).
- Respect, empathy, kindness, and compassion for others will be a cornerstone in this course. Sociologists discuss things that are inherently controversial. Some of our class discussions may be energized at times,

and it may become apparent that not everyone agrees. Regardless, we are all part of a larger community at MSU Texas, and I expect that each of you will do your very best to respect one another. We are all here to learn and listen and grow. Please know that if you feel triggered, there are campus support services available.

- When interacting with me and each other, please keep MSU Texas' core value of respect in mind at all times. As a class, we will design a course contract, which is a document that contains "rules of the road" for how we will treat each other in this class. Signing the contract will be a requirement before continuing in the class. Rude, abusive behavior will not be tolerated either in person or online. Disruptive behavior will be referred to Office of Student Rights and Responsibilities. Online communications should display principles of netiquette and be civil in tone.

Use of cell phones and laptops in class

- There may be times where brining your phones and laptops are appropriate based on instructor direction. Otherwise, please refrain from using your phone or laptops during class, and keep them put away during lecture. In the event that you are experiencing a family or personal crisis, then please sit close to the door; you may go into the hall and check your messages or make a phone call if it is **absolutely an emergency**. Otherwise, please be mindful that unauthorized use of technology can be distracting. Class lectures **cannot be recorded** unless you have an accommodation from disability services. *I must have the appropriate documentation from the DSS office as soon as possible.*

Extenuating Circumstances, Emergencies, Illness, and Academic Activities:

Emergencies and other extenuating circumstances happen. The following count as emergencies and/or extenuating circumstances and should be evidenced by appropriate documentation:

- Written evidence of attending a mandatory university-sponsored activity (band, athletics, etc.)-documentation must come from college dean, Athletic Director, and/or Provost
- Official documentation of mandatory military service (i.e., deployment, etc.)
- Religious observance or Holy Day(s)
- Medical appointments related to pregnancy, pregnancy related complications, delivering early, or being restricted from activity for a certain amount of time due to pregnancy
- An acute or chronic illness, which prevents you from coming to campus or coming to class on time
- A written note from a medical clinic
- A written note from the MSU Office of Student Rights and Responsibilities
- A written note from a physician for a family member/loved one's illness
- You experience issues related to Title IX including but not limited to assault, stalking, or domestic violence
- Official documentation of required jury or court appearance
- Death of a family member/loved one/close relative
- Documentation of a motor vehicle accident, domestic disturbance, theft of your property, etc., which prevented you from coming to class
- Unexpected homelessness, food insecurity, job displacement, or a loss of otherwise reliable transportation-*please let me know about this as soon as possible*
- If you suddenly became an unexpected caregiver of someone critically ill
- If you are a law enforcement, corrections officer, or first responder and are faced with a verifiable/documented work emergency, which prevented you from coming to class (i.e. a transport, accident, fire, or major trauma etc.)

Though the aforementioned list is thorough, if you have absences related to other extreme/extenuating circumstances beyond your control that are not listed above, then please let me know as soon as possible. I want

you to be successful in this class, and I will make EVERY EFFORT to help you do so. **Please communicate with me as soon as something has gone wrong and before you begin missing several classes.** MSU Texas has a team of dedicated people ready to help you stay in school, and my desire is to support your continued education. The MSU Texas Student Handbook has additional information on certain types of absences and what you should do next. Some of these are listed below.

Academically Related Activities (MSU Texas Student Handbook, pp. 61-62):

MSU Texas Student Handbook policy states: “Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities. Faculty members who organize such activities should assist their students in contacting and informing relevant faculty of the planned activity. Excused absences for such activities may be given at the discretion of the faculty member whose class is missed.”

Navigating Through Technical Difficulties

Interview transcription: Students are required to produce interview transcripts for interviews #1-3. Transcripts can be handwritten, typed, or autogenerated by Microsoft Word, Zoom, or an equivalent. Students can use their MSU Texas student Office 365 license via their @my.msutexas.edu email on the <https://www.microsoft.com/en-us/education/products/office> website to autogenerate transcriptions utilizing the Dictate function. Students should upload an audio file in the required format in order to use Dictate. If students need help determining the type of audio file to best use with Dictate, then they should contact the IT Help Desk.

There are known browser issues with Safari on a Mac. If students are using a Mac, then the only supported browser is Google Chrome. On a PC, students should use Chrome or Edge. There may be browser issues with Firefox. If students have any issues with using the Dictate function, then they should reach out to MSU Texas IT Help Desk email at helpdesk@msutexas.edu.

Exams: If students experience a technical issue in D2L, students should reach out through the D2L Help feature to “[report a problem](#).” Students should use the most secure internet connection available and allot enough time to complete the exam in one sitting.

COURSE CALENDAR AND SCHEDULE OF READINGS AND REQUIRED ACTIVITIES

Exams and quizzes are submitted **IN CLASS**. PPTs are presented in class but submitted in D2L by the due date. The Reflection, the Initial and Final Interview Analyses, and the extra credit are submitted in D2L **on the due date by 11:59pm CST**. There is **NO** final exam in this class.

WEEK NUMBER	ITEMS TO READ/VIEW/DISCUSS	ITEMS DUE/ SUBMISSION FORMAT
Week 1: January 21-26	<ul style="list-style-type: none"> Syllabus Video-<i>The Modern American Family</i>-Coontz (27 min) Begin to consider a research question that you would like to answer this semester 	<ul style="list-style-type: none"> N/A

<p>Week 2: January 27-February 2</p>	<ul style="list-style-type: none"> • Knox (2024) Chapter 1 • Video-<i>Theories of Marriage and Family</i> (11 min) • Demonstration on generating theory versus data driven interview questions and building an interview schedule • Begin to <i>generate questions</i> for interview schedule 	<ul style="list-style-type: none"> • Quiz #1 due in class on January 29th
<p>Week 3: February 3-9</p>	<ul style="list-style-type: none"> • Knox (2024) Chapter 4 (81-104) • Various Research Process & Qualitative Data Handouts in D2L-(Approx 15 pp) • Video-<i>The Myth of Broken Families</i> (Ted Talk)-12 minutes • Continue to <i>generate interview schedule questions</i> • Discuss Qualitative Research & Interview Techniques 	<ul style="list-style-type: none"> • Quiz #2 due in class on February 5th
<p>Week 4: February 10-16</p>	<ul style="list-style-type: none"> • Coontz – <i>The Way We Wish We Were: Defining the Family Crisis</i> (9 pp) • Coontz – Chapter 5: <i>The Evolution of American Families</i> (18 pp) • Finish interview schedule • Locate interview participants • Demonstrations on transcriptions & coding 	<ul style="list-style-type: none"> • Quiz #3 due in class on February 12th
<p>Week 5: February 17-23</p>	<ul style="list-style-type: none"> • Knox (2024) Chapter 5 (105-129) • Video-<i>On Marriage-Coontz</i> (20 minutes) 	<ul style="list-style-type: none"> • Exam # 1 due in class on February 19th

	<ul style="list-style-type: none"> • Demonstration on how to use Dictate in Microsoft Word 	
Week 6: February 24-March 2	<ul style="list-style-type: none"> • Knox (2024) Chapter 6 (131-157) & Chapter 12 (pp. 289-315) • Continue to conduct interviews, transcribe data, locate additional participants for remaining interviews, and code data 	<ul style="list-style-type: none"> • Quiz #4 due in class on February 26
Week 7: March 3-March 9	<ul style="list-style-type: none"> • Stigma (Goffman 1963)- (excerpts approx. 5 pp) • Quijada and Sierra (2018) and Appendix- <i>Understanding Undocumented Migration from Honduras</i> (19pp) • Clark and Williams (2021)- <i>Adult Beliefs about the Migration Motives of Unaccompanied Honduran Youth</i> (17pp) • Analyze instruments used in focus groups, interviews, and surveys (Appendix); find family related questions 	<ul style="list-style-type: none"> • Quiz #5 due in class March 5th • Initial Interview Analysis (Part 1) due in D2L by 11:59pm CST on March 5th; interview #1 transcript must be included
Week 8: March 10-March 16 Spring Break	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
Week 9: March 17-23	<ul style="list-style-type: none"> • Knox (2024) Chapter 9 (pp. 205-233) • Sexual Coercion -Crooks & Bauer (2017) (excerpt approx. 15 pp) 	<ul style="list-style-type: none"> • Exam #2 in class on March 19
Week 10: March 24-March 30	<ul style="list-style-type: none"> • Knox (2024) Chapter 10 (pp. 235-260) • Family Violence Resources in D2L (Approx 10 pp) • Continue to conduct interviews • Begin to code and analyze data 	<ul style="list-style-type: none"> • Quiz 6 due in class on March 26th

Week 11: March 31-April 6 <ul style="list-style-type: none"> • NO CLASS APRIL 2 	<ul style="list-style-type: none"> • Knox (2024) Chapter 11 (pp. 261-287) • Video-<i>Stages of Family Life</i> (11 minutes) 	<ul style="list-style-type: none"> • Quiz #7 due in class on March 31st
Week 12: April 7-April 13	<ul style="list-style-type: none"> • PPT PRESENTATIONS 	<ul style="list-style-type: none"> • PPTs presented in class on April 7 & 9th
Week 13: April 14-April 20	<ul style="list-style-type: none"> • Knox (2024) Chapter 13 (p. 317-335) • Why Race, Class and Gender Matter-Anderson & Hill Collins (excerpt 2 pages) • Time Bind- Hochschild (Excerpt approx. 5 pp) 	<ul style="list-style-type: none"> • PPTs presented in class on April 14 • Quiz 8 due in class on April 16th • ALL PPTs due in D2L on April 16 by 11:59pm CST
Week 14: April 21-April 27	<ul style="list-style-type: none"> • Knox (2024) Chapter 14 (p. 337-360) • Video-<i>The Future of Marriage</i>-Coontz (30 minutes) • Nickel and Dimed-Ehrenreich (Excerpt approx.10 pp) 	<ul style="list-style-type: none"> • Quiz 9 due in class on April 23rd • Reflection Due in D2L on April 23rd by 11:59pm CST
Week 15: April 28-May4	<ul style="list-style-type: none"> • Knox (2024) Chapter 15 (pp.361-384) • Video-<i>Family Court Mediation Orientation</i> (30 minutes) • Video-<i>Don't Forget the Children</i> (28 minutes) 	<ul style="list-style-type: none"> • Quiz #10 due in class on April 30th • Optional extra credit due in D2L by 11:59pm CST on April 30th
Week 16: May 5-11 <ul style="list-style-type: none"> • No class on May 5th unless you have an excused reason to make up an exam 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Exam 3 due in class on May 7th • Final Interview Analysis (PART 2) due in D2L by 11:59pm CST on May 7th; requires interview transcripts
Week 17:	No Final Exam	

OPTIONAL (NOT REQUIRED) Resources Provided in D2L

Amato – Research on Divorce: Continuing Trends and New Developments

Cherlin – The American Way of Marriage

Chesley – Stay at Home Fathers and Breadwinning Mothers: Gender, Couple Dynamics, and Social Change

Cohen – Millennial Divorce Rate Drops Explain

Coontz – The Myth of Black Family Collapse

Dixon-Chapters 10 (Secondary Data Analysis), 12 (Quantitative Analysis), and 5 (Measurement)

Edin, Kefalas, & Reed – What Marriage Means for Poor Unmarried Parents

Elliott & Aseltine – Raising Teenagers in Hostile Environments: How Race, Class, and Gender Matter for Mothers' Protective Carework

Gerson – Moral Dilemmas, Moral Strategies, and the Transformation of Gender: Lessons from Two Generations of Work and Family Change

Gerstel & Sarkisian – Marriage: The Good, the Bad, and the Greedy

Goffman (1963)-Stigma (Excerpts)

Hays – Flat Broke with Children: Pyramids of Inequality

Hays – The Cultural Contradictions of Motherhood: Why Can't a Mother Be More Like a Businessman?

Heath – One Marriage Under God: The Campaign to Promote Marriage in America

Hondagneu-Sotelo & Avila – I'm Here but I'm There: Transnational Motherhood

Lareau – Concerted Cultivation and the Accomplishment of Natural Growth

Liebow (2003)-Tally's Corner (Excerpts)

NY Times: Jump-Start the Struggle for Gender Equality

Pager: The Mark of a Criminal Record

Powell – Who Gets to Count as Family?

Sassler & Miller – Waiting to Be Asked: Gender, Power, and Relationship Progression Among Cohabiting Couples

Stacey & Biblarz – How Does Sexual Orientation of the Parent Matter?

Sweeney – Remarriage & Stepfamilies: Strategic Sites for Family Scholarship

Shows & Gerstel – Fathering, Class, and Gender: A Comparison of Physicians and Emergency Medical Technicians

Smock, Manning, & Porter – How Money Shapes Decisions to Marry Among Cohabitators

The Atlantic: Why all Americans Believe They Are Middle Class

Whitehead – The Nuptial Deal: Same-Sex Marriage and Neo-Liberal Governance

Excerpts from Social Stratification Reader (2010) Being Poor, Black and American and Low-Income Urban Fathers