

# San José State University

## College of Social Sciences / Sociology and Interdisciplinary Social Sciences

### SOCI 170, Section 01, Spring 2023

<b>Instructor:</b>	Liz Roberts, M.A., M.A.
<b>Office Location:</b>	Dudley Moore Hall Room 237A
<b>Email:</b>	Liz.roberts@sjsu.edu
<b>Office Hours:</b>	Monday and Wednesday Noon-1:00 pm and 4:30-5:00 pm, and by appointment
<b>Class Days/Time:</b>	Monday and Wednesday 1:30-2:45 pm
<b>Classroom:</b>	Dudley Moore Room 231
<b>Recommended:</b>	SOCI 1 Introduction to Sociology and junior-level standing

#### COVID-19 Health and Safety Campus Practice

Keeping our SJSU community safe is of utmost importance in the pandemic. Students, faculty, and staff are expected, such as, to (1) wear a mask while indoors on campus, regardless of vaccination status, (2) keep current with their COVID-19 vaccinations or exemptions, (3) stay home if COVID-19 related symptoms exist, (4) participate in any required COVID-19 testing, and (5) abide appropriate SJSU health/safety protocols and Santa Clara County health orders.

#### Canvas

There is a Canvas site for this course and you will be automatically added. Some of your course assignments will be submitted in Canvas, and your grades will be posted to Canvas. You will have timely access to your grades throughout the semester. I will also use Canvas to post important notices and announcements, handouts and assignments, readings, additional information about assignments, and send group email messages should the need arise. I highly recommend that you check Canvas regularly for important messages and announcements and that the email account linked to your Canvas account is an email address that you check

regularly. Canvas Learning Management System course login website at <http://sjsu.instructure.com>

## COURSE DESCRIPTION

This is an advanced seminar course emphasizing a sociological examination of the multiple meanings of "family, love, marriage, parenting, intimacy, and community" in the United States and transnationally. Beginning with the assumption that the meaning and practice of family life in the United States is mediated through multidimensional systems of gender, race, class, nationality, and sexuality, we will spend our time exploring these meanings and practices. We will investigate how social, cultural, political and economic contexts of inequality shape families in the United States and transnationally through discussion, film, writing, reading, and teaching

Catalog Description: Examines the historical development of family in the context of social, cultural, political, and economical inequalities, and how intersections of gender, race, class, nationality, sexuality, and age impact understandings of family and intimacy. Explores relationships within families and new family forms.

## GE COURSE GOALS AND STUDENT LEARNING OBJECTIVES

SOCI 170 Learning Objectives Upon successful completion of this course, students will be able to:	How We'll Address These Objectives Main course activities and assignments that will address these goals:
1. Identify the historical, social, political, and economic processes that have produced structured inequalities in family experiences in the United States.	Readings, Lecture, Films, Discussions, Midterm essay and Final Project
2. Identify and articulate how racism, xenophobia, classism, sexism, and heterosexism operate to exclude certain groups of people in the United States from equal access to family life.	Readings, Lecture, Films, Discussions, Midterm essay and Final Project

<p>3. Identify, apply, and articulate the link between sociological theories of family and the manifestation of structured inequalities in the lives of families.</p>	<p>Readings, Lecture, Films, Discussions, Midterm essay and Final Project</p>
<p>4. Evaluate the multidimensional communication issues facing couples, parents, and kids.</p>	<p>Readings, Lecture, Films, Discussions, and Final Project</p>
<p>5. Evaluate social science information, draw on different points of view, and formulate curriculum appropriate to sociology of family.</p>	<p>Readings, Lecture, Films, Discussions, Midterm essay and Final Project</p>
<p>6. Use their sociological imaginations to evaluate the processes through which an individual's age, gender, ethnicity, race, and/or sexual orientation can shape their experiences in a family.</p>	<p>Readings, Lecture, Films, Discussions, Midterm essay and Final Project</p>
<p>7. Understand and take ownership of their participation in a classroom community of teachers and learners.</p>	<p>Discussions, and Final Project</p>
<p>8. Acquire and/or continue to develop the skills necessary to meet the first seven CLOs, including (but not limited to): oral communication, problem solving, mediation, facilitation, active listening, observation, reading, writing, analysis, and critical thinking.</p>	<p>Readings, Lecture, Films, Discussions, Midterm essay and Final Project</p>

## REQUIRED READINGS & OTHER COURSE MATERIALS

### Textbooks

- ***Families as They Really Are, Second Edition***, Edited by Barbara Risman and Virginia Rutter, Norton. ISBN 9780393937671
- ***Unequal Childhoods: Race, Class, and Family Life***, by Annette Lareau, Second Edition, With an Update a Decade Later. ISBN: 978-0520271425
  - ***This book is available free online at SJSU MLK Library***

### Other Technology Requirements/Equipment/Material

Very reliable computer/Internet access  
Access to Zoom (Free Access through SJSU)  
Access to your SJSU Canvas account

## TROUBLESHOOTING CANVAS

- If you are not able to log in to Canvas or your course site, please go to the Ecampus <https://www.sjsu.edu/ecampus/> to call or submit a Ticket.
- Once you have logged into Canvas, you can get tech help on weekends and in the evening by clicking the Help icon (circle with a question mark) in the far-left global navigation menu.
- Canvas Student Guides are available <https://community.canvaslms.com/docs/DOC-4121>
- Watch a series of short Canvas video tutorials (~5 mins) designed to help you learn how to use Canvas <https://resources.instructure.com/courses/32>

## CLASSROOM PROTOCOL

Our class time will take a variety of formats, including lectures, large group discussions, small group discussions, and in-class exercises. I encourage you to ask questions during lectures. Because most of our time together will be interactive, your participation will be essential.

In order to make our class discussions and activities successful, you should complete all required readings and homework assignments before each class period, and **bring these readings to class with you**. To facilitate your respectful, engaged listening and active participation, **cell phones, laptops, and other electronic devices must be turned off and put away** during class time. If you do not follow this policy you will lose participation points. If you feel you need an exception to this policy, please meet with me individually. Additionally, to facilitate a respectful, safe and engaging classroom, no food or eating is allowed during class.

## ASSIGNMENTS

### Attendance & Participation

Our learning in this class will take part largely through discussion, and much of the information will be presented only in class. Thus, your attendance and participation in class is vital to its success, as well as to the quality of your overall performance. You will get participation credit for coming to class. Your participation grade will be based on the frequency and quality of your contributions to large group and small group discussions and completion of in-class activities (see details under “Grading”). Excellent (A-level) participation involves:

- Excellent punctuality
- Respectful, engaged listening during lectures and discussions
- Frequent contributions to large and small group discussions
- Contributions that make specific reference to course materials
- Thoughtful completing of in-class activities

### Reading & Reading Responses

There will be a significant amount of material to read each week. With the exception of the first week, all reading should be done by our first-class meeting of the week. I will assign a reading response each week, which will be due by the first-class meeting of the week, **they must be submitted in Canvas by 1:30 pm**. These responses will require you to demonstrate your completion, comprehension, and engagement in relation to the week’s readings. Details instructions will be posted on Canvas and discussed in class.

### Homework Assignments

In addition to the reading quizzes, I will sometimes assign homework assignments that will ask you to reflect on course materials or prepare you for a class activity. Detailed instructions will be posted on Canvas and discussed in class.

### Essay

This assignment is designed to allow you to creatively explore a topic related to our course theme that you find particularly intriguing. I encourage you to work in groups on your final project, although this is not a requirement. The guidelines for this assignment are flexible. You will present your final project to the class, and you must make direct connections to the course readings. You will also turn in an annotated bibliography of your sources and a written summary of your presentation. Some suggestions for the final project include:

- Stage a debate on family policy (or some other “family” issue)
- Create a photo essay or documentary organized around a course theme
- Test a claim from one (or more) of the readings
- Teach the class about a topic we haven’t explored

Several weeks prior to the final project deadline, I will ask you to submit a project proposal. I will distribute a final project prompt prior to asking for your project proposal.

Note: **Attendance is mandatory** on final presentation days (the last week of the course and our scheduled final exam period). Please do not take this course if you do not plan on attending classes during finals week.

Detailed instructions will be posted on Canvas and discussed in class.

#### **Late Assignment and Make-up Work Policy**

**Major Assignments:** I will accept late papers for up to one week after the due date. *Late papers will be marked down one full letter grade. They will also receive the lowest priority in terms of the amount of feedback and turnaround time.*

**There will be a one-day grace period for all other assignments.** *Please* aim to submit your assignments early or on time whenever possible; this will help you stay on track with your coursework, and it will help me with grading. In those cases where you need a little extra time, you may use the grace period (no need to contact me for permission). If your circumstances warrant further extensions, please get in touch with me as soon as you can to discuss your options.

**Canvas will automatically drop your lowest score in the assignment categories meaning that you can miss one of each with no penalty.**

**Please plan to complete all assignments well in advance of the deadline** so that you have time to troubleshoot any technical difficulties that arise. E-mail me as soon as possible (before the deadline) if you are experiencing an issue with assignment submission. If you choose to wait until the last minute to submit an assignment, and you run into difficulties that prevent the submission (loss of Internet access, etc.), you are still responsible for any grade penalties that result from the missed deadline.

**If you have an ongoing issue that will require multiple absences, it's important that you let me know as soon as possible and stay in touch with me.** In order to receive an extension on class assignments, you will need to contact me immediately (before the due date) and submit documentation of the emergency.

#### **What to Do if You're Absent**

If you are a student who has frequent absences, this will not be an appropriate course for you: you will need to attend class in order to get participation credit, submit homework, and learn material that is not presented in the course readings. However, I recognize that absences are sometimes unavoidable. If you miss a class, you should:

- Check with a classmate for notes about what you missed.

- Check Canvas to see if anything has been posted.
- Make arrangements to submit any major assignments to me early.

Please note that you will NOT be able to:

- Make up any homework assignments or in-class activities (you may miss one homework assignment with no grade penalty).
- Receive a review of missed materials from me.

If you have an ongoing issue that will require multiple absences, it's important that you let me know as soon as possible and stay in touch with me.

### **Submitting Papers**

Papers must be submitted on Canvas. I do not accept e-mailed papers, and the Sociology office will not accept papers you try to turn in there. Most assignments will be submitted electronically (through Canvas or other online formats); when this is the case, it will be specifically noted on the assignment instructions.

### **Workload and Requirements**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### **GRADING**

Your final course evaluation will be based on your performance on the above assignments. These assignments will be weighted as follows:

Participation	15%
Reading Responses	20%
Homework	10%
Midterm Essay	20%
Final Project	25%

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing ("F"):

A+ = 98 – 100%	B+ = 88 – 89.9%	C+ = 78 – 79.9%	D+ = 68 – 69.9%
A = 92 – 97.9%	B = 82 – 87.9%	C = 72 – 77.9%	D = 62 – 67.9%
A- = 90 – 91.9%	B- = 80 – 81.9%	C- = 70 – 71.9%	D- = 60 – 61.9%

### **A Grades**

Grades in the A range will be granted only for exceptional work. Exceptional, or A, work refers to exemplary work that goes above and beyond basic requirements, demonstrating critical thinking, clarity, and sophistication in form (e.g., language use, structure, format) as well as substance (e.g., logically developed arguments, use of appropriate examples). This is work that could serve as a model for other students.

### **B Grades**

Grades in the B range are earned with work submitted on time that is of good quality. B work meets all the requirements and involves clear, coherent, carefully edited writing; for oral presentations, it involves executing a clear, informative, and engaging presentation. The work has a clear purpose and appropriate development, but may lack in originality or insightfulness. Written work demonstrates careful editing and a solid grasp on grammar and mechanics.

### **C Grades**

Grades in the C range are earned with work submitted on time that fulfills basic requirements and is of satisfactory quality. This work is competent: the author establishes a purpose and supporting ideas, but argument may be somewhat vague, unclear, or uneven. There may be structural issues and problems with the clarity of prose and incorrect use of grammar.

### **Grade Checks**

In general, you should keep track of your own grade by keeping your returned assignments, noting the scores, and using the course grading breakdown listed above. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should **e-mail me** at least **24 hours** ahead of time to let me know you'll be bringing grade check paperwork to class. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you.

## **CONTACTING PROFESSOR ROBERTS**

### **Office Hours**

I strongly encourage you to visit me during my office hours. You're welcome to stop by for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check-in. Please note that I do not provide reviews of material you missed due to absences (check with your classmates for notes if you are absent).



## **E-mail**

You are welcome to e-mail me, **the best way is through the canvas website**. Please note that I do not provide assignment/draft feedback or grade checks over e-mail. Before you send your e-mail, please check to make sure that you have:

- Included the course (SOCI 170) in the subject line.
- Followed general correspondence guidelines, such as including a salutation.
- Included a message (don't send an attachment with no message).
- Proofread your message.
- Reviewed the course syllabus and any relevant assignment prompts to make sure your question hasn't already been answered in one of those documents.

I will respond to your e-mail within 24 hours Monday-Friday **IF** you follow the above guidelines. If your e-mail doesn't follow these guidelines, I may ask you to review these guidelines and send a revised version.

## **UNIVERSITY POLICIES AND PROCEDURES**

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7 requires students to obtain instructor's permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording her/him. You must obtain the instructor's written permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the instructor's intellectual property and cannot be shared publicly without her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **UNIVERSITY RESOURCES**

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

### **Technical Issues**

For technical questions with Canvas, contact SJSU ECampus <https://www.sjsu.edu/ecampus/teaching-tools/canvas/index.html> or the Canvas 24-hour Support Help Line: (877) 982-1780

### **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an

appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

### SJSU Counseling Services

The SJSU Counseling and Psychological Services is located on the corner of 7<sup>th</sup> Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website <http://www.sjsu.edu/counseling>.

## COURSE SCHEDULE

### Daily Reading and Assignment Schedule

This schedule is subject to change. Whenever possible, I will provide at least one week advance notice of any changes.

Topic	Dates	Readings (Numbered readings refer to chapters in your textbook)	Assignments Due (Additional homework assignments will be posted on Canvas and discussed in class)
Introductions	<b>Week 1:</b> 1/25	<ul style="list-style-type: none"> <li>Canvas: Syllabus</li> </ul>	
The American Family: A Love Story	<b>Week 2:</b> 1/30 & 2/1	<ul style="list-style-type: none"> <li>#5 Coontz, "The Evolution of the American Family"</li> <li>#6 Mintz, "American Childhood as a Social Construct"</li> </ul>	Mon: Syllabus Quiz Wed: Reading Response 1
	<b>Week 3:</b> 2/6 & 2/8	<ul style="list-style-type: none"> <li>Canvas: Acosta, "We Are Family"</li> <li>#8 Powell et al., "Changing Counts, Counting Change: Americans' Movement Toward a More Inclusive Definition of Family"</li> </ul>	Mon: Reading Response 2
	<b>Week 4:</b> 2/13 & 2/15	<ul style="list-style-type: none"> <li>#10 Struening, "Families 'In Law' and Families 'In Practice': Does the Law Recognize Families as They Really Are?"</li> </ul>	Mon: Reading Response 3
The Myth of Separate Ranges	<b>Week 5:</b> 2/20 & 2/22	<ul style="list-style-type: none"> <li>Canvas: Segura, "Working at Motherhood: Chicana and Mexicana Immigrant Mothers and Employment"</li> </ul>	Mon: Reading Response 4

Topic	Dates	Readings (Numbered readings refer to chapters in your textbook)	Assignments Due (Additional homework assignments will be posted on Canvas and discussed in class)
	<b>Week 6:</b> 2/27 & 3/1	<ul style="list-style-type: none"> <li>Canvas: Cooper, "Being the 'Go-to-Guy': Fatherhood, Masculinity, and the Organization of Work in Silicon Valley"</li> <li>#35 Gerson, "Falling Back on Plan B: The Children of the Gender Revolution Face Uncharted Territory"</li> </ul>	Mon: Reading Response 5
The State & The Myth of the Autonomous Family	<b>Week 7:</b> 3/6 & 3/8	<ul style="list-style-type: none"> <li>Canvas: Coontz, "A Man's Home is His Castle: The Family and Outside Intervention"</li> <li>#29 Aldarondo and Ameen, "The Immigration Kaleidoscope: Knowing the Immigrant Family Next Door"</li> </ul>	Mon: Reading Response 6
	<b>Week 8:</b> 3/13 & 3/15		H: Library Worksheet
	<b>Week 9:</b> 3/21 & 3/23		Peer Review Friday: Midterm Essay Due
<b>Spring Break 3/27-3/31</b>			
Love & Marriage	<b>Week 10:</b> 4/3 & 4/5	<ul style="list-style-type: none"> <li>Canvas: "What's Love Got to Do with It? A Brief History of Marriage"</li> <li>#12 Smock and Manning, "New Couples, New Families: The Cohabitation Revolution"</li> <li>Canvas: Steinbugler, "Loving Across Racial Divides"</li> </ul>	Mon: Reading Response 7

Topic	Dates	Readings (Numbered readings refer to chapters in your textbook)	Assignments Due (Additional homework assignments will be posted on Canvas and discussed in class)
	<b>Week 11:</b> 4/10 & 4/12	<ul style="list-style-type: none"> <li>• #7 African Americans and the Birth of the Modern Marriage</li> <li>• Canvas: Schwartz, "Peer Marriage"</li> <li>• CCF Brief: Kristi Williams, "Promoting Marriage Among Single Mothers: An Ineffective Weapon in the War on Poverty?" (p. 324)</li> </ul>	Mon: Reading Response 8
		<ul style="list-style-type: none"> <li>• #20 The Marriage Movement</li> <li>• Canvas: Nock, <i>Covenant Marriage</i> (selections)</li> <li>• Canvas: Warner, <i>Beyond Gay Marriage</i> (selections)</li> <li>• Canvas: Khazan, "Multiple Lovers Without Jealousy"</li> <li>• Canvas: DeBoer, "It's Time to Legalize Polygamy"</li> </ul>	Mon: Reading Response 9
Power, Conflict & The Myth of Family Harmony	<b>Week 12:</b> 4/17 & 4/19	<ul style="list-style-type: none"> <li>• Canvas: Tichenor, "Thinking about Gender and Power in Marriage"</li> <li>• Canvas: Anderson &amp; Umberson, "Gendering Violence: Masculinity and Power in Men's Accounts of Domestic Violence"</li> <li>• Canvas: Renzetti, "Toward a Better Understanding of Lesbian Battering"</li> </ul>	Mon: Reading Response 10
Raising Children	<b>Week 13:</b> 4/24 & 4/26	<ul style="list-style-type: none"> <li>• Canvas: Coontz, "Toxic Parents, Supermoms, and Absent Fathers: Putting Parenting in Perspective"</li> <li>• #28 Dozier: "The Power of Queer: How 'Guy Moms' Challenge Heteronormative Assumptions about Mothering and Family"</li> <li>• Lareau, "Unequal Childhoods..." Chapters One and Two</li> </ul>	Mon: Reading Response 11
	<b>Week 14:</b> 5/1 & 5/3	<ul style="list-style-type: none"> <li>• Lareau, "Unequal Childhoods..." Selections</li> <li>• In Other Words, The Class and Race Demographics of LGBT Families (p. 476)</li> </ul>	Mon: Reading Response 12

Topic	Dates	Readings (Numbered readings refer to chapters in your textbook)	Assignments Due (Additional homework assignments will be posted on Canvas and discussed in class)
Student-Directed Learning	<b>Week 15:</b> 5/4 & 5/7		Mon: Written Portion of Final Project Due  Final Projects (specific due dates will vary by student)
Student-Directed Learning	<b>Week 16:</b> 5/15		Final Projects (specific due dates will vary by student)
Finals Week: Student-Directed Learning		Our class meets on <b>Tuesday, 5/23, 12:15-2:30 pm</b> this is our assigned time during finals week.	Final Projects (specific due dates will vary by student)