

Feminist Lenses on Families
SOCL 7213
Tuesday 1:30-4:30

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Course Description:

This seminar explores the multilayered and interrelated processes affecting how families are constructed in the context of U.S. society. We will examine the experiences and perspectives of women and men and the ways that their family constructions relate to the social, economic, and political systems of their society. Throughout, we consider the macro/micro interplay of social life while treating families as a dynamic, contested social form. More specifically, we examine how cultural, historical, and social structures shape the construction of families while considering the social psychological aspects of how individuals feel, think, and act in terms of specific familial arrangements and practices. By studying the interrelationship between aspects of the larger society and people's own familial constructions from a sociological perspective, this course studies the linkages between society and individuals in a fundamental sphere of social life. We will address the diverse experiences of families through a gendered lens. We will draw upon intersectional analyses of how gender, race, class, sexual orientation, age, disability, and/or other manifestations of diversity shape how women, men, and children construct and negotiate families. Selected readings and discussion will be framed using feminist theories, social constructionism, and queer theory.

Course Objectives:

1. To familiarize students with how key sociological processes that affect individuals' efforts to construct families.
2. To train students to thinking theoretically and systematically about the family scholarship.
3. To inform students of how sociopolitical forces, including discourses, shape the ways families are both socially constructed and perceived.
4. To motivate students to appreciate more fully how gender, race, class, sexuality, and nation intersect to create varying types of arrangements, practices, and images of family life.
5. To encourage students to synthesize elements of family theory, social research, and social policy.

Required Course Materials

All course materials can be found in the sociology office where you may make copies or can be accessed electronically through e-journals.

Student Responsibilities and Grading

In Brief:

Discussion Leader	150	15%
Overall Class Participation	150	15%
Personal Essay	200	20%
Term Project	400 written 100 oral	50%
Total	1,000	

Standard Grading Scale:

A =	900 or more
B =	800 - 899
C =	700 - 799
D =	600 - 699
F =	599 and below

Discussion Leader (15 %)

You will be responsible for 1-2 (depending on class size) discussion facilitations during the course of the semester. When it is your turn to be a discussion leader, I expect that you will spend sufficient time organizing your in-class facilitation. You should do several things to prepare for your assigned weeks:

1. **Summary:** Provide a summary of articles/chapters/books that are condensed to no more than ONE outlined page of text. Summary comments should briefly highlight 2-4 major points in a TOTAL of 3-5 minutes. I will encourage you to keep to this time frame.

2. **Facilitation:** Develop 8-10 thought provoking questions for the class to discuss based on the readings for the week. You must provide the other students in the class and me with a copy of these questions via e-mail at by Monday at noon. Please deliver a hardcopy to my office and email a copy to me as well as your classmates. Having these questions in advance is **ESSENTIAL** and should improve the quality of the class discussions as well (Please Plan Ahead!). You should be prepared to share your insights to the questions you develop. Questions should consider the following:

a) **For theoretically oriented papers:** Has the article generated new concepts or connections between concepts. Has it strengthened support for previously suggested linkages among theoretical concepts? Has it shown that previously suggested linkages may be inappropriate? Has it strengthened our ability to measure theoretical concepts or provided evidence to suggest that previously used measures may be inappropriate? Does it help explain why the previously established relationships between concepts occur?

b) **For review articles, social policy/program pieces, and general commentaries:** Does the publication provide a more complete review or a clearer explanation of findings relevant to a particular area? Does it go beyond categorizing and reciting what has already been done to suggest further implications which should be investigated or weaknesses in past research which should be corrected? Has the author(s) raised important questions? Does the work provide unique ways of viewing key controversies in the field?

c) **For empirical studies:** Does the study focus on an important question or set of questions? What are the strengths and weaknesses of the study's research design? What are the major conclusions? What is the quality of the measures that are used? What new questions does it raise?

Purpose: To provide you with opportunities to process the material and develop your ability to critique the readings. This procedure will: ensure that you take a pro-active role in the class, encourage you to discover materials relevant to the course that are not part of the assigned readings, and facilitate group discussion. Finally, and perhaps most importantly, you will be challenged to develop your public speaking abilities in a friendly environment. These talents are essential to your career development.

Overall Class Participation (15 %)

I expect you to come prepared to all classes including those in which you are not the discussion leader. This means that you should read all of the material and think about the discussion questions that will be distributed prior to each seminar. From my perspective, the quality of your comments and questions is as important or more so than the number of times you speak. Your overall class participation also includes your class attendance. This course is organized to foster a group learning environment. For this reason, your absence not only hampers your ability to participate in class discussion but also precludes you from offering other students in the class insightful commentary that you may have offered if you had shown up to class.

Purpose: By assigning points to students' overall participation in this seminar, I hope to increase the effort students put into their reading assignments when they are not discussion leaders. I also want to ensure that everyone recognizes the value of being involved in an interactive type of seminar. We will all learn more from each other if we come prepared and are eager to share our thoughts.

Personal Essay (15 %)

Due February 17, 2009

You will need to prepare an analytic, creative essay that demonstrates your ability to think sociologically about your familial experiences. Your papers should be approximately 5 pages in length and written in the first person. **Use 1" top/bottom and side margins and a 12 inch font.** Use a cover page and number your pages beginning with the first page of text. I will collect, read, and return your papers in a **confidential manner**. You should structure your analysis in the following way:

A) Employ a **theoretical perspective** to your ascribed family or your achieved family. This essay may use a **symbolic interactionist** perspective to examine how your personal identity—as it relates to belonging to a family—has been shaped through interpersonal processes within your family. You may also employ a **sociohistorical** perspective to your ascribed family or your achieved family. Think about what social structural factors, social movements, and demographic changes have influenced the construction of your specific family. Think about how socio-historical factors have shaped the social conditions that have made your interpersonal experiences of family building possible. What has facilitated or constrained your efforts? You may want to use one of various **feminist perspectives** challenging the ideology of the monolithic family and the notion that any one family arrangement is natural, biological, or functional in a timeless way. Think about how gender intersects with other axes of privilege and oppression within your families. Or, you may want to employ a **queer analysis** to your families, focusing on the role of discursive binaries (e.g., heterosexual/homosexual, blood family/chosen family) and the ways in which these conceptual oppositions are power relations that construct normality versus deviance and thereby function to regulate and punish.

I will evaluate your papers on the following criteria:

1. Degree and quality of analytic effort (**most important**)

- how insightful is your sociological analysis, ie., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
- do you present your ideas in a logical fashion
- does your analysis integrate **key concepts** from this course in meaningful ways
- have you used the concepts and theoretical perspectives accurately?

2. Organizational structure and writing style

- is your paper easy to read, are your sentences lucid
- is your paper well organized with topic sentences and logical transitions between paragraphs
- is there a sense of continuity from the beginning to the end
- have you included a strong opening and conclusion?

3. Creativity of thought and presentation

- do you grab my attention at the outset
- do you keep my interest and motivate me to turn the pages
- do you include thought provoking passages or questions that demonstrate original thinking?

4. Quality of professional presentation

- have you double and triple checked your paper to eliminate typos and misspellings
- is your paper printed with neat and clear ink (no faded type please)
- have you followed my directions for preparing your paper
- have you submitted your paper on or before the due date?

Purpose: This assignment is designed to force you to think about how some of the issues we address are related to your lived experience. By applying a sociological and feminist lens to your own family practices, you should develop a deeper understanding of the key issues as well as a heightened consciousness about your own life.

Note: I believe it is to your professional benefit to reflect systemtically on your life experience; however, if you feel particularly uncomfortable writing an essay that has an ethnographic component, I will work with you to develop a separate writing assignment without penalty.

Term Project (50 %: Written: 40% Oral: 10%)

Due: May 5, 2009

I am requiring that you develop a term project in close consultation with me on a topic relevant to the sociology of families using a feminist lens. This project will involve an original research proposal. Given the likely diversity of students' disciplinary and methodological backgrounds, I am willing to discuss alternative projects on an individual basis (including interview-based projects). I will require all students though to make a 15-20 minute formal in-class oral presentation on their project. Each presenter will field questions from the seminar participants after his/her presentation. Your project will consist of several tasks.

1.) You will need to identify a compelling question or set of interrelated questions germane to the sociology of families, in particular the notion of feminist analyses of families.

2.) You will need to review the literature relevant to your specific topic.

3.) You will need to think about how you could conduct an empirical study on this topic. You are free to choose whatever method(s) you feel will enable you to answer your question(s) most effectively. If you intend to understand the dynamic process associated with family building/construction, you should choose a methodology that is well-suited for your particular question.

4.) You will need to think creatively and make sure that your proposal is theoretically informed.

You should organize your final proposal in the following manner:

1. One page summary of your project (place at the front of your document).
2. Introduction (include statement of the problem and specific questions, rationale for studying these issues, possible hypotheses)
3. Literature review (make sure this review is clearly focused on your specific concerns)
4. Research Design (include statement about data collection, sampling and measurement issues, talk about the strength and weaknesses of your approach)
5. Reference List (and Appendix if necessary). You should have **at least 12** references (books, scholarly journal articles).
6. Your text, including the summary but excluding pages devoted to references (and appendices if you have any), should be 17-20 double spaced pages (Please make every effort not to exceed 20 text pages). **Use 1" top/bottom and side margins and a 12 inch font.**

You will need to prepare and submit to me a 1-page proposal for your project. Once I approve your project, you should distribute a copy of your proposal to your classmates. You need to have my approval by the 7th week of the term.

Purpose: This project provides you the opportunity to strengthen your ability to identify an important research question and to develop a strategy for conducting research that will address your question. Learning how to articulate a relevant theoretically informed research question, develop a rationale for a study, and devise a research plan is a useful exercise because this process refines your analytic skills. The purpose of having you share your proposals with your classmates is to encourage students to develop collegial relationships with one another, i.e., share ideas and resources.

The oral presentations for those of you who have little or no experience in formal public speaking, can also serve as a form of anticipatory socialization that will prepare you to present your ideas at professional meetings or at individual work sites. For those of you who have some experience in this regard, it affords you the chance to showcase and polish your skills.

Course Reading Outline

Week 1: Overview of the Course, and Overview of Sociology of Families

We begin the course with an overview of key scholarly concepts, perspectives, and debates about how best to conceptualize families. This material helps frame our subsequent study of how individuals and formal groups construct/define families. Our discussion highlights the value of considering multiple insider perspectives associated with varied family arrangements. These include: parents (biological, legal, social), children, and other kin. Specifically, we ask, “What is a family”? Our discussion attends to how traditional definitions of “the family” have been complicated in recent years to include diverse family forms and arrangements that many scholars, policymakers, social commentators, and laypersons debate. I will ask students to talk about how their own research interests and/or personal family experiences influence their interest in the course material.

1. Stacey, J. 1990. The making and unmaking of modern families. In *Brave new families*. Beacon Press (p. 3-19). **(Office)**
2. Peters, J.F. 1999. Redefining Western Families. *Marriage and Family Review*, 28, 3/4, (55-66). **(Office)**

Week 2: Sociopolitical and Research Contexts: Families under the Microscope

1. Coontz, S. 2000. Introduction to the 2000 Edition (pp. x-xxxix) and (Chapter 1, Pp. 8-22). The way we wish we were: Defining the family crisis. In *The way we never were: American Families and the Nostalgia Trap*. New York: Basic Books. **(Office)**
2. Smith, D. 1993. The standard North American family: SNAF as an ideological code. *Journal of Family Issues*, 14, 51-63. **(E-Journals)**
3. Stacey, J. & Biblarz, T. 2001. (How) Does the sexual orientation of parents matter? *American Sociological Review*, 66, 159-183. **(E-Journals)**
4. Hill, A. Shirley. 2005. *Black families: Beyond Revisionist Scholarship*. In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families* (3rd ed.). Boston, MA: McGraw Hill (pp. 80-99). **(Office)**

Week 3: Theorizing Contemporary Families

1. Baca Zinn, Maxine. 1994. *Feminist Thinking from Racial-Ethnic Families*. In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families* (3rd ed.). Boston, MA: McGraw Hill (pp. 18-27). **(Office)**
2. Risman, Barbara. 1998. Chapter 2 (pp. 13-44) Gender as a Structure in *Gender Vertigo: American Families in Transition*. Yale University Press. **(Office)**
3. Allen, K. R. 2000. A conscious and inclusive Family Studies. *Journal of Marriage and the Family*, 62, 4-17. **(E-Journals)**
4. Oswald, R.F., Kuvlanka, K.A., Blume, L.B., & Berkowitz, D. (in press). Have we queered the family? In K.R. Allen, S. Lloyd & A. Few (Eds.) *Handbook of feminism and family studies*. Thousand Oaks, CA: Sage. **(Office)**

5. Gubrium, J. & Holstein, J. 1990. *What is Family?* London: Mayfield (p. 1-28). **(Office)**

Week 4: Constructing Families: Intersections of Race, Class, Gender & Sexuality

1. Rubin, Lillian. 1994. Families on the Fault Line: America's Working – Class Speaks about the Family, Economy, Race, and Ethnicity. In T. Ore (Ed), *The Social Construction of Difference and Inequality* (pp. 245-254). McGraw Hill. **(Office)**
2. Boggis, T. 2001. Affording our families: Class issues in family formation. In Bernstein, Mary and Renate Reimann (Eds.) *Queer Families Queer Politics* (p. 175-181). New York, NY: Columbia University Press. **(Office)**
3. Weston, Kath. 1991. Exiles from Kinship. In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families* (3rd ed.). Boston, MA: McGraw Hill (pp. 27-41). **(Office)**
4. Stack, C. 1974. Swapping: "What goes round comes round." In *All our kin: Strategies for survival in an urban black community*. New York: Basic Books. (pp. 32-57). **(Office)**
5. Kurz, Demie. 2002. Poor Mothers and the Care of Teenage Children. In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families* (3rd ed.). Boston, MA: McGraw Hill (pp. 745-770). **(Office)**
6. Qian, Zhenchao. 2005. Breaking the Last Taboo: Interracial Marriage in America: *Contexts*, 4 (4): 33-37. **(Office)**

Week 5: Negotiating a Family-Based Self and Identity

1. Bolea, P. S. 2000. Talking about identity: Individual, family, and intergenerational issues. In R. D. Harold (Ed.), *Becoming a family: Parents' stories and their implications for practice, policy, and research*. Mahwah, N. J.: Lawrence Erlbaum Associates. **(Office)**
2. Bock, J. D. 2000. Doing the right thing? Single mothers by choice and the struggle for legitimacy. *Gender & Society*, 14, 62-86. **(E-Journals)**
3. Foley, L. & Faircloth, C. A. 2000. The parenting self: Narrative resources and identity work in parents' stories. *Social Problems*, 12, 235-254. **(E-Journals)**
4. Rothman, B. K. 2005. Hair: Braiding together culture, identity, and entitlement. Pp. 206-224 in B. K. Rothman *Weaving a Family: Untangling Race and Adoption*. Boston, MA: Beacon Press. **(Office)**
5. Sullivan, M. 2001. Alma Mater: Family "outings" and the making of the modern other mother (MOM). In M. Bernstein and R. Reiman (Eds.), *Queer families, queer politics*. (pp. 230 – 253). New York: Columbia University Press. **(Office)**

Week 6: Mothering

1. Goldberg, A. & Allen, K. R. 2007. Imagining men: Lesbian mothers' perceptions of male involvement during the transition to parenthood. *Journal of Marriage and Family*, 69, 352-365. **(E-Journals)**
2. Hill-Collins, P. 2000. Bloodmothers, othermothers and women-centered networks in African American communities. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment (2nd ed.)*. New York, NY: Routledge. (pp. 178-183). **(Office)**
3. Parnas, Rhacel Salazar. 2001. Mothering from a Distance: Emotions, Gender, and Intergenerational Relations in Filipino Transnational Families. In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families (3rd ed.)*. Boston, MA: McGraw Hill (pp. 404-415). **(Office)**
4. Naples, Nancy. 1992. Activist Mothering: Cross-Generational Continuity in the Community Work of Women from Low-Income Urban Neighborhoods. *Gender & Society*, 6, 3 (441-463). **(E-Journals)**
5. Epstein, Rachel. 2002. Butches with babies: Reconfiguring gender and Motherhood. *Journal of Lesbian Studies*, 6, 2, 41 – 57. **(Office)**.

Week 7: Fathering

1. Marsiglio, William. 2004. *Overlooked Aspects of Stepfathering*. . In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families (3rd ed.)*. Boston, MA: McGraw Hill (pp. 447-466). **(Office)**
2. Berkowitz, D. & Marsiglio, W. 2006. Gay men negotiating procreative, father, and family identities. *Journal of Marriage and Family*, 69, 366-381. **(E-Journals)**
3. Hamer, Jennifer. 2006. “‘Gotta Protect My Own’: Black Fathers Live the Intersection of Race, Class, and Gender in Rustbelt, USA.” In William Marsiglio, Kevin Roy, and Greer Litton Fox (eds.) *Situated Fatherhood: Negotiating Involvement in Physical and Social Contexts*. Roman & Littlefield. **(Office)**
4. Gonzalez Lopez, Gloria. 2004. Fathering Latina Sexualities: Mexican Men and the Virginitly of Their Daughters. *Journal of Marriage and Families*, 66, 5 (1118-1130). **(E-Journals)**

Week 8: Single-Parent Families

1. Hamer, J. & Marchioro, K. 2002. “Becoming Custodial Dads: Exploring Parenting Among Low-Income and Working-Class African American Fathers.” *Journal of Marriage and Family*, 64 (February): 116-129. **(E-Journals)**
2. Lapidus, J. 2004. “All the lesbian mothers are coupled, all the single mothers are straight, and all of us are tired: Reflections on being a single lesbian mom.” *Feminist Economics*, 10, 2: 227-236. **(E-Journals)**
3. Nelson, M.K. 2000. “Single mothers and social support: The commitment to, and retreat from, reciprocity.” *Qualitative Sociology*, 23, 3: 291-317. **(E-Journals)**
4. Hertz, R. & Ferguson, F.I. 1998. “Only one pair of hands: Ways that single mothers stretch work and family resources.” *Community, Work, and Family*, 1, 1: 13-37. **(E-Journals)**

Week 9: Marriage and Cohabitation

1. Smock, P.J., Manning, W.D., & Porter, M. 2005. 'Everything's there except the money': How money shapes decisions to marry among cohabitators. *Journal of Marriage and Family*, 67, 680-696. **(E-Journals)**
2. Edin, K., Kefalas, M.J. & Reed, J.M. 2004. A peek inside the black box: What marriage means for poor unmarried parents. *Journal of Marriage and Family*, 66, 1007-1014. **(E-Journals)**
3. Weddings Without Marriage: Making Sense of Lesbian and Gay Commitment Rituals," in Mary Bernstein and Renate Reimann, eds., *Queer Families, Queer Politics: Challenging Cultures and the State*, New York: Columbia University Press, pp. 44-52. **(Office)**
4. Cam Thai, Hung. 2002. Clashing Dreams: Highly Educated Overseas Brides and Low-Wage U.S. Husbands. In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families* (3rd ed.). Boston, MA: McGraw Hill (pp. 202-221). **(Office)**

Week 10: Adoptive Families and Creating Families through Reproductive Technologies

1. Dalmage, Heather, M. 2006. Interracial Couples, Multiracial People, and the Color Line in Adoption in Wegar, Katarina. *Adoptive Families in a Diverse Society*. New Brunswick, NJ: Rutgers. **(Office)**
2. March, K. & Miall, C. 2000. Adoption as a Family Form. *Family Relations*, 49, 359-362. **(E-Journals)**
3. Wegar, K. 2000. Adoption, Family Ideology, and Social Stigma: Bias in Community Attitudes, Adoption Research and Practice. *Family Relations*, 49, 363-370. **(E-Journals)**
4. Ragone, Helena. (1994). Surrogate mothers (chapter 2, pp. 51-86), and Surrogate motherhood and American Kinship (chapter 4, pp. 109-137) in *Surrogate motherhood: Conception in the heart*. Boulder, CO: Westview Press. **(Office)**
5. Hertz, R. 2002. The father as an idea: A challenge to kinship boundaries by single mothers. *Symbolic Interaction*, 25, 1-31. **(E-Journals)**

Week 11: Work/Family Negotiations

1. Carrington, Christopher. 1999. No Place Like Home: The Division of Domestic Labor in Lesbian families. In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families* (3rd ed.). Boston, MA: McGraw Hill (pp. 709-725). **(Office)**
2. Coltrane, Scott. 1989. Household Labor and the Routine Production of Gender. *Social Problems*, 36, 473-490. **(E-Journals)**
3. Gerson, Kathleen. 2002. Moral Dilemmas, Moral Strategies, and the Transformation of Gender: Lessons from two Generations of Work Family Change. *Gender & Society*, 16, 8-28. **(E-Journals)**

4. Shah, Sonia. 1998. Three Hot Meals and a Full day at Work: South Asian Women's Labor in the United States. In Shamita Das Dasgupta (Ed.) *A Patchwork Shawl: Chronicles of South Asian Women in America* (pp. 206-222). **(Office)**

Week 12: Violence in Families

1. Yllo, Kersti. 2005. Gender, Diversity, and Violence: Extending the Feminist Framework. In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families* (3rd ed.). Boston, MA: McGraw Hill (pp. 611-623). **(Office)**
2. Renzetti, Claire M. 1992. Toward a Better Understanding of Lesbian Battering. In Susan J. Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families* (3rd ed.). Boston, MA: McGraw Hill (pp. 635-646). **(Office)**
3. Crenshaw, Kimberle. 1995. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. In Taylor, Rupp, & Wittier (Eds.) *Feminist Frontiers*. (pp. 431-440). **(Office)**
4. Ammons, Linda L. 2003. Mules, Madonna, Babies, Bathwater, Racial Imagery, and Stereotypes: The African American Woman and the Battered Woman Syndrome. In Adrian K. Wing (Ed.) *Critical Race Feminisms*, 2nd ed. New York: NYU Press. **(Office)**

Week 13: Families and Social Change

1. Scanzoni, J. 2001. From the normal family to alternate families to the quest for diversity with interdependence. *Journal of Family Issues*, 22, 688-710. **(E-Journals)**
2. Berstein, M. 2001. Gender, queer family policies, and the limits of law. In M. Berstein & Ronate Reimann (Eds.). *Queer families queer politics: Challenging culture and the state*. New York: Columbia University Press. (pp. 420-446). **(Office)**
3. Rubin, R. H. 2001. Alternative lifestyles revisited, or whatever happened to swingers, group marriages, and communes? *Journal of Family Issues*, 22, 711-726. **(E-Journals)**
4. Allen, K. R. 2001. Feminist visions for transforming families: Desire and equality then and now. *Journal of Family Issues*, 22, 791-809. **(E-Journals)**

Week 14: Conclusion and Presentations

Selected Bibliography

Allen, K. R. 2000. A conscious and inclusive Family Studies. *Journal of Marriage and the Family*, 62, 4-17.

- Allen, W. R. & A. D. J. 1998. Comparative Perspectives on Black Family Life: Uncommon Explorations of a Common Subject. *Journal of Comparative Family Studies* 29.
- Anderson, M. 1999. Children in-between: Constructing identities in the bicultural family. *J. Roy. Anthropol. Inst.* 5, 13-26.
- Arendell, T. 2000. Conceiving and Investigating Motherhood: The Decade's Scholarship. *Journal of Marriage and Family*, 62, 1192-1207.
- Baca-Zinn, M. & Eitzen, D. S. 2004. *Diversity in Families*. Allyn & Bacon.
- Benokraitis, N.V. 2000. *Feuds about Families: Conservative, Centrist, Liberal, and Feminist Perspectives*. Upper Saddle River, NJ: Prentice Hall.
- Bernstein, Mary and Reimann, R. (Eds.). 2001. *Queer Families Queer Politics: Challenging Culture and the State*. New York, NY: Columbia University Press.
- Billingsley, A. 1992. *Climbing Jacobs Ladder: The Enduring Legacy of African American Families*. New York: Simon and Schuster.
- Blum, L. M., & Deussen, T. 1996. Negotiating independent motherhood: Working-class African American women talk about marriage and motherhood. *Gender and Society*, 10, 199-211.
- Beutler, I. F., Burr, W. R., Bahr, K. S., & Herrin, D. A. 1989. The family realm: Theoretical contributions for understanding its uniqueness. *Journal of Marriage and the Family*, 51, 805-816.
- Beutler, I. F., Burr, W. R., Bahr, K. S., & Herrin, D. A. 1989. A seventh group has visited the elephant. *Journal of Marriage and the Family*, 51, 826-829.
- Bumpass, L.L. 2004. Social change and the American family. *Annals New York Academic of Sciences*, 1038, 213-219.
- Ceballo, R., Lansford, J.E., Abbey, A. & Stewart, A. 2004. Gaining a Child: Comparing the Experiences of Biological Parents, Adoptive Parents, and Stepparents. *Family Relations*, 53, 38-48.
- Chabot, J.M. & Ames, B.D. 2004. It Wasn't Let's Get Pregnant and Let's Do It: Decision Making in Lesbian Couples Planning Motherhood via Donor Insemination. *Family Relations*, 53, 348-356.
- Coontz, S. 2005. *Marriage, A History: From Obedience to Intimacy or How Love Conquered Marriage*. New York, NY: Viking Adult.

- Coontz, S. 2000. *The Way We Never Were: American Families and the Nostalgia Trap*. New York, NY: Basic Books.
- Coontz, S. 1997. *The Way We Really Are: Coming to Terms with America's Changing Families*. New York, NY: Basic Books.
- Coontz, S., Parson, M. & Raley, G. (Eds.) 1998. *American Families: A Multicultural Reader*. Routledge.
- Dickerson, B. 1995. *African American Single Mothers: Understanding Their Lives and Families*. Thousand Oaks: Sage.
- Dunne, G. A. 2000. Opting into motherhood: Lesbians blurring the boundaries and transforming the meaning of parenthood and kinship. *Gender & Society*, 14, 11-15.
- Goldscheider, F. & Sassler, S. 2006. Creating stepfamilies: Integrating children into the study of union formation. *Journal of Marriage and Family*, 68, 275-291.
- Grotevant, H.D., Dunbar, N., Kohler, J. K & Esau, & Lash, A.M.. 2000. Adoptive Identity: How Context within and Beyond the family Shape Developmental Pathways. *Family Relations*, 49, 379-87.
- Gubrium, J. & Holstein, J.A. 1990. *What Is Family?* London: Mayfield.
- Hequemberg, A.L. & Farrell, M.P. 1999. Lesbian Motherhood: Negotiating Marginal-Mainstream Identities. *Gender & Society*, 13, 540-557.
- Hertz, Rosanna. 2006. *Single by Chance, How Women are Choosing Parenthood without Marriage and Creating the New American Family*. Oxford: Oxford University Press.
- Hertz, R. & Ferguson, F.I. 1998. Only one pair of hands: Ways that single mothers stretch work and family resources. *Community, Work, and Family*, 1, 13-37.
- Hill, R. 2003. *The Strengths of Black Families*. Lanham: University Press of America.
- Hill, R. 1998 Understanding Black Family Functioning: A Holistic Perspective. *Journal of Comparative Family Studies* 29.
- Hill, S.A. 2005 *Black Intimacies: A Gender Perspective on Families and Relationships*. Walnut Creek: Altmira Press.
- Hill-Collins, P. 1998. Intersections of Race, Class, Gender and Nation: Some Implications for Black Family Studies. *Journal of Comparative Family Studies* 29, 27-37.
- Jewell, K.S. 2003 *Survival of the African American Family: The Institutional Impact of U.S. Social Policy*. Westport: Praeger.

- Johnson, S.M, & E.M. Connor. 2002. *The Gay Baby Boom: The Psychology of gay Parenthood*. New York, NY: New York University Press.
- Jurich, J. A. 1989. The family realm: A future paradigm or failed nostalgia? *Journal of Marriage and the Family*, 51, 817-822.
- Kennedy, R. 2003. *Interracial Intimacies: Sex, Marriage, Identity, and Adoption*. New York, Vintage Books.
- Lapidus, J. 2004. All the lesbian mothers are coupled, all the single mothers are straight, and all of us are tired: Reflections on being a single lesbian mom. *Feminist Economics*, 10, 227-236.
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Alternatives to Marriage Project: <http://www.unmarried.org>

American Society for Reproductive Medicine: <http://www.asrm.org>

Adoptive Families: <http://www.adoptivefamilies.com>

Center for Surrogate Parenting & Egg Donation, Inc: <http://www.creatingfamilies.com>

Donor Sibling: <http://www.donorsiblingregistry.com/>

Family Pride: <http://www.familypride.org>

National Council on Family Relations: <http://www.ncfr.org>

National Adoption center (with a link to fostering families): <http://www.adopt.org>

Parents without partners: <http://www.parentswithoutpartners.org>

Planned Parenthood Federation of America: <http://www.plannedparenthood.org>

Single Mothers by Choice: <http://www.mattes.home.pipeline.com>

LGBT Parent and Their Children (Prepared by Kristen Joos, Distributed by the Sociologists for Women in Society):
http://newmedia.colorado.edu/~socwomen/socactivism/lgbtparenting_kjoos.pdf

