

**POLI 4301: The Battle over Family Values in American Politics – CNS206**

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Virtual Office Hours: Wed 11-1 pm. (email for appt)

**COURSE SYLLABUS**

**Course Goal:** Students will understand, critically assess, and research the historical and contemporary significance of the family, as a political institution that connects American politics to developments in the economic, social, legal, and cultural spheres.

**Course Description & Objectives:**

Contemporary American politics is marked by multiple debates over family in American society. Migrant family separation, immigration, gay, lesbian, and transgender rights, contraception and abortion, parents' rights, taxation and social welfare are some of the hotly debated issues that illustrate the current omnipresence of competing family values in politics.

Yet the family values debate is often understood narrowly, as an over-hyped feature of cultural battles, symptomatic of the current aberrant state of polarization in American politics. The course is intended to complicate (and challenge) this conventional picture by exploring how family, as a political institution, is much more than an example of an a recent out-of-control, irrational cultural politics but instead illustrates deep-seated historical interconnections between the political, social and economic spheres. Students will read and discuss materials on the family from the disciplines of political science, history, demography, sociology, and legal theory, as well as undertake a substantial research project of their own, to investigate how the political institution of the family is shaped by dynamics that have evolved over time - in the American economy, society, party politics, and culture. We will thus approach the family not merely as a political "hot topic" but as an interdisciplinary site in which diverse ideas over American society, government, economy, and morals converge in policy and law.

The course is organized into three parts: in the first part we will explore the foundations of "what's at stake" in family politics— why and how different conceptions and values of family produce different policy outcomes; we will turn to demographic studies, our own and other family histories and commentaries to examine how the changing structure of American families over the past 40 years has been interpreted differently, with diverse proposed policy responses; also critically examining the family foundations of our own political values. In the second part of the course we will look to the historical context of this political debate and compare changes in family relations, practices, and structures as well as explore political and policy battles over the family through diverse historical eras. Using the scholarship of historians and political scientists for each period, we will pay attention to recurrent features, if any, in political debates over the family, such as (a) the preoccupation with diverse family structures and the need to homogenize them (or not) (b) alternative conceptions of state and its appropriate role into the family (c) underpinning conceptions of American economy, social structures and identities. This section is historical, political and sociological in design and content. In the final part of the course, we will study specific policies and the families that they target: poor families on welfare as well as LBBTQ families. In each of these cases, we will examine specific intersections of race, gender,

class identities and the economic and political structures that advantage some groups, while disadvantaging others.

**Course Learning Objectives:** By taking this course you will be able to:

- Accurately describe the current family values political debates within appropriate historical context.
- Develop a conceptualization and understanding of the evolving relationship between national state and family.
- Critically analyze your own political values and preferences and develop an empathy for alternative political values and preferences.
- Become proficient in critical analysis of the discriminatory treatment of families within social policy and its political implications.
- Gain familiarity with multiple social scientific writing and research forms.
- Gain proficiency in giving and receiving constructive feedback on each other's written work.
- Undertake and complete a major research project: designing the project, identifying precise research questions and methods to be used, gathering original data, and execution.

**Format & Procedures:**

Classes will be organized as a seminar. The small class-size will allow you to practice different social science writing forms and to support your speaking and presentation skills as well. This is a WID designated class. The purpose of the writing component aspect of the course is two-fold: (1) to accelerate your ease of writing and (2) to familiarize you with different forms of social science writing used in political science, ethnographic and oral history, political and social theory.

Towards these goals, you will write 2 practicum papers (5 page, double-spaced, max). These practicum assignments cover four types of social science forms of writing (1) open-ended ethnographic interviewing, note-taking, and report-writing; (2) analytical paper-writing utilizing empirical (quantitative) analysis of published data as used in the behavioral social sciences; (3) persuasive (op-ed-style) writing used by public intellectuals from the disciplines of political science and history to publicize their findings and impact public discourse; (4) critical writing using close textual analysis used in political and social theory. You will choose two. Look over the syllabus and come prepared on the first day of class to identify which two practicums you want to write (Have three choices, you might not get your first two as I will try to ensure even distribution across practicums as much as possible). The seminar will also provide numerous opportunities for you to present your work regularly and undertake peer-review of the work of your classmates.

The class will be conducted in two ways: as (i) solely seminar days and (ii) seminar + practicum days. On solely seminar days three-four students will lead the discussion on assigned readings and the rest will come prepared with at least 4 central comments, I will introduce the context and background of the readings. When reading materials be sure to evaluate the following aspects of the reading: what was the argument? How coherent or evidenced was the argument? What kinds of sources/data/ideas were

used to formulate the argument? What disciplinary method was apparent, if any? How do different disciplines construct and approach broadly similar questions?

**Leading discussion:** The course is divided into 10 topics and each topic extends over two class days. Lead discussants must plan on presenting on both days: on the first day (for 15 minutes) they will summarize the readings, in particular answering the prompts attached to each topic but also including other cross-cutting themes of their own devising. On the second class day, lead discussants will share a multi-media component (you tube video, news video clip, radio NPR clip, or song for instance – be creative!) that, in some way, connects to the assigned readings or helps to enhance the meaning the readings. They will generate discussion questions on the readings using the multi-media component in some meaningful way. A-grade discussion questions/lead exercises will be those that can get students to talk about the readings by applying the content to the video clip. This exercise is expected to last 15-20 minutes, so bring multiple discussion questions, even if they do not directly relate to the video clip.

Leading discussions and Memos are **10 % of your grade**. 80% of this component will be allotted to individual performance and 20% shared by both discussants for their collective coordination. **Each student will lead discussions 3 times in the semester**. Come prepared on the first day of class to identify which three topics you want to discuss.

**Practicums:** You have been assigned practicum-specific research methods and writing texts, which we will discuss in class approximately 2 class days prior to practicum classes. All students must read these texts even if you are not doing that specific practicum. You must also upload a **1-page outline**, outlining methods, data, audience and rough thesis to these pre-practicum discussions, details regarding each practicum outline are described in the syllabus schedule. These outlines **will not be graded**, they are designed to improve the quality of your final practicum submission.

During practicum classes, some of you will write papers; and some (who do not elect to write that practicum since each of you will choose 2 out of the 4 practicums) will read the papers and serve as peer-review commentators of each of those papers. Practicum writers will not serve as formal peer-reviewers on that day but should read the other practicums to help improve their own papers. An **A-grade peer-review** will do two main things: (1) summarize the argument and key features of each paper (what was the argument? How coherent or evidenced was the argument? What kinds of sources/data/ideas were used well or not so well to formulate the argument? Which disciplinary approach is most approximated by the author? ;) and (2) suggest specific ways on how each paper could be improved. Comments will be shared in class and we will identify common writing strengths, research strategies, and points for improvement. **Each peer-review commentary should not last more than 3 minutes**. Practicum writers will be allowed to incorporate my comments and those of your peers into your practicum paper, revise, and submit the final practicum draft to me the next time we meet.

You will write a **final research paper**, the topic of which you will devise in consultation with me. You may choose one of your written practicum papers to generate a research interest, transform it into a research project, and thus build it into a longer research paper. Do note that merely "adding" onto the original practicum paper/text will not be sufficient and will receive a failing grade. The research project must develop a research design, method and proposal, conduct original research into at least two of the

following primary sources: family histories, popular media, scholarly data, government texts, or demographic statistics. You are required to submit a **research prospectus** (4-5 pages), worth 3% of your grade, three weeks prior to the final paper submission. The research prospectus is required to have three parts: (i) the research design section outlining the research puzzle and/or question/s, primary sources, theoretical framing, intended scholarly audience, and research method that will be used to answer research questions; (ii) a brief annotated bibliography of 4 to 5 relevant secondary scholarly works (at least 2 of which should be different disciplines). For each entry in that bibliography, you must write a short paragraph summarizing the sources, methods, conclusions, as well as the thesis of each item, also explaining in one sentence how each item will be relevant and fit within your research design; and (iii) a one-paragraph "reflection" section at the end of the prospectus, reflecting how your research design corresponds to the course goal for the research paper as stated in the last sentence of the following paragraph. You must meet with me during office hours to discuss your written research prospectus and project design. On the final day of our course, you will also present your research design and initial findings in a **3 minute "working paper" presentation**, where you will receive feedback from your colleagues and myself. This presentation is work 3% of your grade, it is primarily designed to help you get important feedback and improve the quality of your final research paper, so the more you put into the presentation at this stage, the better the final product!

The **final paper will be 12-15 pages long** (double-spaced) using the data you collected and relating your findings to the research question that you develop from the course theories, concepts, materials. The aim is to get you to design your own research project deliberately and thoughtfully, incorporating sources across disciplines and employing the substance and methodological strategies you have encountered in the readings, constructing questions that are both meaningful and interesting to you as a researcher-scholar but also contribute to the wider understandings of multiple scholarly and public communities.

**There will be no midterm or final examination.**

**Course Requirements:**

- Leading Discussion & Memo -----10% (80% individual/20% group)
- Class Participation (Class discussion/Attendance)-----10%
- Practicum Paper #1 -----18%
- Practicum Paper #2 -----18%
- Final Research Paper ----- 30%
- Research Prospectus/Annotated Bibliography ----- 5%
- "Working Paper" Presentation ----- 3%
- Comments/Discussion on Others' Practicums -----6%

**Required Books:** there are no books for purchase, all materials are available from the library or on blackboard as indicated in the syllabus schedule.

**Diversity Statement:**

The policy of Fairfield University (<http://catalog.fairfield.edu/graduate/overview/diversity-vision-statement/>) states that we are "committed to respecting and valuing one another, finding the common

good rooted in us all, and working collaboratively to achieve our potential." The policy further states, "By encouraging dialogue, communication, community partnerships, and a culture of understanding, we foster in our students, faculty, and staff the capacity and desire to build a better world through productive citizenship and societal stewardship." This course is animated by the above-stated policy principle of inclusion and civic-minded stewardship and opposes any attempt to weaken or undermine the University's commitment to promoting diversity and equality.

**Reading:** Everything on this syllabus has been carefully chosen. For some of the course we will read political theory texts which are accessible but require close reading. Read each of these pieces a few times. Read once, quickly, to get the structure of the argument, the main claims, and the conclusion(s). Read a second time to study the content and argument more carefully, to formulate the argument in your own words, to think up your own examples to illustrate the main claims, and to think of counterexamples to these claims. Some excellent advice on reading (particularly theoretical and philosophical texts) can be found here: <http://www.jimpryor.net/teaching/guidelines/reading.html> You are encouraged to read anything else that interests you. In general, the more you read, the better a sense you will have of the strengths and weaknesses of prominent views in any given topic, and of typical forms of argument in the area.

**Writing:** Please read carefully the following handout on writing in political science: <https://writingcenter.unc.edu/tips-and-tools/political-science/> Pay attention to differences between writing political theory and other forms of empirical-based political scientific writing. Also read <https://writingcenter.unc.edu/tips-and-tools/argument/> for how to construct an argument. For more writing advice (especially under the heading "writing the paper", focus on "thesis statement" and "evidence") see: <https://writingcenter.unc.edu/tips-and-tools/>

#### **Other Policies:**

**Plagiarism**, or academic theft, is passing off someone else's work as your own. You are responsible for not plagiarizing, and are expected to abide by the Fairfield University Honor Code ([http://www.fairfield.edu/library/lib\\_honorcode.html](http://www.fairfield.edu/library/lib_honorcode.html)). Any work submitted in this course for academic credit must be your own work. Participation in this class implies permission from students to submit their written work to services that check for plagiarism. For strategies to avoid plagiarism see resources at: [http://www.fairfield.edu/library/lib\\_plagiarismdetection.html](http://www.fairfield.edu/library/lib_plagiarismdetection.html).

**Attendance:** you are required to attend all classes and participate regularly in class discussions. This is a seminar class so no absences are permitted. If you are sick or have extraordinary conditions that prevent you attending, you will be required to submit in writing the analytical reading summary for the assigned reading of that week. Unexcused absences without make-up analytical reading summaries will result in a penalty of 5 points per class missed, to be deducted from your participation grade. I take attendance at the very start of the class, so don't be late! If more than 10 minutes late, don't attend class – you will not receive attendance for that day – walking into class that late is disruptive for the class atmosphere.

**Emails:** Keep emails to a minimum, instead talk to me before or after class concerning any matter related to the course or otherwise. I am always available during office hours and, if necessary, outside office hours by appointment.

**Blackboard:** I use blackboard to communicate with the class, posting course and other relevant materials. Each of you will have automatic access to the course page on blackboard, available at: <https://fairfield.blackboard.com>.

**Zoom Etiquette:** When on zoom you are required to conduct yourself professionally, as you would in class in person. Be sure to be dressed appropriately, seated in quiet area with access to your class materials and the ability to write and take notes. You will be **required to always keep your camera on**, barring exceptional circumstances when you might need to take short breaks (camera breaks can be no longer than 3 minutes or so). Use headphones if necessary and be sure to use the raise-hand feature or the chat function to indicate your readiness to participate in the class discussion. Zoom does not have to be staid and/or tedious, it can be as lively and engaging as we make it! So do come prepared to participate and jump into the conversation as much as possible! The more you participate the more you will get out of the class experience, whether on zoom or in-person.

**Electronic Devices Policies:** Please turn off all cell phones and laptops during class. **Those found violating this policy will have points deducted from their participation grade.** Students may only use an electronic device in order to access readings for comments in discussion, and they must make sure the device is closed promptly thereafter.

**Students with Disabilities:** Fairfield University is committed to achieving equal educational opportunities, providing students with documented disabilities access to all University programs, services and activities. In order for this course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Disability Support Services (DSS) is available at [DSS@fairfield.edu](mailto:DSS@fairfield.edu), and at (203) 254-4000 ext. 2615. They are your primary resource on campus to help you develop an accessibility plan to help you achieve success in your courses this semester. Please be sure we are aware of your needs by the end of the first week of classes.

**Mental Health Assistance:** Fairfield University provides mental health services to support the academic and personal success and well-being of students. Counseling and Psychological Services offers free, confidential psychological services to help students manage personal challenges that may interfere with well-being. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services at (203)-254-4000 ext. 2146.

**Grading:**

A = Outstanding achievement

B = Superior level of achievement

C = Acceptable level of achievement

D = Minimal achievement, but passing

F = Unacceptable level of achievement; course must be repeated to obtain credit

University Grading Scale: A 93-100/ A- 90-92/ B+ 87-89/ B 83-86/ B- 80-82/ C+ 77-79/ C 73-76/

C- 70-72/ D 60-69/ F 0-59

**SCHEDULE**

**PART I – FOUNDATIONS**

**1/25 - Optional Reading:** (As context for the inclusive, "humanization" learning and pedagogy we will be using and practicing in the course. We will focus on what Freire means by "authentic thinking" and "authentic liberation" (what we hope to practice in this class) and how these are different from the "banking concept of education" which generates intellectual "oppression")

- Before and during COVID-19: Telecommuting, Work-Family Conflict, and Gender Equality. <https://contemporaryfamilies.org/covid-19-telecommuting-work-family-conflict-and-gender-equality/>
- Paulo Freire's "The Banking Concept of Education" (Chapter 8) in *Thinking About Schools: A Foundations of Education Reader*, ed. Eleanor Blair Hilty (Boulder, Colo: Routledge, 2011) 117-127. (e-book, Library: [https://fairfield.primo.exlibrisgroup.com/permalink/01FUNI\\_INST/1n3mdil/cdi\\_askewsholts\\_vle\\_books\\_9780813345192](https://fairfield.primo.exlibrisgroup.com/permalink/01FUNI_INST/1n3mdil/cdi_askewsholts_vle_books_9780813345192) )

**1/28-2/1 Topic 1 FAMILY & THE STATE** - What is the relationship between family, as a changeable social formation, and the state (defined variously but mostly in terms of the national state and/or national policies)? How has the relationship between family and state changed over time? How does the state regulate families to perform economic and social functions?

- Joan Tronto. 2020. "Responsibility for the Well-being of Families," in *Stating the Family: New Directions in the Study of American Politics*. vii-xii. (e-book, Lib)
- June Carbone and Naomi Cahn. 2020. "Democracy and Family", in *Stating the Family: New Directions in the Study of American Politics*. 21-40. (e-book, Lib)
- Alison Gash, Priscilla Yamin, "State, Status, and the American Family" *Polity* Vol. 48, Issue 2 (April 2016): 146-164 (e-journal, Lib)

**2/4-2/8 Topic 2 FAMILY AND MORAL POLITICS** – When reading Morone, think about the relationship of family to the "Social Gospel" and "NeoPuritan" approach to politics and policies? How do these dual approaches map, if at all, onto current liberal and conservative moral political traditions? Are the two approaches described in Morone similar to what Alphonso describes as the parties' "Hearth" and "Soul" approaches to the family? How so?

- James Morone. 2003. *Hellfire Nation: The Politics of Sin in American History*. New Haven, Ct: Yale University press. 1-17 [Blackboard]
- Gwendoline Alphonso. 2018. *Polarized Families, Polarized Parties*. 1-18 [e-book, Library]
- Bryan S. Tuner. 2018. "Trump, Religion, and Populism," in *Populism and the Crisis of Democracy: Migration, Gender and Religion* (eds). Gregor Fitz, Jurgen Mackert, Bryan S. Turner (Blackboard)

**2/11-2/15 Topic 3 MARRIAGE AS A POLITICAL INSTITUTION** – The following readings describe two moments – two historical (Yamin, Hunter) and one contemporary (Metz) – when family concerns were prominent in distinct political contexts in different ways. Use them to think about similarities and/or differences across the time periods of how "marriage" (either its extension or curtailment) has been/is used to uphold diverse political agendas. How did groups that were excluded from legal marriage nevertheless practice long-term marital unions (Hunter)? What were the limitations of such non-sanctioned marriages?

- Tera W. Hunter. 2017. *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century*. 25-52. (Blackboard)
- Priscilla Yamin. 2012. *American Marriage: a Political Institution*. 23-44 [e-book, library]

- Tamara Metz. 2020. "Obergefell, Marriage, and the Neoliberal Politics of Care," in Julie Novkov and Carol Nackenoff (eds). *Stating the Family: New Directions in the Study of American Politics*, 45-66 (e-book, library)

**2/11 -Assignment: Preparation for Upcoming (Op-Ed) Practicum #1:** Read the following interview for strategies from Jon Zimmerman for op-ed writing, **come prepared to discuss this in class on 2/11**. We will go over strategies, audience, and purpose of the upcoming Op-Ed Practicum:

- <http://histsociety.blogspot.com/2011/04/historian-as-op-ed-artist-interview.html>
- <https://www.processhistory.org/why-and-how-i-write-op-eds/> (Why – and How – I write Op-Eds).
- <https://www.youtube.com/watch?v=6guQmGWVFNg> (How to get your Op-Ed Published).
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**Optional: Examples** of "Expert-driven" Op-Eds for you to try to follow when you write your own opinion piece (Pay attention to how the authors use their academic knowledge to inform and try to shape the opinion of their readers in relation to news occurrences.):

- Sarah B Rowley. Aug 20, 2020. *American Might be Ready for Kamala Harris's Husband to be Second Gentleman*. Washington Post. <https://www.washingtonpost.com/outlook/2020/08/19/america-might-be-ready-kamala-harriss-husband-be-second-gentleman/>
- Tera W. Hunter. June 3, 2018. *The Long History of Child Snatching*. NYT: <https://www.nytimes.com/2018/06/03/opinion/children-border.html>
- Gwendoline M Alphonso. June 28, 2018. "Trump's GOP is Now at War with Families?" *History News Network* (2018): <https://historynewsnetwork.org/article/169417>
- Ryan T. Anderson. Jan 21, 2021. "After Inaugural Rhetoric on Unity, Biden Signs Divisive Transgender Executive Order," *Daily Signal*. <https://www.heritage.org/gender/commentary/after-inaugural-rhetoric-unity-biden-signs-divisive-transgender-executive-order>

**2/15: Assignment: Op-ed Practicum 1-page OUTLINE upload to BB before class meets, orally discuss in class**

**2/18- 2/22\* Topic 4 THE POLITICS OF PARENTHOOD** - The readings describe the causes, conditions, and implications for recent efforts – by political parties, media, and policy – to politicize aspects and groups of parents. Which kinds of parents are privileged? Why? And in What ways? What policy goals and agendas are furthered by the contemporary politicization of parenthood?

- Gwendoline M Alphonso 2016. "Resurgent Parenthood: Organic Domestic Ideals and the Southern Family Roots of Conservative Ascendancy, 1980–2005" *Polity* Vol. 48, Issue 2 (April 2016): 205-223 (e-journal, library)
- Laurel Elder & Steven Greene. 2012. "The Rise of Politicized Moms and Dads" *The Politics of Parenthood*. 49-66. (e-book, library)
- Dorothy Roberts. 2014. "Child welfare as Surveillance of African American families," *Journal of Social Welfare and Family Law* Vol. 36:4, 426-437 (e-journal, library)

**\* NOTE: In-person classes begin 2/22**

**2/19 FRIDAY                    UPLOAD PRACTICUM #1 PAPER ON BLACKBOARD (by 5pm)**

- **PRACTICUM #1: Paper Assignment – Op-Ed; Writing as a Social Scientist to Persuade and Inform Public Discourse**

For this assignment you will first identify a news story (or opinion piece) in either the New York Times, Washington Post or the Wall Street Journal (or another reputable newspaper or news blog) in the last 4 weeks that addresses any aspect of the family (or families) in politics (you may choose how you define "politics"). You will write an op-ed response to this new item or opinion, using any aspect of the course materials (concepts, historical patterns etc.) we have covered so far to present a new perspective or develop an argument by which you hope to persuade your readers to view the current news story, clearly setting out your own views for why your conception or perspective is useful. The goal of this exercise is to familiarize you with op-eds as genre written by social scientists publicizing research and theoretical findings in response to a current issue, with the purpose of impacting public discourse.

**2/25                    Practicum #1 Day                    Oral Presentations and Discussant Critiques**

**3/1-3/4                    Topic 5                    RE-CONCEIVING FAMILY POLITICS** - The authors of the readings are from diverse disciplinary and ideological backgrounds and urge you to conceive of the family/marriage in certain distinct ways. Identify the central foci and approach to family for each and their reasons for why their framework is desirable. Which framework, if any, is more persuasive, and why? What are the concerns of the authors regarding family changes - in this regard try to identify and contrast the different qualities of families that each author cherishes the most.

- Martha Fineman. 1995. *The Neutered Mother, the Sexual Family and Other Twentieth Century Tragedies*. 201-219, 226-233 [Blackboard] (Law/Legal theory)
- "In the Room with David Blankenhorn and Jonathan Rauch", available at: <https://vimeo.com/51201786>(Family Science, Political Commentary)
- David Popenoe. 1999. "Can the Nuclear Family be Revived?" *Society* 36(5):28-30 [Available from Library Website] (Sociology)
- Robert Rector. 2012. Marriage: America's Greatest Weapon Against Child Poverty. Heritage Foundation. <https://www.heritage.org/poverty-and-inequality/report/marriage-americas-greatest-weapon-against-child-poverty>

**3/4 - Assignment: Preparation for Upcoming (Analyzing Statistical Data) Practicum #2:** We will discuss analytical strategies for evaluating statistical data based on the Cherlin piece below and also go over strategies, purpose, and audience for the upcoming Analyzing Statistical Data Practicum on 3/4

- **READ:** Andrew Cherlin et al. 2009. "Is that a Fact? Three Brief Reports Prepared for the Council on Contemporary Families." Available at: <https://contemporaryfamilies.org/wp-content/uploads/2013/10/2009-Fact-a-fact-collection.pdf>

**Part II – CHANGING FAMILIES & FAMILY POLITICS**

**3/8- 3/11                    Topic 6                    CHANGING FAMILY STRUCTURES & RELATIONS** – Be prepared to list the ways (1,2,3..) that family structure and relations have changed, paying attention to both (macro) aggregate changes occurring across large groups as well as (micro) small changes within individual families. Which family changes are the most significant? How so? Why?

- Laurel Elder & Steven Greene. 2012. *The Politics of Parenthood*. Chapter 2 ("The Politics of the Changing American Family,") 11-21.
- Andrew Cherlin. 2010. Demographic Trends in the United States: A Review of Research in the 2000s. *Journal of Marriage and Family*, 72: 403–419 (Available from Library Website) (Sociology)
- Naomi Cahn & June Carbone. 2014. *Marriage Markets*. 11-20. (Blackboard) (Law/Legal Theory)

**3/8 Assignment: 1-page OUTLINE, Practicum #2, upload to Blackboard before class meets, orally discuss in class**

**3/15\*            Topic 6 (Contd.)            CHANGING FAMILY STRUCTURES & RELATIONS (CONTD)** – Be prepared to list the ways family has changed, paying attention to both (macro) aggregate changes occurring across large groups as well as (micro) small changes within individual families. Which family changes are the most significant? How so? Why?

- Council on Contemporary Families Gender Rebound Symposium. 2014. 1-20. Avlb: [https://contemporaryfamilies.org/wp-content/uploads/2014/07/2014\\_Symposium\\_Gender\\_Rebound.pdf](https://contemporaryfamilies.org/wp-content/uploads/2014/07/2014_Symposium_Gender_Rebound.pdf)
- David Popenoe. 2008. The American Family, 1988–2028 - Looking Back and Looking Forward. Institute for American Values. 1-5.(Sociology) Avlb: <http://americanvalues.org/catalog/pdfs/researchbrief13.pdf>
- Philip Cohen. 2014. *Family Diversity is the New Normal for America's Children*. Council on Contemporary Families, Briefing Paper.1-8. (Sociology) available: <https://contemporaryfamilies.org/wp-content/uploads/2014/09/new-normal-family-diversity.pdf>
- Daniel L Carlson et al. May 20, 2020. *Men and Women Agree: During the COVID-19 Pandemic Men are Doing More at Home*. <https://contemporaryfamilies.org/covid-couples-division-of-labor/>

**\* NOTE: No student-led discussion.**

**3/16    – TUESDAY    -- PRACTICUM #2 MUST BE UPLOADED ON BLACKBOARD BY 5pm**  
***Practicum #2: Paper assignment: Analyzing Statistical Data***

1. The assignment addresses three important questions: What do such group-level numbers mean? How can they be interpreted differently depending on one's perspective? Can you generalize about individual-level consequences from data of this sort? To answer these questions effectively you must read: Andrew Cherlin et al. 2009. "Is that a Fact? Three Brief Reports Prepared for the Council on Contemporary Families." Available at: <https://contemporaryfamilies.org/wp-content/uploads/2013/10/2009-Fact-a-fact-collection.pdf>
2. Then, using the Cherlin et al report above, analyze published empirical data from 1 or 2 of the below sources (a,b,c,d). Are the conclusions that these or other authors draw about changes in family practices and their impacts valid? Why, why not? For example, you could consider their interpretation of the impact of changing roles of fathers away from sole "breadwinners" on health or illness levels in the population, or its impact on child development, marriage stability etc. Your paper could, alternatively, develop a

methodological thesis about how the author's method/presentation of facts is misleading or persuasive and why.

- a. Ventura, Stephanie G. and Christine Bachrach. 2000. *Nonmarital Childbearing in the United States, 1940-2010*. National Vital Statistics Reports, Vol. 48, No. 16. Hyattsville, MD: National Center for Health Statistics. [http://www.cdc.gov/nchs/data/nvsr/nvsr48/nvs48\\_16.pdf](http://www.cdc.gov/nchs/data/nvsr/nvsr48/nvs48_16.pdf)
- b. Schoenborn, Charlotte A. 2004. *Marital Status and Health: United States, 1999-2010*. Advance Data from Vital Health and Statistics, no. 351. Hyattsville, MD: National Center for Health Statistics. <http://www.cdc.gov/nchs/data/ad/ad351.pdf>
- c. Fields, Jason. 2011. *America's Families and Living Arrangements: 2010*. Current Population Reports, P20-553. Washington, DC: U.C. Census Bureau. <http://www.census.gov/prod/2004pubs/p20-553.pdf>
- d. In addition, you may use later (or any other) reports also found on the census "family and living arrangements" site at: <http://www.census.gov/hhes/families/>  
*Be sure to CITE the Sources of the data you're analyzing.*

### 3/18                      Practicum #2 Day                      Oral Presentations and Discussant Critiques

**3/22-3/25            Topic 7            MASCULINITY, FATHERHOOD CHANGES & POLITICS** – What are some changes occurring in fatherhood? How and why are these changes politically important, if at all, according to the authors? Which changes in fatherhood practices are politicized and how, i.e. presented as a crisis that needs to be addressed through different laws and policies?

- Robert Self. 2012. *All in the Family: The Realignment of American Democracy since the 1960s* 1-14, 75-100. [BB]
- Anna Gavanas, 2004, *Fatherhood Politics in the United States: Masculinity, Sexuality, Race, and Marriage*. 21-42. (LB) (Sociology)

Late 20<sup>th</sup> century movements destabilized prevailing traditional understandings of masculinity but did not replace it with anything concrete.

- WATCH VIDEO on "toxic masculinity" (why "toxic? To whom?) (6 mins): <https://www.youtube.com/watch?v=RbX76n6A160>
- LISTEN TO THE FOLLOWING RECORDING (35 minutes) by author Peggy Orenstein, talking about her new book, and think about what seems to be the problem today with masculinity norms? Which norms/ideals are problems? Why? How can we view her findings in the context of the readings by Self and Gavanas?: <https://www.npr.org/sections/health-shots/2020/01/07/794182826/boys-sex-reveals-that-young-men-feel-cut-off-from-their-hearts>

**3/25 - Preparation for Upcoming Practicum #3 (Family Oral History):** Read the following, we will discuss strategies, interview methods, qualitative data, audience, and purpose of upcoming practicum #3 (Oral History)

- READ: Campbell, Andrea Louis, "Family Story as Political Science: Reflections on Writing Trapped in America's Safety Net," *Perspectives on Politics*, 2015, Vol.13(4), pp.1043-1052 (e-journal, Lib)
- *Read and analyze components of the writing style and technique of writing up interview findings from the **example** ("Oral History") provided on blackboard.*

**3/29,\* 4/8 Topic 8 HISTORICAL FAMILY POLITICAL DEVELOPMENT** - The readings discuss family changes in the Progressive, Post World War II and Contemporary periods. Compare across the readings the prevailing social and political conditions facing families each of these eras. Which conditions received the most attention by political actors (and were addressed in policy), how and why?

- Laura Lovett. 2007. *Conceiving the Future: Pronatalism, Reproduction, and the Family in the United States, 1890-1938*. 1-16. (e-book, library)
- Elaine Tyler May. 2008. *Homeward Bound: American Families in the Cold War Era*. New York, NY: Basic Books. 20<sup>th</sup> Anniversary ed. 19-38, 217-228. [e-book, Library] (History)
- Gwendoline Alphonso. 2018 (University of Pennsylvania Press) *Polarized Families, Polarized Parties: Sectional Family Ideals and American Party Competition in the Twentieth Century*. 120-140. (e-book, Library) (Political Science)

**3/29- Assignment: 1-page OUTLINE of Practicum #3 (oral history) upload to BB before class meets and discuss in class.**

**\* NOTE: EASTER BREAK INTERVENING**

**4/9 – Friday: PRACTICUM #3 TO BE UPLOADED BY 5pm, on BLACKBOARD**

**PRACTICUM #3: Paper Assignment: Family Oral History**

- (1) For this assignment, you will interview (either on the phone, skype or in person) parents, grandparents, and other family members about the history of “fathering” or “mothering” in their family. You will be encouraged to follow one branch of your family (maternal or paternal) in detail and analyze (a) what has changed regarding practices of fathering or mothering or both; (b) how do their interviewees interpret these changes (as desirable or not, why/why not?). During our class presentations, the class as a whole will look for patterns in the reports from students who come from different ethnic and regional backgrounds. There are three important skills addressed by this assignment: What do you learn from interviews in contrast to what you learn from group-level analyses of empirical data that represents larger populations? How do you put together a number of interviews into a coherent story? How do you generalize (or not) from individual interviews to a larger group, or to society as a whole?

**4/12 PRACTICUM #3 DAY Oral Presentations and Discussant Critiques**

**4/12- Assignment: Preparation for Final Research Paper:** READ the following we will go over the elements, purpose, strategies, methods, and data for the upcoming Research Prospectus and Research Paper Assignments, paying attention to forms of citation and attribution. We will also discuss the upcoming Practicum #4

- Chapters 2 and 3, *Writing a Research Paper in Political Science* (Baglione, 2020) (Blackboard)
- *Chicago Manual of Style* (Library, Online)

### **PART III – FAMILIES IN POLICY**

**4/15-4/19 Topic 9 SOCIAL WELFARE, POVERTY AND FAMILIES** - How does “family” or “marriage” relate to the politics and development of welfare policies in America? Do welfare policies impose different marriage and family obligations on poor families as opposed to the non-poor? Are their

historical patterns in the way race and gender interconnects, if at all, to existing political ideas of poor, welfare, families?

- Gwendolyn Mink, 1999. "Aren't Poor Single Mothers Women? Feminists, Welfare Reform, and Welfare Justice" in Gwendolyn Mink (ed) *Whose Welfare?* 171-188 [e-book, Library]
- Gwendolyn Alphonso. 2021. "Political-Economic Roots of Coercion –Slavery, Neoliberalism, and the Racial Family Policy Logic of Child and Social Welfare" *Columbia Journal of Race & Law* (Blackboard).
- Nicholas Kristoff and Sheryl WuDunn, "Who Killed the Knapp Family?" Jan 9, 2020. *New York Times*, <https://www.nytimes.com/2020/01/09/opinion/sunday/deaths-despair-poverty.html>
- Daniel Patrick Moynihan (1965). *The Negro family: The case for national action*. U.S. Department of Labor. 1-40.

Note: For Practicum #4 the whole report is available on the web:

<http://web.stanford.edu/~mrosenfe/Moynihan's%20The%20Negro%20Family.pdf>

**4/16 Friday 9pm - Assignment: 1-page OUTLINE of Practicum #4 (close textual) upload on BB and orally discuss in class**

**4/18 TUES PRACTICUM #4 TO BE UPLOADED ON BLACKBOARD BY 5pm.**

**PRACTICUM #4: Paper Assignment: CLOSE TEXTUAL ANALYSIS**

The Moynihan report resulted in a political conflagration shortly after it was published (see blackboard). What exactly does Moynihan claim? To what extent can the controversy be traced to his actual argument, substantive or stylistic? Read the text closely, analyze the language – its express and implied meanings – to complete this assignment. This assignment requires 'close textual analysis', an analytical method that will focus on distinct words, passages, to qualitatively draw inferences and implications.

**4/22 Practicum #4 Day Oral Presentations and Discussant Critiques**

**4/26-4/29 TOPIC 10 LBGTQ FAMILIES & RIGHTS** – What has changed and/or remained the same in the gay rights movement since the late 1960s? Why did "same-sex" marriage become such a hot-button issue? What does this tell us about how "family change" causes "policy development" in America?

- Alison L. Gash, 2015, "A Public Debate on Same-Sex Marriage," *Below the Radar: How Silence Can Save Civil Rights*, 51-88. (Blackboard)
- H. Howell Williams. 2018. "From Family Values to Religious Freedom: Conservative Discourse and the Politics of Gay Rights." *New Political Science*, Vol. 40:2, 246-263 (e-journal, Library).

**5/3 WORKING PAPER PRESENTATIONS & DISCUSSIONS**

**MAY 13 (11:30 am): FINAL HARD COPIES OF RESEARCH PAPER TO BE SUBMITTED**