

SOCI 4331.001
(Cross-listed with WOMS 4392.002 and AAST 4331.001)
RACE, ETHNICITY, AND FAMILY FORMATION
TuTh 11:00-12:20
PKH113

Instructor: Dr. Heather Jacobson
Office: 423 University Hall
Office Hours: Tuesdays 12:30-1:30 and by appointment
Email: jacobson@uta.edu

Course Description: Who can become a family? This course investigates this question from a socio-historical perspective, focusing on the ways in which dominant cultural understandings of race and ethnicity have shaped the legal possibilities for family formation, family structure, and the experiences of families in the U.S. The course inspects historical and contemporary families, looking at how certain families have been denied legal recognition or unification based on the race and ethnicity of their members. The class also explores familial responses to these restrictions and will examine the experiences of these families. Course topics include slavery, immigration, interracial marriage, welfare reform, state promotion of marriage, and transracial adoption.

Course Learning Objectives

- 1) Students will be able to recognize and explain historical and contemporary cultural ideologies of race, ethnicity, and the family.
- 2) Students will be able to evaluate the interaction between ideologies of race/ethnicity and the family and its impact on historical and contemporary family formation.
- 3) Students will be able to articulate key sociological concepts related to the sociology of race and ethnicity and the sociology of families.

Required Readings

The first two books are available in the bookstore. The third book (Reddy) is out of print and unavailable in the bookstore. It is available very cheaply on on-line bookstore like Amazon and for free as an e-book on the UTA library website.

Charles Gallagher. (2012). *Rethinking the Color Line: Readings in Race and Ethnicity*. Fifth Edition. (**RCL** in syllabus)

Susan Ferguson. (2011). *Shifting the Center: Understanding Contemporary Families*. Fourth Edition. (**STC** in syllabus)

Maureen Reddy. (1997). *Crossing the Color Line: Race, Parenting, and Culture*.

Grading Scale:

A 90-100 B 80-89 C 70-79 D 60-69 F 59 and below

Course Requirements:

Grades for the course will be calculated on a 100-point scale, as follows:

Active Class Participation: 5 points

Short Writing assignments: 15 points

Four Exams: 20 points each (80 total)

Attendance and Active Class Participation: At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. For this course, I will not be taking daily formal role, however, attendance at every class is expected. We have frequent assignments in class which indicate to me whether or not you are attending class. Class participation includes attendance at every class, completion of reading assignments (by the first class in which the material will be discussed), and regular, thoughtful contribution to class exercises and discussions. Class participation and attendance account for 5% of your final grade.

Short Writing Assignments: There will be frequent writing assignments, worth 15% of your final grade, comprised of short essay questions on the day's readings, films, lecture, or course discussion topics. Sometimes this work occurs with a partner, often, it is individual work. These assignments often occur during class; sometimes they are take-home assignments. You will *not* be notified ahead of time when these assignments will be given and they cannot be made up.

Exams: The four course exams, each worth 20% of your final grade, consist of a mixture of multiple choice and true and false. You will need to bring a SCANTRON sheet (882-E) and a #2 pencil on exam days. You should also bring an eraser. Extra scantron sheets, pencils, and erasers will not be provided in class, so please come prepared.

A Note on Make-up Exams: Make-ups for Exams 1, 2, and 3 will be given on December 2 during class time. If you miss Exam 1, 2, or 3 it is your responsibility to contact me to make arrangements to take the exam during class on the 2nd.

*******THERE IS NO MAKE-UP FOR THE FINAL EXAM*******

A Note on Success in this Class: It is essential to your success in this class that you attend every class, arrive on time and remain for the entire class, pay attention in class, take good notes, stay up-to-date on your reading of the course material, and apply your critical thinking skills to the course topics.

*****Course Outline*****

August 22: Introduction to the course

Section One: Theoretical Perspectives on Families and Race/Ethnicity

August 21*, 26, 28, and 2: Defining the Family

- Dorothy Smith, “The Standard North American Family: SNAF as Ideological Code.” RESERVE READING
- Karen Pyke, “The Normal American Family” as an Interpretive Structure of Family Life among Grown Children of Korean and Vietnamese Immigrants.” (STC: pages 90-106)

***NOTE FOR AUGUST 21, 2014:** I have jury duty on this day. Therefore, we will not be meeting for class. Instead, I would like you to take that hour and twenty minutes of class time to complete Writing Assignment #1. Please find the assignment on our Blackboard page.

September 4, 9, and 11: Defining Race and Ethnicity

- Marvin Harris, “How Our Skins Got Their Color.” (RCL: pages 7-8)
- F. James Davis, “Defining Race: Comparative Perspectives.” (RCL: pages 53-63)

September 16: EXAM ONE

Section Two: Slavery, Immigration, and Family Strategies

September 18 and 23: Slavery and Family Life

- Niara Sudarkasa, “Interpreting the African Heritage in Afro-American Family Organization.” RESERVE READING
- Howard Zinn, “Drawing the Color Line” (RCL: pages 9-17)

September 25: Theorizing the Contemporary African American Family

- Shirley Hill, “Black Families: Beyond Revisionist Scholarship” (STC: pages 75-89)

September 30 and October 2 and 7: Race, Immigration, and Assimilation

- Steven Steinberg, “The Melting Pot and the Color Line.” (RCL: pages 321-326)
- Maria Cecilia Hwang and Rhacel Salazar Parrenas. “Not Every Family: Selective Reunification in Contemporary US Immigration Laws” RESERVE READING
- Dorothy Roberts. 1998. “Who May Give Birth to Citizens?: Reproduction, Eugenics, and Immigration,” RESERVE READING

October 9: EXAM TWO

Section Three: Romance and Marriage

October 14 and 16: Poverty, Welfare Policy, and the Promotion of Marriage

- Sharon Hays, “Flat Broke with Children: The Ground Level Results of Welfare Reform” (STC: pages 717-724)
- Naomi Gerstel and Natalia Sarkisian, “Marriage: The Good, the Bad, and the Greedy.” (STC 204-212)
- Kathryn Edin and Maria Kefalas, “Unmarried with Children.” (STC 725-732)
- Judith Levine, “Trusting the Poor.” Read at:
<http://www.bostonreview.net/us/trusting-poor>

October 21 and 23: The History of Interracial Romance

- Roland G. Fryer Jr., “Guess Who’s Been Coming to Dinner? Trends in Interracial Marriage over the 20th Century.” (RCL:361-368)
- Peggy Pascoe. “Miscegenation Law, Court Cases, and Ideologies of “Race” in 20th Century America.” RESERVE READING

October 28 and 30: Contemporary Interracial Romance

- Heather M. Dalmage, “Discovering Racial Borders.” (RCL: pages 374-382)
- Kimberly McClain DaCosta, “Redrawing the Color-Lin? The Problems and Possibilities of Multiracial Families and Group Making.” (RCL: pages 383-392)

November 4: EXAM THREE

Section Four: Parenting

November 6: Race and Parenting

- Lynet Uttal, “Racial Safety and Cultural Maintenance: The Child Care Concerns of Employed Mothers of Color.” RESERVE READING
- Suzanne Carothers, “Catching Sense: Learning from our Mothers to Be Black and Female.” RESERVE READING

November 11, 13, and 18: Adoption

- Heather Dalmage. 2006. “Interracial Couples, Multiracial People, and the Color Line in Adoption.” RESERVE READING
- Katherine M. Flower Kim, “Out of Sort: Adoption and (Un)Desirable Children (STC 400-412)
- Heather Jacobson, “Interracial Surveillance and Biological Privilege: Adoptive Families in the Public Eye.” RESERVE READING

November 20 and 25: Marrying and Parenting Across the “Color Line”

- Maureen Reddy. 1997. *Crossing the Color Line: Race, Parenting, and Culture*. (Preface and Chapters 1-3 for the 20th; Chapters 4-6 for the 25th)

November 27: NO CLASS, HAPPY THANKSGIVING!

December 2: Make-Up Exam and Study Day

December 9: Exam Three 11-12:30 *in our classroom*

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.* UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as

required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.