University of Texas at Arlington Fall 2014

# **SOCI 5330.001**

# **RACE AND FAMILY**

T 2:00-4:50

Instructor: Dr. Heather Jacobson

Office: 423 University Hall

Office Hours: T, TH 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 Learning Objectives:** Students will be able to recognize and explain historical and contemporary cultural ideologies of race, ethnicity, and the family. 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. Students will be able to articulate key sociological concepts related to the sociology of race and ethnicity and the sociology of families.

### Required Readings: Books are available in the bookstore. The reserve readings will be available on the library reserves webpage.

Rachel Moran. 2001. *Interracial Intimacy: The Regulation of Race and Romance.*

Dorothy Roberts. 2002. *Shattered Bonds: The Color of Child Welfare.*

Heather Jacobson. 2008. *Culture Keeping: White Mothers, International Adoption, and*

*the Negotiation of Family Difference*.

Annette Lareau. 2011. *Unequal Childhoods: Class, Race, and Family Life.* **SECOND EDITION**

### Course Requirements:

### Attendance and Participation.

### Regular classroom attendance and active classroom participation, without fail, is expected. Class participation includes attendance at every class, completion of reading assignments (by the class in which the material will be discussed), completion of class exercises and assignments, and regular, thoughtful contribution to class discussions. To succeed in this class you need to be able to not only attend class and do the readings but have the time, focus, and dedication to complete the assignments. If you have a serious illness or family emergency (the only reasons for which you should ever miss class) that keeps you from class, email me as soon as possible to let me know.

1. **Reading Memos**

Each week you will turn a set of reading memos on that week’s readings. Each reading should have at least 150 words (i.e. one paragraph) in your memo. When we read books, I expect your memo to be *at least* 300 words. Your memos should paraphrase what you see as the author’s central question(s) and main argument(s). This is not meant to be busy work but a helpful and useful tool. Many people develop this type of memo system so that later they can read their notes rather than the whole book or article again. Reading memos are due to me via email by 8 a.m. on the Tuesday in which the readings are assigned. (see note below\*)

1. **Discussion Questions**

Each week, email me questions for discussion by eight a.m. on Tuesday. Bring a copy of the questions yourself as well to class. We will use these questions as the basis for discussion. They will be read in class. Think about ways to write thought-provoking questions that will get discussion going. Avoid closed-ended (yes/no) questions. One well-crafted question is better than 3 mediocre questions. Number your questions and put your initials before the number= example: HJ 1. (see note below\*)

**\*NOTE**: **Please email your reading memo and discussion questions in one Word document. In the subject line of the email insert your last name and the week of the semester. So the subject line of the email will look like this: Jacobson Week Three.**

1. **Final Paper**

For your final paper, you will write a detailed literature review focused on a question or topic from the course. You will draw on both course materials and outside materials to answer a question about your particular area of concentration. The goal of the review is to familiarize yourself with the literature on one aspect of the Race and Family and to draft the related main arguments and key theoretical concepts. (3500-5000 words—roughly 14-20 pages but go by the word count)

* 1. Research Proposal

 You will turn in a short proposal, describing your intended focus area for your final paper. The proposal should lay out: 1) your question 2) why your question is important 3) what you know about the answer to your question so far 4) whose work you think will be helpful in answering your question, and 5) a preliminary bibliography. Your proposal should be roughly between 900-1200 words.

* 1. Research Presentation

On the last day of the semester, you will present your research findings to the class. Each student will give a ten minute presentation and will participate in a Q&A about their research.

**Assignments:**

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

Class participation: 10 points

Reading Memos: 25 points

Discussion Questions: 15 points

Research paper proposal: 15 points

Research presentation: 10 points

Final paper: 25 points

### \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*Course Outline\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

## Section One: Theoretical Perspectives on Families and Race/Ethnicity

**Week One**

### August 26th: Introduction to the course

NOTE: I have jury duty on the 26th, so we will not be meeting for class. Instead, please prepare for class on Sept 2, completing the readings, writing memo, and discussion questions. See above for specifics on those assignments.

**Week Two**

### September 2: Defining the Family

* Gittins, Diana .1998. “What is the Family? Is it Universal?” Pp 7-19 in Karen Hansen and Anita Garey (Eds.) *Families in the U.S.: Kinship and Domestic Politics*. Philadelphia: Temple University Press. (Reserve)
* Smith, Dorothy. 1993. “The Standard North American Family: SNAF as Ideological Code.” *Journal of Family Issues* 14 (1): 50-65. (Reserve) **Note: Need to click on PDF link in the e-reserve item**
* Pyke, Karen .2000. “The Normal American Family” as an Interpretive Structure of Family Life Among Grown Children of Korean and Vietnamese Immigrants.” *Journal of Marriage and Family* 62 (1): 240-255. (Reserve)
* Minnow, Martha. 2011. “Redefining Families: Who’s In and Who’s Out.” Pp 1-11 in Susan Ferguson (Ed.) *Shifting the Center: Understanding Contemporary Families*. McGraw Hill. (Reserve)

**Week Three September 9: Defining Race and Ethnicity**

* Omi, Michael and Howard Winant. 2012. “Racial Formations.” Pp 17-22 in Charles Gallagher (Ed.), *Rethinking the Color Line: Readings in Race and Ethnicity*. McGraw Hill. (Reserve)
* Snipp, Matthew. 2012. “Defining Race and Ethnicity.” Pp 22-32 in Charles Gallagher (Ed.), *Rethinking the Color Line: Readings in Race and Ethnicity*. McGraw Hill. (Reserve)
* Zinn. Maxine Baca . “Feminist Rethinking from Racial-Ethnic Families.” Pp 303-314 in Maxine Baca Zinn and Bonnie Thornton Dill (Eds.), *Women of Color in U.S. Society*. (Reserve)
* Davis, F. James . 2012. “Defining Race: Comparative Perspectives.” Pp 53-63 in Charles Gallagher (Ed.), *Rethinking the Color Line: Readings in Race and Ethnicity*. McGraw Hill. (Reserve)

**Week Four September 16: Race, Family, and Nation Making: Slavery**

* Jones, Jacqueline. 1985. ““My Mother was much of a Woman”: Slavery.” Chapter One (Pp 11-43) from Jones, *Labor of Love, Labor of Sorrow: Black Women, Work and the Family, From Slavery to the Present*. New York: Basic Books. (Reserve) **NOTE: THIS CHAPTER IS IN TWO SECTIONS IN E-RESERVE**
* Sudarkasa, Niara .2008. “Interpreting the African Heritage in Afro-American Family Organization.” Pp 59-73 in Stephanie Coontz (Ed.), *American Families: A Multicultural Reader*. Routledge (Reserve)
* Zinn, Howard. “Drawing the Color Line.” Pp 23-38 in Howard Zinn, *A People's History of the United States: 1492 to Present*. Harper Perennial. (Reserve)

**Week Five September 23: Race, Family, and Nation Making: Immigration**

* Dill, Bonnie Thorton .1994. “Fictive Kin, Paper Sons, and Compadrazgo: Women of Color and the Struggle for Family Survival.” Pp 149-170 in Maxine Baca Zinn and Bonnie Thornton Dill (Eds.), *Women of Color in U.S. Society*. (Reserve)
* Steinberg, Steven .2012. “The Melting Pot and the Color Line.” Pps 321-326 in Charles Gallagher (Ed), *Rethinking the Color Line: Readings in Race and Ethnicity*. McGraw Hill. (Reserve)
* Hwang, Maria Cecilia and Rhacel Salazar Parrenas. 2010. “Not Every Family: Selective Reunification in Contemporary US Immigration Laws.” *International Labor and Working-Class History* 78 (1): 100-109. (Reserve)
* Sassen, Saskia. 1998. “America’s Immigration ‘Problem.’” Pp 31-53 in S. Sassen, Globalization and its Discontents: Essays on the New Mobility of People and Money. New York: The New Press. (Reserve).

**Week Six September 30: Race, Family, and Nation Making: Reproduction**

* Roberts, Dorothy. 1996. “Who May Give Birth to Citizens?: Reproduction, Eugenics, and Immigration.” Pps 205-220 in Juan F Perea (Ed.) *Immigrants Out!: The New Nativism and the Anti-Immigrant Impulse in the United States*. NYU Press (Reserve)
* Carey, Allison. 1998. *“*Gender and Compulsory Sterilization Programs in America: 1907- 1950.” *Journal of Historical Sociology* 11 (1): 74-105. (Reserve)
* Gordan, Linda. 1974. “The Politics of Population: Birth Control and the Eugenics

Movement.” *Radical America* 8 (4): 61-98. (Reserve)

**Week Seven October 7: Miscegenation Laws**

* Moran, Rachel. 2001. *Interracial Intimacy: The Regulation of Race and Romance*.

Preface through Chapter 5

**Week Eight October 14: Contemporary Interracial Unions**

* Moran, Rachel. 2001. *Interracial Intimacy: The Regulation of Race and Romance*.

Chapter 6, 8, and 9

* Steinbugler, Amy. 2005. “Visibility as Privilege and Danger: Heterosexual and

Same-Sex Interracial Intimacy in the21st Century.” *Sexualities* 8 (4): 425-443. (Reserve)

* Dalmage, Heather. 2000. “Discovering Racial Borders.” In Heather Dalmage, *Tripping on the Color Line: Black-White Multiracial Families in a Racially Divided World*.

##### Week Nine October 21: Welfare Policy

* Roberts, Dorothy. 2002. *Shattered Bonds: The Color of Child Welfare.*

Introduction and Part One

**Week 10 October 28: Welfare Policy**

* Roberts, Dorothy. 2002. *Shattered Bonds: The Color of Child Welfare.* Part Two

**Week 11** **November 4: Parenting and Race**

* Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life.*

Chapters 1-7

* Carothers, Suzanne. 1998. “Catching Sense: Learning from our Mothers to be Black and Female.” Pp 315-327 in Karen Hansen and Anita Garey (Eds.), *Families in the US: Kinship and Domestic Politics*. Philadelphia: Temple University Press

**Week 12 November 11: Parenting and Race**

* Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life.*

Chapters 8-15

* Uttal, Lynet. 1996. "Racial Safety and Cultural Maintenance: The Childcare Concerns of Employed Mothers of Color." *Ethnic Studies Review* 19(1):43.

##### Week 13 November 18: Domestic and International Adoption

##### Jacobson, Heather. 2008. *Culture Keeping: White Mothers, International Adoption, and the Negotiation of Family Difference*. Chapters 1-2.

* Moran, Rachel. 2001. *Interracial Intimacy: The Regulation of Race and Romance*.

Chapter 7

**Week 14 November 25:** **Negotiating Racial Differences in Families**

* Jacobson, Heather. 2008. *Culture Keeping: White Mothers, International Adoption, and the Negotiation of Family Difference*. Chapters 3-6.
* Dalmage, Heather. 2006. “Interracial Couples, Multiracial People, and the Color Line in Adoption.” Pps 210-224 in Katarina Wegar (Ed.), *Adoptive Families in a Diverse Society*.

**Week 15 December 2:** **Student Research Presentations**

**\*\*\*\*FINAL PAPERS DUE DECEMBER 9 AT NOON IN MY BOX IN UH 430\*\*\*\***

**If you want your paper returned to you with comments, please turn in 2 hard copies and a self-addressed stamped envelope. Otherwise, only one copy is due.**

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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://wweb.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](http://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](http://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](http://www.uta.edu/resources)