

Sociology 120: Marriage and the Family

University of Wisconsin–Madison

Tues & Thurs, 9:30-10:45am

Location: Bascom Hall 272

Fall 2024

Administrative Information

Course Website: <https://canvas.wisc.edu/courses/423009>

Professor

Name: Prof. Felix Elwert

Office Hours: Tue & Thu 11:00-noon

Please make an appointment at <https://felix-elwert.youcanbook.me>

By default, office hours are in person. If you are feeling unwell or away, we can switch to zoom.

Location: 4426 Social Science

Email: elwert@wisc.edu

Teaching Assistants

Name	Office hours	Location	Email
Della Tao	M noon-1pm; T 1-2pm	Social Sciences 8120E	ytao43@wisc.edu
Anupama Kumar	W 11am-noon; R 2:50-3:50pm	Social Sciences 4315	kumar255@wisc.edu
Taewon Min	M 12-1 pm; T 1-2pm	Social Sciences 8120C	taewon.min@wisc.edu

See section syllabi on Canvas for section meeting times and locations and announcements.

Credits: 4. Approximately 10 hours of lecture, section, and readings/homework per week.

Requisites: None

Course Designation: Breadth - Social Science

Level: Elementary

L&S Credit: Counts as Liberal Arts and Science credit in L&S

Modern syllabi are absurdly long... Please read this entire document. I'm so sorry ☺

COURSE DESCRIPTION

The family is a fundamental building block of social life, in at least two senses. First, families provide the context in which individual lives unfold—they set the stage for birth, life, love, and death. In this sense, families are “private institutions.” Second, families have consequences for the greater good—they educate children and care for the elderly, but they also generate and perpetuate social inequalities. In this sense, families are “public institutions” that matter for society as a whole.

This course will examine families as private and as public institutions from the perspectives of family sociology and social demography. The course will focus primarily on aggregate patterns and historical trends within and between groups as defined by class, race, and gender, and less on individual experiences.

A major goal of this course is to learn about differences in family structure throughout history and in the contemporary United States. While it may be tempting to assume that there can only be one “best” or “natural” way to organize family life, research indicates that the family is constantly changing and adapting. There are, in fact, many families. What may work in one situation may not work in another: the consequences of family structure and family behaviors often depend on their context.

Sociology 120 is an introductory course designed for inquisitive students who are new to sociology. Seniors and other students with a background in social science are welcome, of course, but may alternatively wish to consider the more advanced family course Soc 640.

FORMAT

Lectures: This course meets in-person. You must complete all required readings *before* class. Have your notes ready and be prepared to ask and answer questions. Lectures will assume that you have completed the readings, draw attention to select issues from the required readings, and also present new material not covered in your readings. I will post lectures outline on the course website a few hours before lecture. Please print these outlines to facilitate note taking or load them on a device of your choice for electronic note taking.

Sections: Sections meet in-person. You must complete all required readings *before* class. Weekly discussion sections give you the opportunity to engage with the material more deeply. Section discussions are an integral part of this course, and section attendance is required. Your TA will distribute a separate section syllabus with further instructions. Sections are your time to shine.

LEARNING OUTCOMES

Understand key facts about the American family in history and present, its diversity, and its changing nature. Analyze key social-science theories and arguments about the family. Identify

central arguments exchanged in recent family debates. Connect course material to the daily news through written assignments.

REQUIREMENTS

There are five requirements for passing Soc 120: (1) Doing the readings, (2) section attendance and participation, (3) online reading quizzes, (4) two news reflections, and (5) two midterm exams.

1. Readings: The majority of your readings are drawn from the textbook:

Required: Cherlin, Andrew J. 2024. *Public and Private Families: An Introduction* (10th edition). Boston: McGraw-Hill.

The textbook and all additional required and recommended readings are available on Canvas, or you could order a paper copy.

To access the entirety of Cherlin's textbooks as an eBook, go to the course website on Canvas, click "McGraw-Hill Connect," then click "Connect Library," where you will see the textbook, which you can annotate.

You'll also be able to access the textbook as a SmartBook via the reading quizzes (filed under "Assignments" on Canvas). However, please note that the eBook (under Connect Library) and the SmartBook (that comes with the assignments) are not interlinked, so your highlights in one will not transfer to the other. You're free to choose whichever way of accessing Cherlin's textbook works best for you.

The best browser for accessing the online content is Google Chrome.

I have intentionally kept the required reading load for this course at a very moderate level (under 30 pages in most weeks). In return, you will engage the material in depth. You may find it helpful to team up with a group of classmates to discuss the readings (your TAs will help you find study partners in section). We encourage you to contribute the fruits of your out-of-class discussions in lecture and in section. You will enjoy this class more and get a better grade.

The last page of this syllabus contains a bibliography of additional optional readings. These are great books that will allow you to dig deeper. Please take a look.

2. Reading Quizzes: Starting Tuesday, September 10, before most lectures, you will complete an online reading quiz on the required readings. Access these quizzes under "Assignments" on Canvas—not through McGraw-Hill Connect. The quizzes will become active a few days before the due date, so you can take them at your leisure. You can take each quiz as often as you wish *before* its deadline, until you are satisfied with your score—you can always go back to the quiz and improve your score. Your quiz scores will account for a total 10% of your final grade—that's a lot!

For your convenience, the online quizzes for your *textbook* readings link to the relevant passages in the textbook. Additionally, the quizzes may contain questions about the required readings that are not part of your textbook, which are not linked from within the quiz.

We count your 16 best (out of 18) quiz scores. There are no extensions.

3. Sections: Sections begin the week of Monday, September 16. Section is an important component of this course, accounting for 16% of your final grade (11% participation, 5% attendance).

Thoughtful *section participation* is key. You will be graded on the *quality*, and not just the frequency, of your section participation. Please prepare for section. Complete all readings before section and contribute your questions, reflections, and observations. Engage your classmates creatively and constructively to advance the discussion.

Section attendance is required. You may miss up to two section meetings without penalty, no questions asked. It is your responsibility to make up all missed work and to borrow notes from a classmate. Your *attendance grade* will drop to 2% with your third absence, and to 0% with your fourth absence. Please note that 5% for attendance is a big deal: 5% can amount to a half letter grade change in your final grade. If you have a medical or other emergency that prevents you from attending several section meetings, please email *both* Professor Elwert and your TA to notify us.

4. News Reflection: You will compose two short assignments on current news related to select topics in Soc 120, accounting for a total of 14% of your final grade (7% each). The purpose of the assignment is to connect what you have learned in class to what's going on in the world around you. For each reflection, you will find two news articles on a given topic from approved sources that have appeared on or after September 1, 2024. You will first summarize each article in up to two sentences and then write an insightful 300-word mini-essay relating your articles to the material you learned in class. Reports are due electronically (on Canvas in the Assignments tab) at 9:15AM on the due dates noted in the syllabus. *Late assignments will receive a grade of zero without exception.* Plan to submit your assignment well head of the deadline. Please see the instructions posted on the course website for details.

5. Exams: You will take two midterm exams, accounting for 60% of your final grade. All material presented in lecture and in your required readings is fair game. The exams will consist of multiple-choice questions that emphasize concepts, facts, and mechanisms discussed in class and in your readings. Additionally, each exam will include several fill-in-the-blank questions and two mini essays. The exams are non-cumulative. Since I appreciate that everybody may have a bad day

once in a while, we will give greater weight to your better midterm score: your higher score will count more (35%) and your lower score will count less (25%).

No “final” exam: Your online schedule may list a “final exam” time during exam period. Pay no attention to it. There is no “final exam” in Soc 120 during exam period.

If you must miss an exam: Unfortunately, a class of this size cannot accommodate make-up exams. If students are compelled to miss the first exam because of serious illness, a serious family emergency, or a *required* university-sponsored activity, their second exam will simply count more. In other words, there is no penalty for missing the first exam. Nevertheless, I *strongly* recommend that you take it. Experience shows that it is a bad idea to skip the first midterm hoping for a better grade on the second—too much will ride on the second exam. Besides, success requires practice. Students compelled to miss the second exam must demonstrate compelling cause *prior* to the exam or receive a score of zero on the missed second midterm.

If the course is forced online for some reason (e.g., Covid), we will administer proctored exams online, through the course website. Details to be announced if it comes to this.

Grading Summary:

<i>Exams:</i>	60%	35% for your higher midterm score, 25% for your lower score.
<i>Section Attendance:</i>	5%	Up to two absences without deductions, 2-0% thereafter.
<i>Section Participation:</i>	11%	Quality and preparedness are key.
<i>News Reflections</i>	14%	7% each; no late submissions for any reason.
<i>Reading Quizzes</i>	10%	18 quizzes—we count your 16 best scores.
<i>Total</i>	100%	

Curve: Final grades will be curved to a median grade of B (L&S grade average). Straight As are reserved for consistently excellent work. Experience suggests that approximately 15-20% of students will earn this distinction. Sustained effort is a prerequisite for a passing grade. Fs are individually earned and not the result of a curve.

OTHER COURSE POLICIES

Office hours: Please use them! This is your chance for one-on-one conversations. Schedule your meetings with me online (see the first page of this syllabus) or visit your TA during their office hours. We look forward to meeting you!

Grade disputes: You may contest grades on your exams or assignments *up to two weeks* after the exam or assignment has been returned to you. Please raise technical issues (e.g., computational errors in your score) with your TA. Any substantive concerns about the contents of your answer should be discussed with the professor. We pledge to review all concerns without prejudice. Your score may go up or down as a result of the review.

Section change: If you must change your discussion sections, please follow this link. Make sure to read the whole document. This is a centralized process, over which we have no control.
<https://sociology.wisc.edu/undergraduate-program/sociology-enrollment-help/#changing-sections>.

Email etiquette: Due to the large size of this class, please always check the course website and syllabus first. If you can't find what you need there, contact your TA. If issues remain, make an appointment to see Prof. Elwert during office hours.

Email is a professional communication tool, and proper form matters (e.g. salutation, syntax, signature). This website provides great guidance for emailing professors and TAs:
www.wikihow.com/Email-a-Professor. We aim to respond to all emails within two business days.

Accommodations for students with disabilities: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. Students are expected to inform the professor of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify:
<http://www.mcburney.wisc.edu/>. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Religious observances: If you wish to request a scheduling accommodation (e.g., exams) for religious observances, you must send me an email by the end of the second week of the course stating the specific date(s) for which you request accommodation. Following UW policies, we will accommodate religious observances if you make a timely request early in the term. See the

university's web page for details: <https://kb.wisc.edu/page.php?id=21698>.

Privacy of Student Records & the Use of Audio Recorded Lectures: Lecture materials and recordings for this course are protected intellectual property at UW- Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the professor or to the chair, 8128 Social Science.

Department learning objectives. Beyond the specific substantive and methodological content of the course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of Sociology.

- *Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See Things from a Global Perspective:* Sociologists learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among individuals. They understand the ways events and processes in one country are linked to those in other countries.

Academic integrity statement: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary actions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Diversity and Inclusion Statement: [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Course evaluations: UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

COURSE OUTLINE

Subject to change; please monitor the course website and your email for announcements.

All readings are available on Canvas.

Complete all readings in preparation for the listed date.

September

- 5 Introduction
Recommended: Cherlin, Table of Contents
- 10 Kinship & Course Logistics
Required: Watch "Connect Orientation Video" (Canvas → Assignments)
Required: Cherlin, pp. 1-8
Quiz 1 due (Canvas → Assignments)
- 12 Early Family History (**Note: Online Lecture**)
Required: Goldthorpe, *Family Life in Western Societies*, pp. 8-16
Recommended: Coontz, "What's Love Got To Do With It?"
Recommended: Goody, *The European Family*, Chapters 3-5
- 17 U.S. History I
Required: Cherlin, pp. 25-31
Required: Coontz, "The Evolution of American Families"
Recommended: Goldthorpe, *Family Life in Western Societies*, Ch. 2, pp.18-40
Quiz 2 due (Canvas)
- 19 U.S. History II
Required: Cherlin, pp.38-52
Required: Fischer and Hout. "The Family in Trouble: Since When? For Whom?"
Recommended: Cherlin, "American Marriage in the Early 21st Century", pp. 33-43.
Quiz 3 due (Canvas)
- 24 Sociological Approaches to the Family & Research Methods
Required: Cherlin, pp. 9-16
Quiz 4 due (Canvas)

- 26 Gender
Required: Cherlin, Chapter 3
Required: Orenstein, "What's Wrong with Cinderella?"
Required: Maglaty, "When Did Girls Start Wearing Pink"
Quiz 5 due (Canvas)
- October
- 1 Class, Status, and Families
Required: Cherlin, Chapter 5
Recommended: Schmid and Mollica, "Impact of Childhood Trauma Reaches Rural Wisconsin."
Quiz 6 due (Canvas)
- 3 African American Families
Required: Cherlin pp. 32-34, 109-120
Recommended: Franklin, "African Americans and the Birth of Modern Marriage"
Quiz 7 due (Canvas)
- 8 Race, Interracial Marriage
Required: Cherlin, pp.121-131
- 10 Sexual Orientation
Required: Cherlin, pp. 36-37, 46, 72-78
Recommended: Canaday, "We Colonials: Sodomy Laws in America"
News Reflection #1 (Gender and Families) due on Canvas at 9:15AM
Quiz 8 due (Canvas)
- 15 Sex
Required: Cherlin, pp. 79-86
Required: Wade, "The Promise and Peril of Hookup Culture."
Required: Lundquist and Curington "Love me Tinder, Love Me Sweet"
Recommended: Wade and Heldman, "Hooking Up and Opting Out—Negotiating Sex in the First Year of College."
Recommended: Armstrong et al, "Is Hooking Up Bad for Young Women?"
Quiz 9 due (Canvas)
- 17 **Midterm I**
In-person, normal class time.
- 22 Marriage and Cohabitation I
Required: Cherlin, Chapter 7
Quiz 10 due (Canvas)

- 24 Marriage and Cohabitation II
Required: Waite, "Does Marriage Matter?"
- 29 Work and Families I
Required: Cherlin, pp. 164-167
Recommended: Hsin and Felfe, "When does Time Matter?"
Required: Bianchi, "Maternal Employment and Time with Children"
Optional: Kiesling, "Paid Child Care for Working Mothers? All It Took Was a World War."
- 31 Work and Families II
Required: Cherlin, pp. 167-182
Required: Hochschild, "Joey's Problem"
Recommended: Daminger, "De-gendered processes, gendered outcomes."
Quiz 11 due (Canvas)

November

- 5 **Election Day (attendance optional, lecture will be recorded)**
Children and Parents
Required: Cherlin, Chapter 9
Required: Lareau, "Invisible Inequality"
Quiz 12 due (Canvas)
- 7 Old Age and Widowhood
Required: Cherlin, Chapter 10
Quiz 13 due (Canvas)
- 12 Divorce I
Required: Cherlin, pp. 255-260
Quiz 14 due (Canvas)
- 14 Divorce II: Consequences and Causality
Required: Cherlin, pp. 161-267
Recommended: Li, "The Impact of Divorce on Children's Behavior Problems"
Required: Elwert, notes on causality (Canvas)
Quiz 15 due (Canvas)
- 19 Remarriage and Stepfamilies
Required: Cherlin, pp 267-278
News Reflection #2 (Parents and Children) due on Canvas at 9:15AM
Quiz 16 due (Canvas)

21 Same-Sex Marriage
Required (review): Cherlin, pp. 37, 76-77, 152-153, 312

26 Legal Approaches to the Family; Domestic Violence
Required: Minow: Redefining Families
Required: Cherlin, Chapter 11

28 **THANKSGIVING BREAK (no class!)**

December

3 Family Change at Home and Abroad
Required: Cherlin, Chapter 13
Recommended: Lesthaeghe, "The Unfolding Story of the Second Demographic Transition"
Recommended: Cherlin, "American Marriage in the Early 21st Century", pp. 43-50
Quiz 17 due (Canvas)

5 Public Policy
Required: Cherlin, Chapter 14
Quiz 18 due (Canvas)

10 **Midterm II**
In-person, normal class time.
Note: This exam is *not* cumulative.

THERE IS NO "FINAL EXAM" DURING EXAM PERIOD

REQUIRED AND RECOMMENDED READINGS (EXCEPT TEXTBOOK)

All of these readings are available online on the “Home” tab of the course website

Armstrong, Elizabeth A., Laura Hamilton, and Paula England. 2010. “Is Hooking Up Bad for Young Women?” *Contexts* 9(3):22–27.

Bianchi, Suzanne M. 2000. “Maternal Employment and Time with Children: Dramatic Change or Surprising Continuity?” *Demography* 37:401-414.

Canaday, Margot. 2008. “We Colonials: Sodomy Laws in America.” *The Nation*, September 3, 2008.

Cherlin, Andrew. 2005. “American Marriage in the Early Twenty-First Century.: *The Future of Children* 15(2):33-55.

Coontz, Stephanie. “What’s Love Got to Do with It? A Brief History of Marriage.” Pp. 30-36 in Cherlin, Andrew J. (ed.), 2008, *Public and Private Families: A Reader* (5th edition). New York: McGraw Hill.

Coontz, Stephanie. 2010. “The Evolution of American Families.” (From Reader accompanying the 7th edition of Cherlin’s textbook)

Daminger, Allison. 2020. “De-Gendered Processes, Gendered Outcomes: How Egalitarian Couples Make Sense of Non-Egalitarian Household Practices.” *American Sociological Review* 85(5):806–29.

Fischer and Hout. “The Family in Trouble: Since When? For Whom?” (From Reader accompanying the 7th edition of Cherlin’s textbook)

Franklin, “African Americans and the Birth of Modern Marriage” (From Reader accompanying the 7th edition of Cherlin’s textbook)

Goldthorpe, J.E. 1987. *Family Life in Western Societies: A Historical Sociology of Family Relationships in Britain and North America*. Cambridge: Cambridge University Press. Chapter 2.

Goody, Jack. 2000. *The European Family: An Historico-Anthropological Essay*. Oxford: Blackwell. Chapters 3-5.

Hochschild, Arlie R. 1989. *The Second Shift*. London: Penguin. Chapter 4 (Joey's Problem).

Hsin, Amy, and Christina Felfe. 2014. "When Does Time Matter? Maternal Employment, Children's Time With Parents, and Child Development." *Demography* 51(5):1867–94.

Lareau, Annette. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." Pp. 82-105 in Cherlin, Andrew J. (ed.), 2008, *Public and Private Families: A Reader* (5th edition). New York: McGraw Hill.

Li, "The Impact of Divorce on Children's Behavior Problems"

Lundquist, Jennifer Hickes, and Celeste Vaughan Curington. 2019. "Love Me Tinder, Love Me Sweet." *Contexts* 18(4):22–27.

Lesthaeghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition." *Population and Development Review* 36(2):211-251.

Maglaty, Jeanne. 2011. "When Did Girls Start Wearing Pink?" *Smithsonian Magazine*, Apr 7, 2011.

<https://www.smithsonianmag.com/arts-culture/when-did-girls-start-wearing-pink-1370097/>

Minow, Martha. 1998. "Redefining Families: Who's In and Who's Out?" pp. 7-19 in K.V. Hansen and A.I. Garey (eds.), *Families in the United States: Kinship and Domestic Politics*, Temple University Press: Philadelphia.

Orenstein, Peggy. 2006. "What's Wrong with Cinderella?" *New York Times Magazine*, Dec 24, 2006.

<http://www.nytimes.com/2006/12/24/magazine/24princess.t.html?pagewanted=all&r=0>

Schmid, John, and Andrew Mollica. 2017. "Impact of Childhood Trauma Reaches Rural Wisconsin." Milwaukee Journal Sentinel, Nov 30, 2017.

Wade, 2018. "The Promise and Peril of Hookup Culture." Lecture script, Marshall College.

Waite, Linda J. 1995. "Does Marriage Matter?" *Demography* 32:483-507.

West, Candance, and Don H. Zimmerman. "Doing Gender." Pp. 47-56 in Cherlin, Andrew J. (ed.), 2008, *Public and Private Families: A Reader* (5th edition). New York: McGraw Hill.

FURTHER READING

This is a short list of great books for further reading. Many of these books are highly engaging reads and would ideally supplement your studies. Have a look!

Amato, Paul R. et al. 2009. *Alone Together: How Marriage in America is Changing*. Harvard University Press.

Calarco, Jessica. 2024. *Holding It Together: How Women Became America's Safety Net*. Portfolio.

Casper, Lynne M., and Suzanne M. Bianchi. 2002. *Continuity and Change in the American Family*. Thousand Oaks: Sage.

Cherlin, Andrew J. 1992. *Marriage, Divorce, Remarriage*, revised and enlarged edition. Cambridge: Harvard University Press.

Cherlin, Andrew J. 2009. *The Marriage-Go-Round: The State of Marriage and Family in America Today*. Knopf.

Cohen, Phillip N. 2014. *The Family: Diversity, Inequality, and Social Change*. Norton.

Coontz, Stephanie et al. 2008. *American Families: A Multicultural Reader*. New York: Routledge.

Coontz, Stephanie. 2005. *Marriage, a History: How Love Conquered Marriage*. New York: Penguin.

Cott, Nancy F. 2000. *Public Vows: A History of Marriage and the Nation*. Cambridge: Harvard University Press.

Edin, Kathryn, and Maria Kefalas. 2007. *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley: University of California Press.

Goody, Jack. 2000. *The European Family: An Historico-Anthropological Essay*. Oxford: Blackwell.

Hochschild, Arlie R. 1989. *The Second Shift*. London: Penguin.

Kearney, Melissa S. 2024. *The Two-Parent Privilege: How Americans Stopped Getting Married and Started Falling Behind*. University of Chicago Press.

Lareau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. University of California Press.

Laumann, Edward O. et al (eds.). 1994. *The Social Organization of Sexuality: Sexual Practices in the United States*. Chicago: Chicago University Press.

Risman, Barbara, J (Ed.). 2010. *Families as They Really Are*. New York: Norton. (Various Chapters)

Romano, Renee C. 2006. *Race Mixing: Black-White Marriage in Postwar America*. Cambridge: Harvard University Press.

Wade, Lisa. 2017. *American Hookup: The New Culture of Sex on Campus*. Norton.