

PLEASE PRINT OUT A HARD COPY OF THIS FOR YOUR RECORDS

“My family is both my strength and weakness” - Aishwarya Rai

SOCIOLOGY 5331: SOCIOLOGY OF THE FAMILY (ONLINE)

Sam Houston State University

Spring 2018

Instructor: Amy Manning Kirk, Ph.D.

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(However, please use our ecollege class as your primary communication tool)

Online Support: 936-294-2780

Course Description & Why Take this Class?: The class is meant to enhance our understanding of marriage and the family. In particular, we will investigate current marriage and family issues including marriage as an enduring institution, love and marriage, and new family forms. We will examine these issues and many more in American culture and beyond. Our work will rely heavily upon sociological theory and classic as well as contemporary works, so that students can become “owners” of particular topics. Finally, the class will enable students to walk away with a better feel for their own family experiences, as well as think about all family types and experiences.

We will investigate marriage and the family through the use of sociological *concepts, theories, and empirical research*. As sociologists do, we too will overlap concepts, theory, and research, as a way to critically analyze family issues. In approaching the study of marriage and the family in this way, students will improve their academic careers and “real-world” endeavors.

While the course is grounded in sociology, we will also be drawing upon relevant work from other disciplines that investigate marriage and the family. In drawing upon other disciplines, students will be able to gain a more comprehensive feel for the current research in the field and the interdisciplinary spirit of marriage and family research.

Course Learning Outcomes:

- Become familiar with sociological theory that enhances our understanding of the family
- Identify notable trends in the family
- Examine and evaluate the economic and social-psychosocial factors underlying mate selection.
- Develop insights into the interrelationships between family structures and other social institutions within society.
- Develop an understanding of the effects of uncoupling, cohabitation, single parenthood and remarriage on both adults and children.
- Examine and summarize the role of values and ethics in research on marriage and the family

Books to Purchase: While we will read a number of peer-reviewed journal articles, and various book chapters, you will also need to purchase the following books. This is because we will read much (and in some cases all of) all of these books and refer to them consistently throughout the semester. They are easily available and moderately priced..

- Cherlin, Andrew J. 2009. *The Marriage-Go-Round: The State of Marriage and the Family in American Today*. New York: Knopf, Borozoi.
- Coontz, Stephanie. 2005. *Marriage, A History: From Obedience to Intimacy or How Love Conquered Marriage*. New York: Viking.
- Gottman, John. (2000). *Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert*. New York: Three Rivers Press.

What is Required of You/Course Structure:

This course is all Distance Learning format - meaning we will NEVER meet in person. Instead, you are required to log on to our course AT LEAST 3-4 TIMES/WEEK over the course of the semester, to keep abreast of notes, discussions, and assignments. You are also required to do all class readings. Lectures and power-points that are posted on-line cover the "highlights" from units, and are therefore not exhaustive. However, they are meant to inform students of the most important items from the units. They should be used in conjunction with the readings.

New lectures and power-points will be posted by units (see “Tentative Course Schedule” at the end of the syllabus). Email updates will be sent out on the days that new lectures and power-points are available (typically on Mondays).

*You are responsible for all unit materials, including lecture materials, discussions, assignments, quizzes, and assigned readings. **Anything from the notes, discussions, or assigned readings will be considered “fair game” for tests.***

More About Readings:

You will be assigned readings with each unit. Readings are extensive, but are not meant to be overwhelming. As you can see from the “Tentative Course Schedule” (at the end of the syllabus), readings are organized by units and are meant to *compliment* each other and are thematic. **To get the most out of the class, read early, read often, and read everything. Also, please read BEFORE watching weekly lectures if at all possible.**

I encourage you to take notes while you read the text and supplemental readings. Tips for active reading and notetaking are housed in the left menu of the course (i.e. “Tips for Success”). The exercise of notetaking may seem pointless to some, but it really does help the memory. Plus, notes make great references for tests, term papers, and beyond.

Discussions:

Because the course is all Distance Learning, we will rely heavily on class discussions to get to know each other, and to evaluate your progress in the class. **REQUIRED** discussions will take

place **10 times** throughout the course of the semester. Discussion topics will be posted on **Mondays. Students will then typically be required to participate TWICE by Fridays at midnight in order to receive participation points for the discussion.** Note that all discussion dates are in the Tentative Schedule. (When other discussion parameters apply, they will be noted). During the course of discussions, I will be logging in to make posts that will hopefully emphasize important points or help us focus.

In addition, each student will be required to “lead off” ONE discussion (worth an additional 50 points). I have incorporated this aspect of discussion in order to make us all more invested in the readings and to understand what we read at a higher level. “Leading off” a discussion simply means that you need to send me 1-3 general questions that you feel are pertinent to the readings for the week you are assigned. This obviously entails reading ahead. **Your question is to be emailed to me by the Sunday at midnight prior to your discussion.** By January 22nd, I will make available the schedule for “leading off.” When it is your turn to lead off, please also participate in the discussion for that week.

Lead offs are not difficult, but require reading ahead, and a focused read. We will be talking a good deal this semester about focused reading. However, I encourage you to go ahead and “read up” on good reading strategies provided for you in the “Tips for Success” folder (left menu).

Late discussion submissions will not be accepted. Discussion grades will be based upon the effectiveness (i.e. did your post do all that was required of it?) of your participation. Should your post be deemed inappropriate or not fully effective, you will be sent an email by me detailing the post’s deficiencies. Graded posts also always include sufficient written feedback.

A note about Netiquette and Getting the Most From a Discussion Post Before you post, please ask yourself (1) Is my post respectful to others?; (2) Is my post responsible?; (3) Does my post accurately depict/detail the unit materials?; (4) Have I answered all that is asked of me? I do love when we respond to each other. This is a quick and easy way to generate meaningful discussion, which is exceptionally important in a graduate class. In doing so, please however, be respectful of others beliefs, backgrounds, and identities. I will interrupt any sexist, racist, or homophobic remarks. I will also interrupt lude or fowl language or swearing (or abbreviations which imply any of the above). It is naturally acceptable to disagree with classmates. However, please do so in a respectful way that truly expresses genuine academic interest, and genuine interest in a classmates’ remarks.

Critical Response:

In addition to other coursework, you will be required to write a critical response piece. This assignment will start with your read of a supplemental piece (to be assigned January 23rd). A description of the elements of your critical response as well as a rubric will be provided when the assignment is made available. Critical Responses are due March 23rd.

Quizzes:

Throughout the semester, you will also have five quizzes at pre-assigned times. (See “Tentative Course Schedule”). **YOUR FIRST QUIZ WILL BE A “Syllabus Quiz,” AVAILABLE FROM 8 AM January 24th to midnight on January 26th.** Each quiz will be worth 10 points.

Quizzes will contain both multiple choice and short answer questions. Upon receiving your quiz grade, you will also be able to view sample answers and instructor feedback.

Examinations:

You will have two examinations, including the final exam. Both exams will have 40 multiple choice questions (worth 2 points each), and two short essay questions (worth 10 points each).

Because of the online format of the course, exams can be taken at home, without a proctor. Exams are open-book, open notes, but are designed so that you cannot do well, just relying on the open notes. There is a strict 60-minute time limit for all exams except the final. The final will have the standard two-hour time limit.

Roughly half of the final exam will cover new materials and half of it will be cumulative. As mentioned previously, exams will consist of questions from the readings, lectures, notes, and class discussions. Exams are designed to assess not only what you know, but also your critical thinking skills.

In order to do well on examinations, you must study all the relevant lecture notes, readings and/or notes from the readings, and class discussions, despite the “open” format. Exam reviews will also be posted prior to each test (see “Tentative Course Outline” at the end of the syllabus).

You may take exams from your home (on-line), and all students will be given special log-on instructions with time constraints and a password prior to taking exams. You will be given a 24-hour window in which to take exams. Please just make sure you have a good, strong Internet connection and a fast computer for examinations.

There will be no make-up exams unless there is a genuine emergency and you can verify in writing the nature of the emergency. Arrangements will be made at the instructor’s discretion. All makeup exams will be entirely essay exams.

Term Paper or Portfolio:

You will be responsible for ONE major writing assignment throughout the semester –either a term paper OR a Portfolio (worth 150 points).

Term Paper Option:

The term paper option allows students to explore a topic related to Marriage and the Family. This paper requires a literature review, with an intermediate deadline of March 5th. (The literature review is worth 50 points towards the 150 point total). The final term paper should also include other sections. A “term paper” unit, detailing the parameters of the paper (including the literature review) will be made available January 26th. Complete term papers are due April 13th by midnight (CST), via Blackboard turn-in. Late reviews will be accepted, however, 15 points will be deducted for each 24-hour period a term paper is late.

Portfolio Option:

The portfolio option also allows students to explore a topic related to Marriage and the Family, in a more applied way. This project requires a literature review, with an intermediate deadline of

March 5th. (The literature review is worth 50 points towards the 150 point total). The portfolio also requires that students go and study an aspect of marriage and the family and relay this information to classmates. You will be required to give a 10-minute presentation of your findings that requires powerpoints and audio, or prezi. Details for the portfolio option will be made available January 26th as well.

Students must email their term paper or Portfolio topic/question (and justification for it) by February 2nd at midnight CST. More detailed instructions for this submission will be available in the Term Paper/Portfolio link. I will send you feedback and will encourage us to be in regular communication about your term paper or portfolio.

Extra Credit:

At times throughout the semester, you will be given the opportunity to earn extra points on your point total for the semester. In order to earn these points, you must go “above and beyond” the requirements of the course. Oftentimes, earning extra credit will involve bringing and discussing supplemental materials that are relevant to the topic(s) at hand. We will discuss extra credit more as the semester progresses. Doing things to earn extra credit is recommended if you think your grade might be “border-line” at the end of the semester. Although each semester varies, I typically give the opportunity to make 5 extra credit points (points towards the point total) throughout the semester.

Course Grade:

Your final course grade will be based upon the following:

Exam One	100 points
Exam Two	100 points
Critical Response	100 points
Portfolio/Term Paper (where literature review is worth 50 points)	150 points
Participation in Class Discussions (10 discussions @ 10 points each)	100 points
“Lead off” for class discussion (make it really good and thoughtful!)	50 points
Quizzes (five of these)	50 points
Extra Credit (generally 5-7 points throughout the semester)	
Total Possible Points (Where: A = 585 – 650 points, B = 520 – 584 points and so on	650 points

Additional Classroom Policies:

Please refer to <http://www.shsu.edu/syllabus/> and below ...

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

[Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

[/dept/academic-affairs/documents/aps/students/861001.pdf](#)

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with

the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Tentative Course Schedule:

Marriage, Change & Culture

Unit 1: The Changing Family (January 17th – 26th)

To Do: Participate in Introductions Discussion (by January 23rd at midnight); Term Paper and Portfolio details available January 26th; Critical Response assignment available January 23rd; Syllabus Quiz (January 24th – 26th at midnight CST)

Readings: *The Marriage Go Round* (Introduction and Chapter 1)

[TIME MAGAZINE: Who Needs Marriage?](#)

The Changing American Family NYTimes article-
http://www.nytimes.com/2013/11/26/health/families.html?pagewanted=all&_r=0

Five Facts About Love and Marriage - <http://www.pewresearch.org/fact-tank/2017/02/13/5-facts-about-love-and-marriage/>

Lewis and Spanier article (on Blackboard)

Unit 2: Marriage in Historical Perspective, pre 1960 (January 29th – February 9th)

To Do: Term Paper and Portfolio ideas must be emailed to me by February 2nd at midnight; Discussion 1 (February 5th – 9th)

Readings: *Marriage, a History* (Chapters 1-3; Chapters 13-14); *The Marriage Go Round* (Chapters 2-3)

Unit 3: Marriage in Historical Perspective, post 1960 (February 12th – 16th)

To Do: Discussion 2 (February 12th – 16th)

Readings: *Marriage, a History* (Chapters 15-17); *The Marriage Go Round* (Chapters 4-5)

Unit 4: Studying Marriage and the Family (February 19th – 23rd)

To Do: Discussion 3 (February 19th – 23rd); Quiz 2 (February 22nd and 23rd)

Readings: Cherlin, A.J. (2010). "Demographic Trends in the United States: A Review of Research in the 2000s." *Journal of Marriage and Family* 72, pps. 403-419.

Demographic Perspectives on Family Change NCBI bookshelf – please read
<http://www.ncbi.nlm.nih.gov/books/NBK56255/>

Furstenberg, F.F. (2014). "Fifty Years of Family Change: From Consensus to Complexity." *The Annals of the American Academy of Political and Social Science*, 654, 12-30.

Population Reference Bureau. (2011, September 8). "PRB Discuss Online: The Increasing Complexity of Family Life in the United States." Discussion with Andrew Cherlin. Available at <http://www.prb.org/Articles/2011/us-complex-family-life.aspx>

White, J.M. (2013). The current status of theorizing about families. In G.W. Peterson and K.R. Bush (Eds.) *Handbook of marriage and the family* (pp. 11-37). New York, NY: Springer.

(recommended):

Gubernskaya, Zoya (2010). "[Changing Attitudes Toward Marriage and Children in Six Countries](#)." *Sociological Perspectives*, Vol. 53, No. 2 (Summer 2010), pp. 1."79-200

The Changing American Family – PEW Research Center –
<http://www.pewsocialtrends.org/2010/11/18/five-decades-of-marriage-trends/>

Surra, C. A., Boettcher-Burke, T. M. J., Cottle, N. R., West, A. R., & Gray, C. R. 2007. "The Treatment of Relationship Status in Research on Dating and Mate Selection. *Journal of Marriage and the Family*, 69,207-221.

Fincham, F. D., Stanley, S. M., & Beach, S. R. (2007). "Transformative Processes in Marriage: An Analysis of Emerging Trends." *Journal of Marriage and Family*, 69, 275-292.

Thornton, A., & Young-Demarco, L. 2001. "Four Decades of Trends in Attitudes Toward Family Issues in the United States: The 1960's through the 1990s." *Journal of Marriage and the Family*, 63, 1009-1037.

Race, Work, Class and Gender Now

Unit 5: Race, Work, Class, & Marriage & Family (February 26th – March 9th)

To Do: Discussion 4 (March 5th – 9th); Literature Reviews due March 5th; review for Test 1 available March 5th

Readings: Cherlin, Andrew *Labor's Love Lost* (Chapters 1-2)

Edin, Cathryn. (2016). *\$2.00 A Day: Living on Almost Nothing in America*. Selections.

Edin, Cathryn. (2013). *Doing the Best I Can: Fatherhood in the Inner City*. Selections.

Gibson-Davis, Edin and Sara McLanahan. (2005). "High Hopes but Even Higher Expectations: The Retreat from Marriage among Low-Income Couples." *Journal of Marriage and Family* 67: 1301-1312.

Edin, Cathryn. Lareau, Annette. (2002). "Invisible Inequality: Social Class and Childbearing in Black Families and White Families." *American Sociological Review* 67: 747-776.

Hognas, Robin and Marcia J. Carlson. (2010). [Intergenerational Relationships and Union Stability in Fragile Families](#) *Journal of Marriage and Family*, Vol. 72, No. 5 (October 2010), pp. 1220-1233

(recommended):

Coontz, Stephanie. *The Way We Never Were* (Chapter 10)

Putnam, Robert. (2015). *Our Kids: The American Dream in Crisis*.

March 12th – 16th is Spring Break

Test 1 is open March 22nd starting at 8 am CST to 8 am CST March 23rd

Unit 6: Gender, Marriage, and Growing Up (March 19th – 23rd)

To Do: Discussion 5 (March 19th – 23rd); Test 1 (see above); Critical Response due March 23rd

Readings: Bos, Henny, [Naomi Goldberg, Loes Van Gelderen, Nanette Gartrell \(2012\). Adolescents of the U.S. National Longitudinal Lesbian Family Study: Male Role Models, Gender Role Traits, and Psychological Adjustment. AOMI GOLDBERGA. Gender and Society, Vol. 26, No. 4 \(August 2012\), pp. 603-638](#)

Biblarz, Timothy J. & Judith Stacey. (2010). [How Does the Gender of Parents Matter?](#) *Journal of Marriage and Family*, Vol. 72, No. 1 (Feb., 2010), pp. 3-22

Pampel, Fred. (2011). Cohort Changes in the Socio-demographic Determinants of Gender Egalitarianism. *Social Forces* Vol. 89, No. 3 (March 2011), pp. 961-982

Give a Listen: Podcast: Can A Child Be Raised Free of Gender Stereotypes?
<https://www.npr.org/2017/10/02/555180786/can-a-child-be-raised-free-of-gender-stereotypes-this-family-tried>

(recommended):

Ferree, Myra Marx. (2010). [Filling the Glass: Gender Perspectives on Families](#) *Journal of Marriage and Family*, Vol. 72, No. 3 (June 2010), pp. 420-439

Yavorsky, J.E., Kamp Dush, C.M. & Schoppe-Sullivan, S.J. (2015). The production of inequality: The gender division of labor across the transition to parenthood. *Journal of Marriage and Family*, 27, 662-679.

Working on Marriage

Unit 7: Love, Commitment and Relationship Quality (March 26th – 30th)

To Do: Discussion 6 (March 26th – 30th); Quiz 3 (March 29th – 30th)

Readings: Leik, R. K., & Leik, S. A. (1977). "Transition to Interpersonal Commitment." In R. L. Hamblin & J. H. Kunkel (Eds.), *Behavioral theory in sociology: Essays in honor of George C. Homans*. New Brunswick, NJ: Transaction Books.

Miller, Richard B, Cody S. Hollist, Joseph Olsen, David Law. (2013). "[Marital Quality and Health Over 20 Years: A Growth Curve Analysis](#)." *Journal of Marriage and Family*, Vol. 75, No. 3 (June 2013), pp. 667-680

Stanik, Christine E. and Chalandra M. Bryant. (2012). "[Sexual Satisfaction, Perceived Availability of Alternative Partners, and Marital Quality in Newlywed African American Couples](#)." *The Journal of Sex Research*, Vol. 49, No. 4, The Medicalization of Sex (July-August 2012), pp. 400-407

Ledermann, Thomas, Guy Bodenmann, Myriam Rudaz, Thomas N. Bradbury. (2010). "[Stress, Communication, and Marital Quality in Couples](#)." *Family Relations*, Vol. 59, No. 2 (April 2010), pp. 195-206

(recommended):

Wilcox, B. W., & Nock, S. L. 2006. "What's Love Got to do With it: Equality, Equity, Commitment, and Women's Marital Quality." *Social Forces*, 84(3), 1321-1345.

Just the Two of Us? How Parents Influence Adult Children's Marital Quality
[Corinne Reczek](#), [Hui Liu](#), [Debra Umberson](#) *Journal of Marriage and Family*, Vol. 72, No. 5 (October 2010), pp. 1205-1219

Johnson, M. P., Caughlin, J. P., & Huston, T. L. (1999). "The Tripartite Nature of Marital Commitment: Personal, Moral, and Structural Reasons to Stay Married." *Journal of Marriage and the Family*, 61, 160-177.

Unit 8: Communication in Marriage (April 2nd – 13th)

To Do: Discussion 7 (April 9th – 13th); Term Paper or Portfolio due April 13th

Readings: *The Seven Principles for Making Marriage Work* (whole book – an easy, fun read)

New Family Portraits

Unit 9: Singlehood & Cohabitation (April 16th – 20th)

To Do: Discussion 8 (April 16th – 20th); Quiz 4 (April 19th – 20th)

Readings: *Going Solo* by Eric Klinenberg (Chapter 1)

Urban Tribes by Ethan Watters (Chapter 2)

Brown, Susan L. (2005). “How Cohabitation is Reshaping American Families.” *Contexts* 4 (3): 33-37. American Sociological Association publication

Guzzo, K.B. (2014). Trends in cohabitation outcomes: Compositional changes and engagement among never-married young adults. *Journal of Marriage and Family*, 76, 826-842

Manning, Wendy D. and Jessica A. Cohen (2012). “[Premarital Cohabitation and Marital Dissolution: An Examination of Recent Marriages.](#)” *Journal of Marriage and Family*, Vol. 74, No. 2 (April 2012), pp. 377-387

(recommended):

Lau, Charles Q. (2012). “[The Stability of Same-Sex Cohabitation, Different-Sex Cohabitation, and Marriage.](#)” *Journal of Marriage and Family*, Vol. 74, No. 5 (October 2012), pp. 973-988

James, Spencer L. and Brett A. Beattie. (2012). “[Reassessing the Link between Women's Premarital Cohabitation and Marital Quality.](#)” *Social Forces*, Vol. 91, No. 2 (December 2012), pp. 635-662

Smock, Pamela J. 2000. “Cohabitation in the United States: An Appraisal of Research Themes, Findings, and Implications.” *Annual Review of Sociology* 26: 1-20.

Unit 10: Children Without Marriage (April 23rd – 27th)

To Do: Discussion 9 (April 23rd – 27th)

Readings: Malinowski, Bronislaw. 1964 [1930]. "Parenthood, the Basis of Social Structure." Pp. 3-19 in R.L. Coser (ed.) *The Family: Its Structure and Functions*. New York: St. Martin's Press.

McLanahan, Sara. 2004. "Diverging Destinies: How Children Fare Under the Second Demographic Transition." *Demography* 41: 607-627.

McLanahan, Sara. 2010. "Family Instability and Complexity After a Non-marital Birth: Outcomes from Children in Fragile Families." Chapter 6 in *Social Class and Changing Families in an Unequal America*, edited by Marcia J. Carlson and Paula England. Stanford University Press.

(recommended):

Seltzer, Judith A. 2000. "Families Formed Outside Marriage." *Journal of Marriage and Family* 62(4): 1247-1268.

Unit 11: Divorce & Remarriage (April 30th – May 4th)

To Do: Discussion 10 (April 30th – May 4th); Quiz 5 (May 2nd – 4th)

Readings: Amato, Paul R. (2010). "[Research on Divorce: Continuing Trends and New Developments](#)." *Journal of Marriage and Family*, Vol. 72, No. 3 (June 2010), pp. 650-666

Amato, Paul R., Jennifer B. Kane, and Spencer James (2011). [Reconsidering the "Good Divorce"](#). *Family Relations*, Vol. 60, No. 5, SPECIAL ISSUE ON RELATIONSHIP DISSOLUTION WITHIN A CONTEMPORARY CONTEXT: IMPLICATIONS FOR EDUCATION, PRACTICE AND POLICY (December 2011), pp. 511-524

(recommended):

Amato, Paul R. 2000. "The Consequences of Divorce for Adults and Children." *Journal of Marriage and Family* 62 (4): 1269-1287.

Stewart, Susan. 2001. "Contemporary American Stepparenthood: Integrating Cohabiting and Nonresident Stepparents." *Population Research and Policy Review* 20(4): 345-364.

Final time Monday: May 7th from 8 am to 8 am May 8th