

# **SOC 20: Family and Intimate Relations (81566)**

**Department of Sociology**

**Tufts University**

**Fall 2018**

**Instructor:** Prof. Anjuli N. Fahlberg

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**Class Times:** T/Th 1:30-2:45 p.m.

**Class Location:** Eaton Hall, 201

**Office Hours:** M/W 1:30-2:30 p.m. or by appointment

**Office Location:** 116 Eaton Hall

## **Course Description**

For better or worse, we are all embedded within family structures. These can—and often are—defined not just by our biological connections, but also kinship ties, systems of mutual support, physical conviviality, and shared cultural or social practices. While being part of a family (or families) is a constant, how these are defined, how they operate, and what expectations we have of each other varies dramatically across time and space. Our goal in this course is to reflect on some of the larger economic, political, and social trends that affect what we think of as a “family,” who is responsible for which roles, and how lived experiences within families shape people’s views of the world and their overall life chances. We will draw heavily from ethnographic readings that help to tie larger sociological issues with the stories of real people in the US, other countries, and in “transborder” families. Throughout the course, attention will be paid to how violence and unequal power dynamics within and beyond the home influence family relations and individual realities. In addition to readings, discussion and some writing assignments, students will be asked to interview an older person about their family dynamics and connect these to the themes of the course.

## **Course Objectives**

By the end of the class, students should be able to:

1. Provide an analysis of how families—and what we consider to be families—has changed over time and how these vary across cultural contexts;
2. Identify the major analytical and theoretical frameworks used to make sense of families and kinship;
3. Describe some of the key issues faced by and within families and provide a thoughtful sociological assessment of the causes and consequences of these issues;
4. Critically evaluate the applicability of these tools for the lived experiences of individuals within family structures;

## **Required Texts:**

1. Lareau, Annette. 2011. *Unequal Childhoods: Class, Race and Family Life*. Berkeley: University of California Press. 2<sup>nd</sup> Edition.
2. Edin, Kathryn and Maria Kefalas. 2005. *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley: University of California Press. 2<sup>nd</sup> revised edition. (used for \$5)

3. McClusky, Laura. 2001. *Here, Our Culture Is Hard: Stories of Domestic Violence from Mayan Community in Belize*. Austin: University of Texas Press. (used for \$7)
4. Parrenas, Rachel. 2005. *Children of Global Migration: Transnational Families and Gendered Woes*. Stanford University Press. (used for \$5)

## **Classroom Policies**

### **Classroom etiquette**

Students are expected to actively participate in class discussions by critically engaging with the material and with key concepts, themes, and stories. Questions or comments that challenge traditional assumptions or normative values are encouraged, though these should always be provided in a thoughtful and respectful manner.

### **Technology in the classroom**

Studies consistently show that the use of technology is distracting and contributes to students' low performance. Therefore, you should refrain from using laptops in class. If your reading materials are on your computer or tablet, you may refer to these during class discussions. However, the use of Facebook, email, Amazon, or any other such sites are NOT permitted. I also reserve the right to look at screens or to ask you to put away your laptop if it appears to be distracting. Cell phones should be on silent at all times, and students should not check their phones during class.

### **Food**

Remaining engaged in class—alert, attentive, and participative—will make the class more interesting and productive for all of us. Students are therefore welcome to bring food and drinks, as these can be helpful to remaining alert. However, please do not be late due to waiting in lines to purchase food.

### **Plagiarism & Academic Integrity**

Tufts holds its students strictly accountable for adherence to academic integrity. The consequences for violations can be severe. It is critical that you understand the requirements of ethical behavior and academic work as described in Tufts' Academic Integrity handbook. If you ever have a question about the expectations concerning a particular assignment or project in this course, be sure to ask me for clarification. The Faculty of the School of Arts and Sciences and the School of Engineering are required to report suspected cases of academic integrity violations to the Dean of Student Affairs Office. If I suspect that you have cheated or plagiarized in this class, I must report the situation to the dean.

The general rule on plagiarism is that you should cite any fact that is not widely known and any idea that is not your own—which will be much of what you write! Keep track of what you are reading and where you are obtaining your information, and become comfortable with including the authors' last name(s) and dates of publication after each "borrowed" fact or idea. Citing what you have read not only prevents you from inadvertently committing plagiarism, but also demonstrates to your reader that your writing is well-researched.

As part of this course, I will utilize TurnItIn in the Canvas learning management system to help determine the originality of your work. TurnItIn is an automated system which instructors can use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. When papers are submitted to TurnItIn, the service will retain a copy of the submitted work in the TurnItIn database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work.

## **Sources**

We now suffer from an over-abundance of information, and it is easy to get overwhelmed by these sources and not know how to find them or which ones are credible. We will discuss this in greater detail in class, but students should be thoughtful about the credibility of each source. As a general rule, these sources are valid: books, scholarly articles, news articles by a mainstream newspaper, and reports issued by the government or major NGOs. You can find many of these on scholar.google.com. Invalid sources include: Wikipedia, blogs, and websites not affiliated with a credible organization.

## **Diversity and Accessibility**

The diversity of students' experiences, perspectives, and abilities is essential to an informed and holistic classroom learning environment. Students with unique learning needs or who require special accommodations should speak to me at the beginning of the semester so provisions can be made accordingly. Please also contact the Student Accessibility Services office at [Accessibility@tufts.edu](mailto:Accessibility@tufts.edu) or 617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations. Please be aware that, per Tufts University guidelines, accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

## **Communication**

Please email me or stop me after class for any questions or concerns or to talk further about the course material. I will be happy to provide you additional ideas and resources relevant to your areas of interest. While out-of-class communication with me is not required to get a good grade, students who actively email or talk to their instructors are much more likely to understand the assignments, gain greater insights into the topics, and perform well.

I will make every effort to respond to email within 24 hours on weekdays and 48 hours on weekends and holidays. Feel free to email again if I have not responded within that time frame (and you need a response right away), as sometimes things fall through the cracks.

## **Office Hours**

I hold regular office hours and all students are encouraged to attend. If you have classes during those times, come speak to or email me and we can find another time.

While it is not necessary to visit all professors all the time, getting into the habit of talking to your professors outside the classroom is very important and will, in the long run, contribute to your relationships with faculty, your own thinking and reflection, and your overall success as a student. Good reasons to come to office hours include: (a) there was something about the class you didn't understand or have additional thoughts you'd like to discuss; (b) you would like to talk

about your class project and brainstorm ideas; (c) you are having personal challenges and are afraid they might impact your participation in the class; or (d) you would like to discuss any other academic/research/work issues that fall within my areas of study or experience.

## **Assignments**

Attendance and participation	10%
Discussion Questions	10%
Take-home exams	30%
Interview Reflections	20%
Final Paper	30%
Total	100%

### **Late Policy**

All written assignments should be uploaded to Canvas BY MIDNIGHT on the due date. **Late assignments will be docked 5% for each day late.**

- Exceptions may be allowed for major issues (severe illness, family emergencies, etc), but only if you get permission at least 24 hours before the deadline.
- Exceptions will NOT be granted for minor illnesses, travel, events, games, etc.
- Please speak to me ASAP if you have ongoing issues (i.e. chronic mental or physical health conditions) so we can put a plan in place BEFORE project deadlines.

### **Attendance and Participation (10%)**

Discussion is critical to our best learning—and “un”learning. You are therefore expected to attend every class and to come prepared. You will be graded on (a) arriving on time, (b) not missing more than two classes, (c) paying attention during class and participating (aim for at least two comments per class), (d) making contributions that demonstrate you’ve done the readings and reflected on them, and (e) completing short class assignments. Please email me before class if you will be absent.

### **Discussion Questions (10%)**

Students must also submit two (2) discussion questions in the Discussion section of Canvas before each class. Questions should be open-ended, thoughtful, and demonstrate that you have done the readings for the day.

### **Take-home Exams (3 exams, 10% each= 30%)**

You will complete three take-home exams, which will consist of two essays (selected from three possible questions). You will be expected to write 2-3 pages for each essay (double-spaced). The exams will be available by Thursday night and you will have until Sunday at midnight to submit them (on Canvas). You will have three (3) hours once you begin to submit the assignment. The goal of the questions will be to assess your understanding of the key themes of the readings and course discussion. No outside research will be necessary.

Exams will be due on 9/30, 10/28, and 12/1 and will be available the Thursday beforehand at midnight.

### **Interview Project (50%)**

In lieu of a traditional research paper, students will compose papers based on the life story of an older individual. The purpose of the project is to examine how larger social, political, and economic events and forces shape family dynamics and people's lived experiences of those. The project has the following components:

#### **One-Paragraph Description of Project and Interview Subject (ungraded, due 9/22)**

Please identify someone who is willing to talk openly about their life history and their family across multiple generations. Interview subjects should be at least 60 years old.

Submit a one-paragraph description of your interview subject, why you chose them, and when you have arranged to interview them. The purpose of this is to get you moving along in your project and to give me a chance to read and comment on your ideas for your project.

#### **Life History Interview Reflections (10% x 2 = 20%, due 10/21 and 11/18)**

Conduct at least two semi-structured interviews with them, and more if necessary. We will work on your interview protocols in class. The goal of the interviews is to collect information about their lives and their lived experiences as members of a family. You should develop rapport with your participant so you can get at the following:

- a. What were their lives like? What were their families like at different stages? How did things change across the lifetimes and across generations?
- b. What outside events (political, economic, cultural) were happening at various stages of their lives? How did this affect their home life, the various roles that family members played, and how people related to each other?
- c. What does your participant now think of families, either their own or in general? How much of their views are a product of their experiences? Their observations? Their values?

After each interview, listen to the recording and write down (a) a timeline of their life with a focus on major events that affected their families; (b) sociological themes related to the class, such as changing gender norms or the effects of war/recession/educational access/etc; (c) other interesting themes or stories; and (d) the most interesting quotes. Once you've written these down, conduct additional research on key themes, events, or moments in history (i.e. become informed about what was happening in the US or their country during their most notable moments and how these might have affected their families and their roles in/attitudes toward their families). Please use proper citations and valid sources.

You will submit reflections after each interview of 3-4 pages. Your reflections should identify and discuss key themes/events/concepts that connect your participant's story to the class material and outside sources as needed.

### **Final Paper (30%, due 12/17)**

Students will submit a final paper of 10-12 pages (plus timeline) on your participant. The final paper should provide a sociological analysis of your participant's life history, drawing on your reflections, in-class discussions, secondary research, and new insights. Please structure it in the following way:

- (1) An introduction in which you offer a description of your interview subject, your rapport, and your overall analysis of what you learned from them and about family dynamics.
- (2) Three sections, divided (loosely) chronologically and/or by major milestones. Each section should provide (a) information about the individual's life and family situation; (b) information on larger historical context; (c) an analysis of how race, gender, class, politics, economics and other social structures shaped your participants' lived experience; and (d) at least two direct quotes PER SECTION. Quotes longer than three lines of text should be inserted as block quotes.
- (3) A conclusion in which you summarize what you learned and gained from this experience. Intellectual, political, and personal reflections encouraged. Please have at least three ideas.

**Timeline:** Your final paper should also include a timeline of your participant's life with major events in their family. Since we all remember our lives differently and give different weight to each event, it is up to you and your participant to determine what constitutes these "major events." These can include: (a) births, marriages, divorce, death; (b) new jobs, loss of jobs, shifts in childcare or schooling; (c) times of great happiness or great conflict; (d) other shifts in family roles, structures, and dynamics (e.g. going to war, woman going to work, sick parent moving in, etc). Your timeline must also reference major political, economic, and social events or forces occurring around the time of these events that influenced or shaped that moment in time.

## Course Readings

\*\*Readings might change throughout the semester. Please check Canvas for announcements on changes.\*\*

Date	Readings and Assignments
<b>Week 1</b>	<b>Introduction</b>
9/04	<b>What is family?</b>
9/06	<p><b>Families in flux: Demographic transitions</b></p> <p>Mills, C. Wright. 1959. <i>The Sociological Imagination</i>. New York: Oxford University Press. Chp. 1, "The Promise."</p> <p>Cilluffo, Anthony and D'Vera Cohn. 2018. "7 Demographic Trends Shaping the U.S. and the World in 2018." <i>Pew Research Center</i>.</p> <p>Volpe, Allie. 2018. "The Strange, Unique Intimacy of the Roommate Relationship." <i>The Atlantic</i>.</p>
<b>Week 2</b>	<b>Sociological theories of the family, past and present</b>
9/11	<p><b>Defining Family</b></p> <p>Ciabattari, Teresa. 2016. <i>Sociology of Families: Change, Continuity, and Diversity</i>. SAGE Publications. Chps 2, 3: 21-54.</p>
9/13	<p><b>Feminist Perspectives</b></p> <p>West, Candace and Don Zimmerman. 1987. "Doing Gender." <i>Gender &amp; Society</i> 1(2):125–51.</p> <p>Collins, Patricia Hill. 1998. "It's All in the Family: Intersections of Gender, Race, and Nation." <i>Hypatia</i> 13(3):62–82.</p>
<b>Week 3</b>	<b>Generational Inequalities</b>
9/18	<p><b>The transmission of poverty and success</b></p> <p>Lewis, Oscar. 1962. <i>Five Families: Mexican Case Studies in the Culture of Poverty</i>. Wiley. Introduction.</p> <p>Lareau, Annette. 2003. <i>Unequal Childhoods: Class, Race and Family Life</i>. Berkeley: University of California Press. Chps 1 &amp; 2, 1-32.</p>
9/20	<b>The Home and Beyond</b>

	<p>Lareau, Annette. 2003. <i>Unequal Childhoods: Class, Race and Family Life</i>. Berkeley: University of California Press. Chps 3, 4, 5. 33-104.</p> <p>Bronfenbrenner, Urie. 1994. "Ecological Models of Human Development." in <i>International Encyclopedia of Education</i>. Vol. 3. Oxford: Elsevier.</p> <p>Gibson-Davis, Christina and Christine Percheski. 2018. "Opinion: Wealth Inequality Worsens for Families with Children." <i>The New York Times</i>, May 17.</p>
<b>9/22</b>	<b>One-Paragraph Project Description</b>
<b>Week 4</b>	<b>The Structural Forces of Class Inequality</b>
9/25	<p><b>Parents at School</b></p> <p>Lareau, Annette. 2003. <i>Unequal Childhoods: Class, Race and Family Life</i>. Berkeley: University of California Press. Chps 6 &amp; 7, 105-160.</p> <p>Wald, Johanna and Daniel J. Losen. 2003. "Defining and Redirecting a School-to-Prison Pipeline." <i>New Directions for Youth Development</i> 2003(99):9–15.</p>
9/27	<p><b>Welfare (or Not)</b></p> <p>Lareau, Annette. 2003. <i>Unequal Childhoods: Class, Race and Family Life</i>. Berkeley: University of California Press. Chps 8, 10, 13.</p> <p>Hays, Sharon. 2003. <i>Flat Broke with Children: Women in the Age of Welfare Reform</i>. New York: Oxford University Press. Ch 1, 1-32.</p>
<b>9/30</b>	<b>Take-Home Exam 1</b>
<b>Week 5</b>	<b>Motherhood</b>
10/02	<p><b>Contemporary Motherhood</b></p> <p>Edin, Kathryn and Maria Kefalas. 2005. <i>Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage</i>. UC Press. 1-70.</p> <p>Hochschild, Arlie Russell. 2003. <i>The Second Shift</i>. New York: Penguin Books.</p>
10/04	<p><b>Single Moms</b></p> <p>Edin, Kathryn and Maria Kefalas. 2005. <i>Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage</i>. UC Press. 71-167.</p> <p>Nelson, Margaret. 2006. "Single Mothers 'Do' Family" <i>Journal of Marriage and Family</i>, 68: 781–795.</p>



<b>Week 6</b>	<b>The Costs of Motherhood</b>
10/09	<b>No class, Monday schedule</b>
10/11	<p><b>(Trying to) Do it All</b></p> <p>Edin, Kathryn and Maria Kefalas. 2005. <i>Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage</i>. UC Press. 168-220</p> <p>Crittenden, A. 2001 <i>The Price of Motherhood</i>. New York: Holt and Co. Introduction, Ch. 1, &amp; Ch 5.</p>
<b>Week 7</b>	<b>Fatherhood</b>
10/16	<p><b>Sociological Perspectives on Fatherhood</b></p> <p>Townsend, Nicholas. 2010. <i>The Package Deal: Marriage, Work and Fatherhood in Men's Lives</i>. Ch 1.</p> <p>Williams, Stephen. 2008. "What Is Fatherhood?: Searching for the Reflexive Father." <i>Sociology</i> 42(3):487–502.</p> <p>Johnson, Maria &amp; Alford A. Young Jr. "Diversity and Meaning in the Study of Black Fatherhood" in <i>Shifting the Center: Understanding Contemporary Families</i> edited by Susan Fergusson. Sage.</p>
10/18	<p><b>Fathering (or not)</b></p> <p>Solomon, Catherine Richards. 2014. "'I Feel Like a Rock Star': Fatherhood for Stay-at-Home Fathers." <i>Fathering: A Journal of Theory, Research, and Practice about Men as Fathers</i> 12(1):52–70.</p> <p>Stein, Arlene. 2005. "Make Room for Daddy: Anxious Masculinity and Emergent Homophobias in Neopatriarchal Politics." <i>Gender &amp; Society</i> 19(5):601–20.</p> <p>Deutsch, Francine. "Strategies Men Use to Resist" in <i>Men's Lives</i> edited by Michael Kimmel and James Messerschmidt. Pearson.</p>
<b>10/21</b>	<b>Submit 1<sup>st</sup> interview reflection</b>
<b>Week 8</b>	<b>Outside the Mold</b>
10/23	<p><b>Lesbian and Gay Parents</b></p> <p>Moore, Mignon. 2011. <i>Invisible Families: Gay Identities, Relationships, and Motherhood Among Black Women</i>. University of California Press. Introduction and Ch 4.</p>

	<p>Stacey, J.&amp; Biblarz, T. 2001. "(How) Does the Sexual Orientation of Parents Matter?" <i>American Sociological Review</i> 66 (2):159-83.</p>
10/25	<p><b>Divorce and Blended Families</b></p> <p>Coontz, Stephanie. 2011. "Gay Marriage Isn't Revolutionary. It's Just the next Step in Marriage's Evolution." <i>Opinion: Washington Post</i>, January 7.</p> <p>Tach, Laura. 2015. "Social Mobility in an Era of Family Instability and Complexity." <i>The ANNALS of the American Academy of Political and Social Science</i> 657(1):83-96.</p> <p>Newman, Katherine. 1999. <i>No Shame in My Game: The Working Poor in the Inner City</i>. Russell Sage Foundation. Ch 7: "Family Values," 186-229.</p> <p>Reed, J. (2007) "Anatomy of the Breakup: How and why do unmarried couples with children break-up?" in <i>Unmarried Couples with Children</i>. Eds, England, P. &amp; Edin, K. Pp. 133-156. New York: Russell Sage.</p>
<b>10/28</b>	<b>Take-Home Exam 2</b>
<b>Week 9</b>	<b>Young People Today</b>
10/30	<p><b>Technology in the Home</b></p> <p>Jiang, Jingjing. 2018. "How Teens and Parents Navigate Screen Time and Device Distractions." <i>Pew Research Center: Internet, Science &amp; Tech</i>.</p> <p>Clark, Lynn Schofield. 2013. <i>The Parent App: Understanding Families in the Digital Age</i>. OUP USA. Preface &amp; Chps 1, 4, 5.</p>
11/1	<p><b>Modern Relationships</b></p> <p>Ansari, Aziz and Eric Klinenberg. 2016. <i>Modern Romance</i>. Penguin. Intro, Chps 1, 4, 6.</p> <p>Kimmel, Michael. 2009. <i>Guyland</i>. Harper Collins. Chp 10: "Predatory Sex and Party Rape."</p>
<b>Week 10</b>	<b>Violence in the Home</b>
11/6	<p><b>Perspectives on Intimate Partner Violence</b></p> <p>McClusky, Laura. 2001. <i>Here, Our Culture Is Hard: Stories of Domestic Violence from Mayan Community in Belize</i>. Austin: University of Texas Press. 1-51.</p> <p>Sokoloff, Natalie J. and Ida Dupont. 2005. "Domestic Violence at the Intersections of Race, Class, and Gender: Challenges and Contributions</p>

	to Understanding Violence Against Marginalized Women in Diverse Communities.” <i>Violence Against Women</i> 11(1):38–64.
11/8	<p><b>Violence and Masculinity</b></p> <p>McClusky, Laura. 2001. <i>Here, Our Culture Is Hard: Stories of Domestic Violence from Mayan Community in Belize</i>. Austin: University of Texas Press. 52-137.</p> <p>Kaufman, Michael. 1987. <i>Beyond Patriarchy: Essays by Men on Pleasure, Power, and Change</i>. Oxford University Press. 1-17.</p>
<b>Week 11</b>	<b>The Many Sides of Violence</b>
11/13	<p><b>Gendered Norms and Education</b></p> <p>McClusky, Laura. 2001. <i>Here, Our Culture Is Hard: Stories of Domestic Violence from Mayan Community in Belize</i>. Austin: University of Texas Press. 138-206.</p>
11/15	<p><b>Addressing Intimate Violence</b></p> <p>McClusky, Laura. 2001. <i>Here, Our Culture Is Hard: Stories of Domestic Violence from Mayan Community in Belize</i>. Austin: University of Texas Press. 207-271.</p> <p>Herman, Judith. 1997. <i>Trauma and Recovery: The Aftermath of Violence--from Domestic Abuse to Political Terror</i>. New York: Basic Books. Chp 8, 155-174.</p>
<b>11/18</b>	<b>Submit 2<sup>nd</sup> interview reflection</b>
<b>Week 12</b>	<b>Crossing Borders</b>
11/20	<p><b>Transnational Families</b></p> <p>Parrenas, Rachel. 2005. <i>Children of Global Migration: Transnational Families and Gendered Woes</i>. Stanford University Press. 1-55.</p> <p>Hondagneu-Sotelo, P. (2007) <i>Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence</i>. Ch. 1, 3-28.</p>
11/22	<b>Thanksgiving Break</b>
<b>Week 13</b>	<b>Children Growing Up</b>
11/27	<p><b>Gendered Spaces of Labor and Kinship</b></p> <p>Parrenas, Rachel. 2005. <i>Children of Global Migration: Transnational Families and Gendered Woes</i>. Stanford University Press. 56-119.</p>

	<p>Stephen, Lynn. 2007. <i>Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon</i>. 2 edition. Durham: Duke University Press Books. Ch 6: Women’s Transborder Lives: Gender Relationship in Work and Families,” 178-208.</p>
11/29	<p><b>The New Second Generation</b></p> <p>Parrenas, Rachel. 2005. <i>Children of Global Migration: Transnational Families and Gendered Woes</i>. Stanford University Press. 120-168.</p> <p>Fortes, Alejandro and Min Zhou. 2001. “The New Second Generation.” <i>Race and Ethnicity: Integration, Adaptation and Change</i> 4:314.</p>
<b>12/1</b>	<b>Take-Home Exam 3</b>
<b>Week 14</b>	<b>Older Folks</b>
12/4	<p><b>“I’m Old, not Dead!”</b></p> <p>Malt, Sue. 2007. “Love Actually! Older Adults and Their Romantic Internet Relationships.” <i>Australian Journal of Emerging Technologies &amp; Society</i> 5(2).</p> <p>Dunifon, Rachel E., Kathleen M. Ziol-Guest, and Kimberly Kopko. 2014. “Grandparent Coresidence and Family Well-Being: Implications for Research and Policy” edited by M. J. Carlson and D. R. Meyer. <i>The ANNALS of the American Academy of Political and Social Science</i> 654(1):110–26.</p>
12/6	<p><b>Caring for the Elderly</b></p> <p>Stafford, Phillip B., ed. 2003. <i>Gray Areas: Ethnographic Encounters with Nursing Home Culture</i>. illustrated edition edition. Oxford: School for Advanced Research Press. Chps 6 &amp; 7.</p> <p>Lan, Pei-Chia, “Remaking Family through Subcontracting Care: Elder Care in Taiwanese and Hong Kong Immigrant Families,” in <i>At the Heart of Work and Family</i>, Ch. 15.</p>
<b>12/17</b>	<b>Final Papers Due</b>