HISTORY OF THE FAMILY IN THE UNITED STATES, 1870-1990
History 368/ WS 360/ AC 342

Fall, 2010
Monday and Wednesday, 2:30-4:00pm
Location: Aud C, Angell Hall

Regina Morantz-Sanchez
2664 Haven Hall
Office Hours: Monday: 1pm-2:20
Email: reginann@umich.edu

About the course: This course aims to give a perspective on the contemporary family by studying the historical development of this important institution in the American past. Particular emphasis will be placed on crucial interactions between political & economic structures and changing attitudes and experiences of sex roles, sexuality, childrearing, work patterns & relations between men, women, children. We will explore race, ethnicity, and class, as well as shifting conceptions of the role of the state and how these factors have affected family life in America. Throughout the course we will ask: How do historically changing structural and cultural factors shape families? How have larger historical events & conditions—politics, wars, environments, resources, economic, social, and cultural systems- interacted with American families to alter both their structure and culture over time? How has the “lived experience” of individuals in families responded to these shifts? What continuities can we discern, and how do we account for them? What types of changes might allow for different experiences in the future?

Requirements: Course work consists of lectures, readings, discussion, and viewing and responding to three movies outside of class. You are required to attend lectures, which in many ways will serve as the course’s textbook, giving a synthetic overview of major themes. Weekly readings will provide more in-depth information, thereby illuminating key ideas. You must complete the reading assignments and come to each section ready discuss them. Attendance and active participation in section are required. The written component of the course consists of two take-home essay exams and a 10-page final paper. The take-home exams will ask you to draw on lectures and readings to complete paragraph-length identifications and a longer essay response. For paper, you will write a history of your own family, using the historical perspective gained in this course to evaluate and analyze historical changes in your family over time (additional instructions are provided at the end of this syllabus).

Policies: Please note that more than one unexcused absence in section will constitute a failing discussion grade. Late exams and papers will be graded down one third of a grade per day (for example, a B to a B-). Plagiarism is a serious offense; please see the University’s statement included in this syllabus.

Grade breakdown: Final grades will be calculated approximately according to this formula: first take-home exam 20%, second take-home exam 25%, discussion 20%, final paper 35% (See also an extra credit opportunity, page 14).

Required Texts: The assigned articles can be obtained two ways: a) through CTools, under the resources folder and organized by week b) through the purchase of a course pack from Dollar Bill Copying at 611 Church Street, (734) 665-9200. The required books are available at Ulrich's Bookstore at 549 East University Ave., (734) 662-3201. The required books are:

- Kevin Boyle, Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age
- Beth Bailey, From Front Porch to Back Seat: Courtship in 20th Century America
- Elaine May, Homeward Bound: American Families in the Cold War Era

Students are cordially invited to visit me as well as the GSI during office hours to discuss the readings, class lectures, or other topics of interest. Students must visit me at least ONCE during the semester BEFORE the last week of class.
"Parents first embody love and power, and each of their actions conveys to the child, quite independently of their overt intentions, the injunctions and constraints by means of which society attempts to organize experience. If reproducing culture were simply a matter of formal instruction and discipline, it could be left to the schools. But it also requires that culture be embedded in personality. Socialization makes the individual want to do what he has to do; and the family is the agency to which society entrusts this complex and delicate task."

- Christopher Lasch, *Haven in a Heartless World*

"The world we live in -- its divisions and conflicts, its widening gap between rich and poor, its seemingly inexplicable outbursts of violence -- is shaped far less by what we celebrate and mythologize than by the painful events we try to forget."

- Adam Hochschild, *King Leopold’s Ghost*

**LECTURE AND READING SCHEDULE**

**1. TYPES OF FAMILIES-1600-1900**

WEEK ONE – September 6$^{th}$ – 10$^{th}$

**Lecture Topics:**
9/8 – Wed – Introduction to the course:
What is History? What is History of the Family? What is a Family?

**Section Discussion:**
Sections will meet during the first week of classes. We will discuss two *New York Times* articles, which will be emailed and can be found in CTools, under “Resources,” in the “Week 1” folder, then the “Section” folder.

**Assigned reading:**

WEEK TWO - September 13$^{th}$ – 17$^{th}$

**Lecture Topics:**
9/13 – Mon – How Socio-Cultural Differences Were Constructed Through Gender and Race: Premodern Family Structures in the 17$^{th}$ and 18$^{th}$ Century Atlantic World; The White Family in Transition: The Emergence of the Domestic Family in Industrializing North, 1780-1900

9/15 – Wed – Native American and Black Families in the Nineteenth Century

**Section Discussion:**
Race, Gender, Class & Economic Structure and Environment in Family Formation
Questions: How was the family defined in colonial England and the American colonies? In the American 19th century? How did culture, class, race, and ethnicity affect family organization, economic life, sex roles, and childhood experience? What is the relationship among historical context, environment, economic life, and family organization? What was the role of politics and law? How did developing class and race differences help to create cultural assumptions about differences in families, sex roles, and children’s roles? What do we mean by the phrase “settler colonialism”?

Assigned reading (134 pages):

Further reading:

WEEK THREE - September 20th – 24th

Lecture Topics:
9/20 – Mon – Movie: Moving North to Chicago (20 minutes)
         Movie: A Singing Stream (60 Minutes)
         Please be on time.

9/22 – Wed – Immigration, Industrialization, Race, and Imperialism

Section Discussion:
“Civilized” Families, Race, Immigration, Imperialism & Order
Questions: Why is an understanding of industrialization and imperialism central to understanding the ideology and reality of American family life in the late 19th and early 20th century? How did late 19th
century immigration reinforce notions of white middle class family life while complicating the meaning of “becoming American”? What do we mean when we speak of the "American" family, and what role did native, old-stock Anglo-Americans play in immigrant adjustment? What were the criteria for respectable families? How did immigrant cultures differ, and from whom? How do cultural assumptions about family and sex roles affect racial assumptions and the ways immigrant families adjust to the American environment? What is the difference between class, race and ethnicity? What role did American Imperialism play in underscoring the notion of American exceptionalism and solidifying the racialization of some groups?

**Assigned Movie** (available on CTools):
1. *Hester Street* (1974) - 89 minutes

**Assigned reading** (161 pages):

**Further reading:**

**II. INDUSTRIALIZATION AND FAMILY LIFE-1880-1945**

WEEK FOUR - September 27th – October 1st

**Lecture Topics:**
- 9/27 – Mon – Men, Masculinity, and Work, 1850-1930  
  Movie: *To Be a Man* (20 minutes)

**Section Discussion:**

**Men, Work, Family, and Masculinity 1780-1930**

**Questions:** How do larger social and political systems shape masculinity? What is the relationship between work and definitions of masculinity? Femininity? How has men’s work been distinguished from women’s in different periods? How have men and women from different groups and classes experienced the transition to modern work structures in different ways? How have class, ethnicity, and race affected this transition?
Assigned reading (163 pages):

Further reading:

WEEK FIVE - October 4th – 8th

Lecture Topics:
10/4 – Mon – Capitalism, Urbanization, and Consumer Culture: Making and Remaking Class in the Nineteenth Century

10/6 – Wed – Building a Safe Environment for the Twentieth-Century Family: The Rise of the Welfare State

Section Discussion:
This week we are taking up two topics; questions and readings are listed below for each.

**Women, Work & the Origins of the Work/Family Dilemma**

**Questions:** How has the idea that “a woman’s place is in the home” affected family life in different classes, ethnic groups, and races? Has the idea been shared by all families? Is women’s unwaged labor in the family really “work”? Is it recognized as work by economists and social theorists? In what ways are women disadvantaged in the workplace? What does their disadvantaged position have to do with their relationship to family roles? Do women view themselves as disadvantaged? What is the “double day”? Do all women experience the double day? How do different kinds of families view the work of their members? How do differing cultural attitudes toward men’s and women’s work affect marriage and family relationships?

**Families and the Beginnings of Consumer Culture 1900-1950**

**Questions:** What is consumer culture? What is meant by the phrase “the democratization of desire”? How did consumer culture shape families? Class and class relations? Gender roles? Childhood and youth? Do different classes and ethnic groups have different attitudes toward sex, leisure, and consumerism? How would you compare men’s relationship to consumer culture versus women’s? What is the relationship of capitalism, industrialization, and consumerism to sexual attitudes and sexual behavior? Has mass marketing and consumption been hegemonic, reinforcing traditional gender roles and undermining female power while reinforcing men’s, or has female consumption also provided space for power, autonomy and self-assertion? Has consumption meant the same for middle-class, white
women and men and ethnic and minority women and men? Does consumption homogenize culture? Has mass consumption obscured overt class differences between women? How is the notion of “leisure time” invented in the 20th century?

**Assigned reading** (132 pages):

**Women and Work**

**Consumer Culture**

**Further reading:**

WEEK SIX – October 11th – 15th

**Lecture Topics:**

10/11 – Mon – Remaking Women: Suffrage in the Progressive Era

10/13 – Wed – Contexts for the Twentieth Century Family: Feminism, 1900-1945

**First Take-home Exam handed out.**

**Section Discussion:**

**Progressivism, Families & the Idea of the Welfare State**

**Questions:** What is a welfare state? How did gender assumptions shape conceptions of the welfare state during the Progressive period? What were the social problems faced by progressive reformers? What solutions were proposed? Who were the progressive reformers and who were their clients? How did women’s activism and education stimulate a rethinking of Victorian marriage? How intrusive has the state and/or its dominating institutions been in determining family life for different racial and ethnic groups?
Assigned reading (128 pages):

WEEK SEVEN - October 18th - 22nd

Lecture Topics:
Fall Study Break - October 18th - 19th

10/20 – Wed – Movie: The Women of Summer

FIRST TAKE-HOME EXAM DUE AT LECTURE ON WEDNESDAY, OCTOBER 20th
This exam covers material through the Lecture on Wednesday, October 13th (Contexts for the Twentieth Century Family: Feminism, 1900-1945) and course readings up to and including Week Seven.

Section Discussion:
Women’s Suffrage & “First Wave” Feminism 1900-1950
Questions: Which women supported the suffrage movement and why? What were the arguments of the suffrage movement? Were suffragists feminists? Were feminists in favor of the suffrage? What is the relationship of maternalism to suffrage? Of progressive reform to suffrage? Why was woman’s suffrage such a radical political step? How did feminists rethink women’s role in the early 20th century? Which came first, suffrage or women’s reform? Which was more important for family life?

Assigned reading (72 pages):

WEEK EIGHT - October 25th – October 29th

Lecture Topics:

10/27 – Wed – Movie: Adam’s Rib (1949) (101 min)

Section Discussion:
The Companionate Family 1900-1950

Questions: When and why did the idea of the companionate family emerge? What are the differences between this family ideal and the colonial family ideal and the Victorian ideal of the (breadwinner) domestic family? How did conceptions of sexuality change from the colonial period through the beginning of the 20th century? How and in what ways were these marriages successful? How were new approaches to sexuality linked to family happiness and stability? How, when, and why did notions of “sexual deviance” emerge? How did the geography of middle class family life change? When did the city/suburb dichotomy begin to emerge and why? How radically did women’s and men’s roles change? Parents’ and children’s?

Assigned reading (127 pages):
1. Beth Bailey, Front Porch to Back Seat, 1-76.

Further reading:
8. George Chauncey, Gay New York, 72-86.

WEEK NINE - November 1st - 5th

Lecture Topics:
11/1 – Mon – Class, Race & Family Life in Depression, 1929-1941


Section Discussion:
Families on the Margins: Class, Race, Depression & War

Questions: What effect did the Depression have on gender roles? On relationships between parents and children? How did race and class help determine experience during the Depression? How did changing worker expectations contribute to a new view of the role of government and its notion of citizenship? How did the Depression affect notions of the breadwinner family and how important was the breadwinner family in depression era social policy and beyond?

Assigned movie (available on CTools):
1. The Grapes of Wrath (1940) – 128 minutes.

Assigned reading (139 pages):

Further reading:


WEEK TEN - November 8th - 12th

Lecture Topics:
11/8 – Mon – Movie: Rosie the Riveter (60 minutes)
11/10 – Wed – Suburbanization and Family Life in the 1950s

Section Discussion:
Building a Consumer’s Republic
Questions: How important to the restructuring of family life after the war were notions of the consumer, as citizen and as purchaser? To the reorganization of family life? What role did the federal government play in linking consumption and a stable, democratic family life? How were sex roles defined in this vision of the “democratic” family? Was this American family envisioned as either raced or classed? Were the fruits of consumption evenly distributed in terms of class and race? How does the movie Salt of the Earth begin to answer this question? What are the drawbacks of linking citizenship with the right to consume?

Assigned movie (available on CTools):
1. Salt of the Earth (1954) – 94 minutes-as you view this movie, please keep in mind that the events it recounts were taking place during the same decade Elaine May discusses in Homeward Bound. How might historians explain this complex cultural dissonance?

Assigned reading (157 pages):
1. Elaine May, Homeward Bound: American Families in the Cold War Era, Introduction and Chapters 3-7 (ix-xxvi and 49-162 – Be sure to read the Introduction carefully, paying particular attention to May’s discussion of Chapter 8 and women’s discontent in the home).

Further reading:

WEEK ELEVEN - November 15th - 19th

Lecture Topics:
11/15 – Mon – Childhood and Youth before 1960

11/17 – Wed – Movie: Sixteen in Webster Grove (55 minutes)

Section Discussion:
Post-War Childhood and the Creation of a Peer Culture

Questions: Do children from different classes and races experience childhood differently? How? How much control do parents have over the lives of their children in different classes and ethnic groups? Do all children in our society have equal opportunity? How has sexuality been used in the American past as a system of social regulation? Who is regulating? Who is being regulated? How do ideas about sexuality help to construct ideas about proper masculine and feminine behavior? about class and race? about childhood and adulthood?

Assigned reading (104 pages):


NPR Recommended Listening: ½ hour (You may write about this for extra credit)
Geoffrey Canada, “Act One. Harlem Renaissance,” This American Life, September 26, 2008. Canada talks about the Harlem Children's Zone, an expansive and multi-faceted education program for parents and children, through which he is seeking to change—in big ways—the lives of children growing up Harlem. (see the "Section" folder in CTools for the link to the program) How does this program suggest that the problems working families in progressive period grappled with are still with us?

Further reading:


7. George Lipsitz, “Ain’t Nobody Here but Us Chickens:” The Class Origins of Rock and Roll,” in Rainbow at Midnight: Labor and Culture in the 1940’s, 303-33.

IV. CITIZENSHIP RIGHTS, CULTURE WARS, AND FAMILY VALUES-1960-1990

WEEK TWELVE – November 22nd - 26th

Lecture Topics:
11/22 – Mon – Civil Rights and Family Values, North and South

***Second Take-home Exam handed out***


Section Discussion:
No Section meetings for Thanksgiving break.

WEEK THIRTEEN - November 29th – December 3rd

Lecture Topics:
11/29 – Mon – Culture Wars and Family Values, 1960-1990: Youth Movements on the Right And Left

12/1 – Wed – Second Wave Feminism: Consequences for Family; News Clip: The Men’s Movement

Section Discussion:
Youth Revolts, Countercultures, and Feminism

Questions: How do cultural, class and racial differences play out in contemporary family organization and in family economic and educational prospects? How do perceptions if family and community
instability affect national politics and culture? (ie rise in prison sentences for petty crimes, curfews, or, alternatively, more money allocated to youth & job programs?) What is the relationship of residential segregation to educational opportunity? To differential opportunities based on class? What is the notion of the “underclass”? How has it colored American culture and politics in the post-1950’s period? Is it historically accurate to think of feminism as a movement of the white middle class?

**Assigned reading** (119 pages):

**Further reading:**

**WEEK FOURTEEN - December 6th - 10th**

**Lecture Topics:**
12/6 – Mon – Rolling Back the Welfare State: Will the Real Family Values Advocates Please Stand Up?

12/8 – Wed – American Families Under the Rule of the Market: The Challenge to Democracy
Section Discussion:

Free Markets, Consumerism and Future Prospects for American Families

Questions: How have our ideological definitions of family changed over time? What constitutes a family now? How is globalization shaping American families? What are the repercussions for families in other countries? Is it society’s responsibility to solve the problem of the “double day” for working mothers in all classes, or is this the responsibility of individual families? What kinds of solutions are possible?

Assigned reading (120 pages):

NPR Recommended Listening: 37 minutes
Eleanor Beardsley, “Can The European Welfare State Survive?,” Morning Edition, July 14, 2010. This report compares & contrasts how citizens of the welfare states (France, Sweden, etc) in the EU (European Union) and of the weakly-regulated free market economy in the United States are experiencing the Great Recession: (EU-France, Sweden, etc). The differences are stark and may surprise you. (see the "Section" folder in CTools for a link to story). (8 min)

Judith Warner, “Motherhood in the Age of Anxiety,” Fresh Air, March 22, 2005. In this interview, Warner compares the experience of parenting in France versus the United States—pay particular attention to the government policies she discusses that shape parenting in each country. (29 minutes)

Further reading:


WEEK FIFTEEN - December 13 - 17th

Lecture Topics:
12/13 – Mon – Democracy, Consumerism, and Family Life

Section Discussion:
Classes end on Monday, December 13th and so there will be no section meetings this week.

**FINAL PAPER DUE ON FRIDAY, DECEMBER 17TH BY 4 P.M. No Extensions.**
Please turn your paper in to your GSI’s mailbox in the History Department Mailroom (located on the first floor of Tisch Hall).

Required Assignment: One-Page Movie Response

Movies are required viewing for the class and will be discussed during section. They will be mounted on coursetools for viewing. At your section meeting, you must hand in a one-page comment on the film, addressing the ways the movie reinforces some the readings and lectures and whether the fictionalization was satisfying. How much history did the scriptwriter and director know? How well and accurately was the historical background portrayed? Did the knowledge of the history that gave rise to this film enhance or interfere with your responding to the film as a creative work?

Extra Credit Opportunity: “Further Reading” Reviews

The assignment:
Each week you have the opportunity to complete one extra credit assignment, with a total of four over the course of the term. Pick one article from the “Further Reading” section (and/or the two National Public Radio clips posted on coursetools in weeks 11 and/or 14) and write a two page (double space, 12 pt. font) summary and critique of the article, noting the ways in which it is relevant to lectures and readings. Be sure to explain the article’s argument, offer your analysis of the ideas presented, and connect the article to the other course materials and themes.

Requirements:
In order to receive extra credit, you must submit four Further Reading Reviews (no more than one per week). The Reviews must be handed in at the section meeting for that week (for example, a review of Paul Kramer’s “Race-Making and Colonial Violence in the U.S. Empire,” from the Week Three “Further Reading” list, is due at your Week Three section meeting). You’ll receive credit for a thoughtful, well-written review as a part of your discussion section grade.
## Lecture Schedule

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<th>Topic</th>
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<td>Wednesday</td>
<td>What is History? What is History of the Family? What is a Family?</td>
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<td><strong>10/18</strong></td>
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<td>10/20</td>
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<td><strong>First Take Home Exam due at Lecture</strong></td>
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<td>Movie: <em>The Women of Summer</em></td>
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<td>10/25</td>
<td>Monday</td>
<td>Remaking Intimacy in the Early Twentieth Century: The Companionate Family and Its Alternatives</td>
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<td>Wednesday</td>
<td>Families at War: Citizenship, Race, and Changing Gender Roles, 1935-1950</td>
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Suggestions for Reading History books and articles

These guidelines were adapted from those historian Timothy Gilfoyle offers to his students. Considering these questions as you read will encourage you to think critically about the material and help you understand it more fully.

Questions to ask and answer while reading:

1. What is the thesis (or argument) of the author?
2. Does the author have a particular stated or unstated point of view? How does the author construct their argument? Are the author's goals, viewpoints, or agendas revealed in the introduction or preface? Does the author provide evidence to support the argument? Is it the right evidence? In the final analysis, do you think the author proves the argument or does the author rely on preconceived views or personal ideology? Why do you think that?
3. Does the author have a moral or political posture? Is it made explicit or implicit in the way the story is told? What is the author's view of human nature? Does change come from human agency and "free will" or broad socio-economic forces?
4. What assumptions does the author hold about society? Does the author see society as hierarchical, pluralistic, democratic or elitist? Does the author present convincing evidence to support this view?
5. How is the narrative constructed or organized? Does the author present the story from the viewpoint of a certain character or group? Why does the author begin and end at certain points? Is the story one of progress or decline? Why does the author write this way?
6. What issues and events does the author ignore? Why? Can you think of alternative interpretations or stories that might present a different interpretation? Why does the author ignore certain events or facts?
Guidelines for Final Paper: A History of your Family

Objectives: The goal of this paper is for you to place your own family in a historical context. This paper asks you to consider a particular aspect of your family history (suggested themes are listed below) and discuss the ways that the last three generations of your family have been similar to or differed from the family structures and patterns we've discussed. What historical factors explain these similarities and distinctions? You need to explain how race, class, ethnicity, and religion have affected the structure of your family. Be sure to address the ways that your family has changed over time.

Expectations: While each of you will take up a different theme, these general expectations should guide all of your papers:
- Include three generations of your family’s history. You are welcome to include your own generation as one of the three (for example: grandparents, parents, yourself).
- You must directly reference at least three of the course readings. Feel free to draw on the “further reading” lists in addition to the assigned readings. Including readings from the course will help you place your family’s experiences in a historical context and think about the ways in which your family’s experiences compare to the family structures we’ve discussed.
- Each paper must highlight the ways in which race, class, and gender shaped your family members’ experiences.
- In order to complete the research for this paper, you must interview at least one family member.
- Your paper should be no more than 10 pages (double-spaced, with 12-point font), not including footnotes and bibliography. Your footnotes and bibliography should be formatted according to the Chicago citation style.

Family Paper Themes: The following suggested themes offer a starting point for thinking about your family history. Each theme includes several questions, which are intended to prompt your thinking and demonstrate the many different aspects of each subtopic. Do not feel obligated to answer every part of the question. You are welcome to design your own question if you check with your GSI or Professor Morantz-Sanchez.

1. Economic Change and Family Roles: How has the economic organization of your family changed within the last two or three generations? What role did government entitlements (such as the GI Bill, educational loans, low interest loans, unemployment and old age insurance, head start, mortgage interest tax deductions) have on your family’s economic situation? Has access to health care been a problem? Who held occupations outside the home? What effect did occupations held outside the home have on domestic arrangements? How have changing attitudes towards women working outside the home affected your family in the last two or three generations? How have the women in your family felt about working? Did they want to work? Did they have to work? Have notions of masculinity and men’s role as breadwinners, husbands, and fathers changed in the course of generations in your family? How? If not, why not? Has race, class, ethnicity, or religion had an effect on these choices? How have these changes affected the long-term goals parents have for their children?

2. Changing Childrearing Strategies and Practices: How have childrearing practices in your family changed? What specific cultural ideas about children have been part of your family? How have parent-child relationships been affected by economics, class, ethnicity, geography or geographic mobility? How have changing ideas about fatherhood or motherhood affected these relationships? What specific notions of masculinity and femininity have been modeled around responsibilities of mothers and fathers in different historical periods? What historical events or changes have shaped, enabled or constrained these practices and goals? What has been the role of sports, hunting, male-specific activities and groups in shaping notions of men’s role within your family? How have parents and grandparents responded to
teenage culture, and how has this changed from generation to generation? How have family members felt about education? About children’s chores, free time and how it is spent? How have ideas about children working for wages changed? Have parental goals for children changed? Have parents consciously limited family size? How have they come to this decision? How have religion and changing ideas about religion affected family size? How have economic factors affected decisions about family size and consequently relationships with and treatment of children?

3. Religion and Family Life: Choose one or more issues of family life, such as marriage, divorce, child care, or work, and discuss how religion and changes in religious beliefs have affected these issues in your family. Has religion affected your family's beliefs about marriage and divorce? Have changing religious beliefs affected the type of occupations family members have aspired to? How have ideas about religious education and upbringing changed? Have church attendance patterns changed? Who has been responsible for passing religious values onto children? Has religion been a source of family closeness or a source of tension?

4. Families and the Political Public Sphere: How have politics and current events, including globalized labor markets, immigration, wars, military service, etc, touched your family history? How aware has your family been of external events that touch their lives? Examine the political history of your family through three generations. Why did family members vote the way they did? How have parents' political beliefs influenced their children? How have important historical events affected party membership in your family (the Depression, WWII, the Civil Rights Movement, the McCarthy Era, the Vietnam War, the Gulf War, etc.)? Have political events been a source of inter-generational conflict? How have ideas about gender affected family members' interest or involvement in politics? Has your family been involved in local politics or community work in any way? What forms of political traditions and lore have been passed down through family narratives?

5. Families, Immigration, Acculturation: How has immigration to the United States affected your family? Has immigration caused unforeseen intra- or inter-generational conflict? How has the American education of children affected these conflicts? How has American mass culture or different language patterns affected these conflicts? How have different ideas about gender or age affected family relations? How have expectations between parents and children changed? How has the resolution of such conflicts changed? How have the different members of your family felt about "Americanization"? Who has been responsible for preserving "traditional" values, customs, and beliefs of the home country? Has this been done?

6. Geographical and Social Mobility: Trace the geographic mobility of the last three generations of your family. How often has your family moved? Why has your family moved? How have social, political or economic changes affected where your family has lived? How far away from family and friends have the different generations of your family moved? Who has decided where your family would live? Did your family change from renting to owning? How have changing ideas about race, ethnicity and religion affected the neighborhoods your family has lived in or has wanted to live in? How have technology, mass culture, or ethnic traditions affected the kinds of creature comforts your family has considered essential? How have these same factors affected how different generations of your family decorated their homes?

7. Sexual Attitudes and Behavior: How have sexual mores changed in your family over the last three generations? Why have these mores changed? Have changing sexual mores been affected by changing gender roles? Changing notions of marriage and family life? Work patterns? Religious changes? How have dating patterns or age of marriage changed? Has the role of romantic love in relationships changed over time? Have ideas about premarital sex changed? Have changing ideas about religion or new reproductive technologies, like the pill, affected your family's sexual mores?
Suggestions for Essay Writing:

1. An essay is something that cannot be dashed off satisfactorily in a couple of hours. The production of an essay entails planning, reading, organizing, and writing.

2. Read the essay question through carefully. Pay particular attention to key words (e.g., assess, compare, relate). Address yourself to the specific essay topic. Do not simply latch onto a word or phrase in the topic and produce something in the general area.

3. Decide on the structure of the essay. Make a series of broad headings with some indication of the ways in which these will relate to one another in the final essay.

4. Now that you have decided on a structure, you will know the kind of information that you are looking for. Survey any material that looks promising. Skim through the useful sections, noting those that are the most important. Make notes of the ideas that would be appropriate in your essay.

5. Assemble your material and edit it. Decide which of the material you have collected contributes towards the logical flow of your essay. Retain this. The ability to be critically selective is a mark of a good writer.

6. Write a first draft. Make sure the paragraphs flow naturally and form a logical sequence. Write clearly and simply, making sure that you describe the main idea without wasting words. Accept that this draft will have to be revised and rewritten.

7. Revision of the essay is a key to a good writing. It is important to put distance between ourselves and what we write in order to evaluate our work more critically. Some effective ways are:
   • to put the written work aside for a few hours or days once it is in the final draft stage.
   • to read the written work aloud. We can hear lapses in punctuation, sentence construction, grammar, diction, or rhythm. We hear thoughts expressed and we wince at our own lapses incoherence or logic.

8. Outline
   ▪ Write out the thesis of the essay in a single sentence.
   ▪ Write out the central idea or theme of each body paragraph in a single topic sentence.
   ▪ Under each topic sentence, list the main points of support or development found in that paragraph.

9. When you think an essay is ready to be turned in, evaluate it. Here are some things to look for:
   • Does your introductory paragraph tell the reader what the essay is about and prepare him/her for the argument that will be made?
   • Does each paragraph have a topic sentence, and does the last sentence of each paragraph link to the topic sentence next paragraph in some way?
   • Does the body of the essay support your overall thesis with citations of readings, (evidence) in an orderly and organized fashion?
   • Does your conclusion tell the reader what you have argued by summing it up in a final, forceful paragraph?

10. Are you happy with the final product?
General Expectations for Essay Exams:

An “A” Range Essay:

- Answers all parts of the question clearly and completely
- Is well-organized – on the essay, paragraph and sentence level
- Has a clear introduction and thesis statement
- Demonstrates detailed knowledge of all relevant course material
- Synthesizes information from many sources
- Has no factual errors
- Describes, defines and explains the significance of key events and terms
- Attempts to analyze or draw meaningful conclusions

A “B” Range Essay:

- Answers all parts of the question
- Is generally well-organized at the essay level
- Demonstrates a solid knowledge of relevant course material
- Has no significant factual errors; few minor errors
- Correctly defines and describes key events and terms and uses them appropriately

A “C” Range Essay:

- Answers most parts of the question
- Is decipherable, but not clearly organized
- Demonstrates a basic grasp of course material
- Has a significant factual error or multiple minor errors
- Little or no use of specific events or terms

A “D/E” Range Essay:

- Does not answer the question
- Is not organized
- Does not demonstrate an understanding of basic course material
- Has multiple significant factual errors
University Policy Statement on Academic & Professional Integrity
Forms of Academic Misconduct

Offenses against the standards of academic integrity include the following:

I. Cheating
Cheating is the attempt to gain an improper advantage in an academic evaluation. Among the forms this kind of dishonesty can take are: obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available; having a substitute take an examination; copying another person's answer to an examination question; consulting an unauthorized source during an examination; or changing a score or a record of an examination result.

It is also improper to submit the work one has done for one class or project to a second class or as a second project without getting the informed permission of the second instructor. Acceptance of one piece of work that is submitted for two classes must be arranged beforehand.

II. Plagiarism and other misappropriation of the work of another
Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of all or part of another person's published work as something one has written. Perhaps less obvious but no less dishonest are, without proper acknowledgment of the source, the adoption of a part of another's writing into one's own discussion, the paraphrasing of another's writing, or the presentation of another's ideas as one's own. In different forms, these all constitute a theft of someone else's work. This is not to say that students should not use the work of others; scholarship and research are, after all, communal activities. To avoid plagiarism all one has to do is fully and properly acknowledge the source of the work presented. To reduce the likelihood of being accused of plagiarism, students must follow the citation styles relevant to the discipline or the journals in which they will publish.

This statement can be found at:
http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrity/#A.

For additional information, please explore the many resources listed on the Library’s Website:
http://www.lib.umich.edu/academic-integrity/understanding-plagiarism-and-academic-integrity