

**PSY 563-002 Diversity among Contemporary American Families  
University of Kentucky**

**COURSE SYLLABUS, SPRING 2023**

\*\*\*\*current January 22, 2023\*\*\*\*

**\*\*Note:** *Given the continued dynamic times we live in during the COVID-19 pandemic, it is critical for us all to understand and agree to several key things upfront. Firstly, the course content, calendar, and grading policies may be changed at the discretion of the instructor. Any changes will be announced via Canvas and/or in class. Each student is responsible for noting and recording these changes when they occur. It is imperative for our health and safety, as well as that of our loved ones, that we work as a team to uphold certain requirements and respond flexibly if circumstances change (e.g., if we must proceed with the course online or hybrid). Either way, I look forward to having fun with you as we consider the diversity of U.S. families!*

**CONTACT INFORMATION:**

**Instructor:** Rachel H. Farr, PhD (Dr. Farr, or Rachel; she/her)

**Office hours:** Tuesdays, 2-4pm, or by appointment (Kastle Hall 012-B)

**Email:** [rachel.farr@uky.edu](mailto:rachel.farr@uky.edu); **Office phone:** (859) 257-4393

**Teaching Assistant (TA):** Sungmin (Derek) Kahng (he/him; PhD student)

**Office hours:** Fridays, 1-2pm, 3-4pm, or by appointment (Kastle Hall 207-G)

**Email:** [derek.kahng@uky.edu](mailto:derek.kahng@uky.edu); [GroupMe](#)

**CLASS MEETS:** T/Th 9:30-10:45am, Whitehall Classroom Building, Room 245

**COURSE DESCRIPTION AND PHILOSOPHY (3-credit seminar):**

The notion of the “traditional American family” has transformed as families in the United States (U.S.) have become increasingly more diverse. This course for senior psychology majors (others may enroll with instructor’s permission) is intended as an overview and analysis of a contemporary family systems in the U.S., such as single-parent families, adoptive and foster family systems, families who have children via assisted reproductive technologies (ART), and those with members who hold minoritized sexual and gender identities. Taught from a developmental psychological perspective, students will gain understanding in family systems theory and in research methods for studying families. Course material will be considered within the context of social issues, questions, and public controversies. The course will address factors that contribute to positive family functioning and healthy outcomes for children and parents. Implications for future research, clinical practice, public policy, and law surrounding parenting and families (e.g., custody and placement decisions) will be covered.

Course goals are accomplished through interactive dialogue of course readings, multiple opportunities for presentation on course topics, and several course projects/papers. The reading list includes reviews, book chapters, and empirical articles (there is no required text to buy). As a senior capstone, this course is designed to be discussion-based. I will lecture minimally to convey important information not covered in readings, but we are all responsible for generating a stimulating discussion. Thus, it is essential that everyone be prepared to engage in discussion every class day! This course will provide helpful foundation for any students thinking about continuing into developmental psychology, clinical or counseling psychology, family science, social work, education or medical professions, or other related fields.

**COURSE GOALS AND OBJECTIVES:** At the end of this course, you should be able to:

1. Interpret and critique research within fields of psychology and family science,

2. Explain the strengths and weaknesses of specific research methods to study families,
3. Deliver a compelling presentation regarding a topic about diverse families,
4. Write and evaluate an APA-style paper regarding a topic about diverse families.

**COURSE MATERIALS:** To contribute actively to the course, students will complete several weekly reading assignments, primarily selected from top-ranked empirical journals and/or written by topic experts. Readings are available on our course page on Canvas. Log in with your link blue ID and password <https://uk.instructure.com/>. Here, you will have access to the syllabus, readings, and other materials. **Note:** for **technical assistance** with Canvas, please contact the following (not your instructor): [UKAT Service Desk](#), (859) 218-4357, email: [218help@uky.edu](mailto:218help@uky.edu)

**GRADING:** *Grading for the course will be out of a total of 1000 points, with three components:*  
(1) Participation/Attendance = 10% (Weekly attendance, active participation; Total = 100 points)  
(2) Weekly Writing Assignments = 40% (10 assignments, 40 points each; Total = 400 points)  
(3) Final Project = 50% (Project idea = 50 points; Rough Draft = 100 points; Class Presentation = 150 points; Final Paper = 200 points; Total = 500 points)

**\*\*Note:** the above assignments meet the full Graduation Composition and Communication Requirement (GCCR). A C or better need to be earned on the above to meet the GCCR.

**Grade cutoffs (firm) for final grades are: A (895-1000); B (795-894); C (695-794); D (595-694).** **Note:** Midterm grades will be posted in myUK by **March 13** (deadline established in the Academic Calendar, <http://www.uky.edu/registrar/content/academic-calendar>)

### **COURSE ASSESSMENTS:**

#### **(1) Participation/Attendance (100 points, 10%)**

Students should come prepared to discuss weekly course readings in each class. One unexcused absence is permitted. Additional absences will result in a penalty to students' course grade (i.e., a deduction of 10 attendance points per additional unexcused absence).

As dynamic and interactive discussion is at the heart of this course, it is expected that all seminar members will be active participants, at minimum, read all required readings, and attend class on a regular basis. The seminar will only be successful if every member attends on a regular basis. Recommended readings can be provided by the instructor for those who decide they have a particular interest in the topic.

#### **(2) Weekly Writing Assignments (400 points, 40%)**

Students will alternate between two options for completing 10 weekly 1-2 page (double-spaced, not counting heading) writing assignments (**\*\*submit Word documents, not Pages files\*\***):

- **Research Article:** Write a 1-2 page response (double-spaced) about the readings that integrates ideas and addresses relevant research questions, and includes an additional research article on the topic not discussed in class. The best responses will also include detailed ideas for relevant future research projects. You **MUST** use the PsycINFO database to find empirical, peer-reviewed original research journal articles on your topic published within the last 10 years (and cannot be meta-analyses, dissertations, literature reviews, or sources, like book chapters, that are not peer-reviewed).
- **News Article:** Find a current (or past) news article that is relevant to the week's topic. Write a 1-2 page response (double-spaced) that evaluates and critiques the news article on the basis of what we know from research on the topic (e.g., the readings that week). Is the news article accurate? Is the news article missing any important pieces of information from research findings? The best response papers will connect the news article with the week's readings and will include ideas / questions for future research.

Any given week you can choose which option you complete. You **MUST** do **5 “Research Article”** and **5 “News Article”** written assignments from **Weeks 2-9** and **11-12 (10 total)**.

Please **attach the first page (or abstract)** of the empirical article(s) or news article that you include in your response when you turn in your assignment. In addition, please **include an html link / web address** for where any news articles were located. Include appropriate APA-style citations throughout your written responses to support your ideas and justify your claims.

Assignments will be due by the beginning of class each Tues (post on Canvas using TurnItIn); late assignments will not be accepted. Each is worth up to **40 points** and graded on this scale:

- **40** = Thoughtful and well-constructed response, mature understanding of the topic, and well-written (goes beyond summary with few or no grammatical or spelling errors). Appropriate citations / references included. News / journal article appropriate for topic.
- **30** = Some good summary but not enough original thought. There may be some grammatical, spelling, or other types of errors, e.g., citations.
- **20** = Response is characterized by incomplete thoughts and/or major grammatical or other clarity of writing issues. Citations often missing.
- **10** = Poorly written, may be on the wrong topic or otherwise inappropriate. Includes no or few citations as well as major errors in writing.
- **0** = Not turned in.

**(3) Course Project (500 points, 50%):**

Students will complete a course project for which they will prepare a class presentation and write a 10-page paper summarizing the literature on a family system of their choice. Students will address relevant research questions, current gaps in the literature on their topic, and discuss relevance to social issues, public controversy, and/or implications for public policy and law. Submit all components of the Course Project on Canvas, using the TurnItIn app (**\*\*submit Word documents for all except PPT (or PDF) for presentation\*\***):

- Your Project Idea (one paragraph, ~250 words) is due Week 4 (Thurs Feb 2), **50 points**
- The Rough Draft of your paper is due Week 8 (Thurs Mar 2), **100 points**
- The 10-15 minute Class Presentation (including time for questions and discussion) of your project is due during Weeks 13-14 (Tues/Thurs Apr 11 and 13; Tues Apr 18), **150 points**
- The Final Paper (at least 10 pages without references) is due Mon May 1, **200 points**

**Instructions and Questions to Address for COURSE PROJECTS:**

Students may select a family system of their choice that they would like to learn more about over the course of the semester. I strongly recommend selecting a family system not already covered on the syllabus, but if you do select a family system already discussed as part of the course, you must distinguish how your project goes beyond what we cover in class (you must use sources that are not on the syllabus). **NOTE:** For the final paper and class presentation, the following questions and issues should be addressed for maximum credit:

- What is the type of family system you selected? Describe this family system (and be very specific about how broadly or narrowly you define this family system), and discuss particular dynamics or issues that may be unique or interesting for family members.
- What research has been conducted to date on your family system? What do we know from the literature about these families? (Use the PsycINFO database through UK library online to find empirical, peer-reviewed articles on your topic). You **MUST** use PsycINFO to find empirical, peer-reviewed original research journal articles from the last 10 years on your topic. (For your project, you may include meta-analyses, dissertations, literature reviews,

and sources like chapters that are not peer-reviewed or are older than 10 years if you wish, but ONLY in addition to at LEAST 3 empirical original journal articles from the last 10 years).

- What factors contribute to well-being, health, and psychological adjustment among members in your family system? What promotes positive outcomes? Are there unique factors (including risk factors) to consider in these families?
- What future research could be helpful on your family system? What gaps in the literature remain that you think should be addressed? (and why?)
- What public policy or legal issues surround your topic, or are relevant for your family system? Are current or historical cultural contexts important to consider? (and why?) Are there important social implications from the research on these families? (Describe.)

#### ***Other Notes for Course Project:***

- You may want to focus on 1-2 particular aspects of family life in your chosen family system, and really explain these in detail in terms of research and/or policy implications.
- If you select a family system that is covered as part of the class, you must go into depth about some topic relevant to these families that is not discussed in class, and you must use sources that are not required already on the syllabus (ask the instructor recommendations).
- There is a **rubric specifically for this project (at end of this syllabus document)** to serve as a guide for your work included in this document following all syllabus materials.

To produce the **class presentation**, students will research their chosen topic using outside sources. These sources may include reliable websites and other Internet resources in addition to empirical research articles, books, other articles, or other media. Students will collect information about their topic from these sources and produce a coherent written summary as their presentation. All sources of presented information should be explicitly referenced within the presentation and at the end, such that anyone who is interested can find your original sources. When websites are used, a link to the website should be provided. Complete citations should be given for books, articles, or other media, if used.

Although the class presentation and final paper are similar in some ways in content, the presentation formats are meant to be different. In your class presentation, I encourage you to be creative and expressive about your topic. Argue and convey your points, convincing your audience why this topic is important! In contrast, the paper is meant to be a more thorough literature review of your topic, convincing me as the reader that you are an expert on the topic. The Final Paper, as noted above, should be 10 pages (not including title page and references).

#### **COURSE POLICIES:**

**Success in PSY 563:** You will succeed in this course if you (a) come to class, take good notes (**studies show we learn best when notes are hand-written**), and participate actively, (b) keep up with the readings and assignments, (c) ask me questions (in class, during office hours), and (d) create a “study” schedule to put in the time needed for this course to complete the readings, writing assignments, and Course Project. This will be a great class experience if you and your classmates commit to several basic standards. You will maximize what you learn and contribute to a positive learning environment by adhering to the following guidelines.

#### **Attendance and Absences:**

- Come to class. You will be unlikely to succeed without regularly attending. Please be ready to participate by the start of class (9:30am). I promise to begin and end on time; please be respectful to me and your classmates by giving full attention for the class period.
- Any students behaving in ways that are distracting, disrespectful, or otherwise detract from

the learning experience will be asked to leave the class.

- If you have a question or wish to contribute a comment, please raise your hand. If you must leave early or arrive late for any reason, please inform me ahead of time.
- My course materials and PowerPoint slides are protected by federal copyright and state common law. You are permitted to take notes in class based on these slides, which extends only to making one set of notes for your personal use, sharing one copy of those notes with another enrolled student in this class for their own studies, and no other use (such as taking photos of slides). You are not authorized to make copies of slides or lecture notes for commercial use without express written permission from me.
- The penalty for NOT following any of the above rules may be a “0” on the current or next in-class/out-of-class activity, or other class assignment.

**Excused Absences:** Occasionally, extraordinary circumstances arise that cause you to miss class or assignments. If you need notes you missed, talk to a classmate, and/or attend office hours. Please contact me within 24 hours if possible if class or assignments are missed. You will be expected to make up any missed work promptly, including writing a discussion post on Canvas if class was missed to convey your own questions and reflections on the topics covered.

Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) university-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for non-attendance” by the professor. Faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the University Liaison in the Dean of Students Office, 2 Alumni Gym, (859) 257- 2754. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

**Academic Integrity:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to university policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university, may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the Code of Student Rights and Responsibilities. For complete information, visit: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

**STUDENTS WITH DISABILITIES:** It is UK’s policy to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. **If you have a documented disability that requires academic accommodations, please see me ASAP during my scheduled office hours.** In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Contact: Director David T. Beach, [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu); Multidisciplinary Sci Bldg, #407, 725 Rose St, (859) 257-2754; <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>)

**STATEMENT IN SUPPORT OF DIVERSITY, EQUITY, AND INCLUSION (DEI):** It is my intent that all students be well-served by this course, that students' learning needs be addressed both in and out of class, and that student diversity be viewed as a resource, strength, and benefit. It

is my intent to present materials and activities that are respectful of diverse identities in terms of gender, sexuality, disability, age, class, ethnicity, race, nationality, religion, and culture. Please share ways to improve course effectiveness for you personally, or for other students or student groups. I intend to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities. To accomplish this:

- There will be an opportunity to share your name and pronoun(s) if you so choose. Please share with me if you have a name and/or pronouns that differ from your official UK records.
- If you feel like your performance in the class is being impacted by your experiences of bias outside of class, please don't hesitate to come and talk with me. Remember that you can also speak to someone through TRACS (<https://studentsuccess.uky.edu/get-help>) or the Office of Institutional Equity and Equal Opportunity (<https://www.uky.edu/eeo/>).
- Learning about perspectives and identities different from our own is a life-long process. We might unintentionally make mistakes that make others feel uncomfortable. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it.
- *Note for any virtual meetings:* if you use a Zoom virtual background, it must be one of the built-in virtual backgrounds, one provided by Stuckert Career Center, one provided by UK Athletics, or a virtual background developed by one of the Colleges.
- In this course, we abide by UK's statement on DEI: *The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community. These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued. We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity \(IEEO\)](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.*

**Title IX Information:** The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy. Discrimination is prohibited at UK. If you experience an incident of discrimination, we encourage you to report it (See IEEO above).

*Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence:* If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA, RA, UK 101 / 201 Peer Instructors, etc., please understand that as a "Responsible Employee" of the University, these individuals **MUST** report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office (859-257-8927). If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention ([VIP](#)) Center (316 Gatton Student Center; 859-257-3574), [UK Counseling Center](#) (104 Mandrell Hall, 859-257-8701), and University Health Service ([Student Health](#); 830 S. Limestone; 859-323-2778) are confidential resources on campus.

#### **ADDITIONAL RESOURCES:**

**Presentation U! Peer Tutoring:** helps with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing



oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Visit [www.uky.edu/UGE/pres-u](http://www.uky.edu/UGE/pres-u) for more information.

**The Study:** The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. For a complete list of subjects we tutor and the full schedule, as well as more information about the other services: <http://www.uky.edu/thestudy>

### COURSE SCHEDULE:

Readings and writing assignments are due **Tues (9:29am;** just before class); course project assignments are due **Thurs (9:29am)**. An exception is the final paper, due **Mon 5/1 (11:59pm)**.

Date	Day	Topic
1/0	T	<b>Week 1:</b> Course Introduction; historical and contemporary family contexts
1/12	R	<b>*Syllabus assignment due Jan 12*</b>
1/17	T	<b>Week 2:</b> Diversity of family formation (including single and non-married parents, childfree families, etc.); factors important to all families
1/19	R	
1/24	T	<b>Week 3:</b> Cohabitation, marriage, divorce, remarriage, and step-parenting/blended families
1/26	R	
1/31	T	<b>Week 4:</b> Adoptive families – overview
2/2	R	<b>*Project idea due Feb 2*</b> <b>*Guest presentation from foster care alum, Casey Vázquez, and foster/adoptive parent, Daphne Arnold, Feb 2!*</b>
2/7	T	<b>Week 5:</b> Foster and kinship care, grandparent and other caregiver families
2/9	R	<b>*Guest presentation from foster care alum, Dr. Jay Miller, and foster/adoptive parents, Dr. Mel Stein and Jennifer Fransen, Feb 9!*</b>
2/14	T	<b>Week 6:</b> Families with parents or children with minoritized sexual identities
2/16	R	
2/21	T	<b>Week 7:</b> Families with parents or children with minoritized gender identities
2/23	R	
2/28	T	<b>Week 8:</b> Families with parents or children with minoritized racial/ethnic identities; transnational and immigrant families <b>*Rough draft due Mar 2*</b>
3/2	R	
3/7	T	<b>Week 9:</b> Transracial adoption, multiracial/ethnic families, interracial couples
3/9	R	<b>**Note: Midterm (including grades deadline) is Mar 13</b>
3/14	T	<b>***SPRING BREAK – NO CLASS***</b>
3/16	R	
3/21	T	<b>Week 10:</b> Project Check-In Tuesday; <b>***NO CLASS THURSDAY Mar 23***</b>
3/23	R	
3/28	T	<b>Week 11:</b> Families formed through assisted reproductive technologies (ART)
3/30	R	<b>*Guest presentation from surrogate, Amanda Hazelton, Mar 30!*</b>
4/4	T	<b>Week 12:</b> Course summary; directions for theory and methods; policy and law implications
4/6	R	
4/11	T	<b>Week 13: Course Project Presentations</b>
4/13	R	
4/18	T	<b>Week 14: Course Project Presentations; ***NO CLASS THURSDAY***</b>
4/20	R	<b>*Presentation due (submit PDF on Canvas)*</b>
4/25	T	<b>Week 15:</b> Last day of class; Project check-in ( <b>Th/Fri 4/27-28: “reading days”</b> )
5/1	M	<b>*FINAL PAPER DUE (Canvas), 11:59PM* (Note: M-Th 5/1-4 are finals days)</b>

**\*\*Note:** The course content, calendar, and grading policies may be changed at the discretion of the instructor. Any changes will be announced in class and/or via Canvas. Each student is responsible for noting and recording these changes when they occur.

## **COURSE READINGS:**

### **Week 1: Introduction to historical & contemporary family contexts; theory & methods**

Brock, R. L., & Laifer, L. M. (2020). Family science in the context of the COVID-19 pandemic: Solutions and new directions. *Family Process*, 59(3), 1007-1017.  
<https://doi.org/10.1111/famp.12582>

Brooks, D. (2020, March). The nuclear family was a mistake. *The Atlantic*.  
<https://www.theatlantic.com/magazine/archive/2020/03/the-nuclear-family-was-a-mistake/605536/>

Buehler, C. (2020). Family processes and children's and adolescents' well-being. *Journal of Marriage & Family*, 82, 145-174. <https://doi.org/10.1111/jomf.12637>

### **Week 2: Diversity of family formation (including single and non-married parents, childfree families, etc.); factors important to all families**

Girme, Y. U., Park, Y., & MacDonald, G. (2022). Coping or thriving? Reviewing intrapersonal, interpersonal, and societal factors associated with well-being in singlehood from a within-group perspective. *Perspectives on Psychological Science*. Advance online publication. <https://doi.org/10.1177/17456916221136119>

Imrie, S., & Golombok, S. (2020). Impact of new family forms: Parenting and child development. *Annual Review of Developmental Psychology*, 2, 295-316. doi:10.1146/annurev-devpsych-070220-122704

Murry, V., & Lippold, M. (2018). Parenting practices in diverse family structures: Examination of adolescents' development and adjustment. *Journal of Research on Adolescence*, 28, 650-664. doi:10.1111/jora.12390

### **Week 3: Cohabitation, marriage, divorce, remarriage, and step-parenting/blended families**

Demir-Dagdas, T., Isik-Ercan, Z., Intepe-Tingir, S., & Cava-Tadik, Y. (2018). Parental divorce and children from diverse backgrounds: Multidisciplinary perspectives on mental health, parent-child relationships, and educational experiences. *Journal of Divorce & Remarriage*, 59, 469-485. <https://doi.org/10.1080/10502556.2017.1403821>

Ganong, L., Sanner, C., Berkley, S., & Coleman, M. (2022). Effective coparenting in stepfamilies: Empirical evidence of what works. *Family Relations*, 71(3), 918-934.  
<https://doi.org/10.1111/fare.12607>

Johnston, C. A., Cavanagh, S. E., & Crosnoe, R. (2020). Family structure patterns from childhood through adolescence and the timing of cohabitation among diverse groups of young adult women and men. *Developmental Psychology*, 56, 165-179.  
<https://doi.org/10.1037/dev0000842>

### **Week 4: Adoptive families – overview**

Farr, R. H., & Grotevant, H. G. (2019). Adoption. In B. Fiese (Ed.), *APA Handbook of*



*Contemporary Family Psychology* (pp. 725-741). Washington, DC: American Psychological Association.

Palacios, J., Adroher, S., Brodzinsky, D. M., Grotevant, H. D., Johnson, D. E., Juffer, F. et al. (2019). Adoption in the service of child protection: An international interdisciplinary perspective. *Psychology, Public Policy, and Law*, 25, 57-72. <https://doi.org/10.1037/law0000192>

Sánchez-Sandoval, Y., Jiménez-Luque, N., Melero, S., Luque, V., & Verdugo, L. (2020). Support needs and post-adoption resources for adopted Adults: A systematic review. *The British Journal of Social Work*, 50(6), 1775-1795. <https://doi.org/10.1093/bjsw/bcz109>

**Week 5: Foster and kinship care families; the U.S. child welfare system; grandparent and other caregiver families**

Hayslip, B., Fruhauf, C., & Dolbin-Macnab, M. (2019). Grandparents raising grandchildren: What have we learned over the past decade? *The Gerontologist*, 59, e152-e163. <https://doi.org/10.1093/geront/gnx106>

Katz, M., & Katz, E. (2022). Reconceptualizing attachment theory through the lens of polyamory. *Sexuality and Culture*, 26, 792-809. <https://doi.org/10.1007/s12119-021-09902-0>

Spong, B., & Homstead, K. (2019). *Treehouse: Intergenerational community as intervention*. Rudd Adoption Research Program Publication Series: The Future of Adoption. University of Massachusetts Amherst. Amherst, MA. <https://www.umass.edu/ruddchair/sites/default/files/rudd.spong.pdf>

Yoon, S., Pei, F., Logan, J., Helsabeck, N., Hamby, S., & Slesnick, N. (2022). Early childhood maltreatment and profiles of resilience among child welfare-involved children. *Development and Psychopathology*. Advance online publication. <https://doi.org/10.1017/S0954579421001851>

**Week 6: Families with parents or children with minoritized sexual identities**

Acosta, K. L. (2018). Queering family scholarship: Theorizing from the borderlands. *Journal of Family Theory & Review*, 10, 406-418. <https://doi.org/10.1111/jftr.12263>

Farr, R. H., Tornello, S. L., & Rostosky, S. R. (2022). How do LGBTQ+ parents raise well-adjusted, resilient, and thriving children? *Current Directions in Psychological Science*, 31(6), 526-535. <https://doi.org/10.1177/09637214221121295>

Mills-Koonce, W., Rehder, P., & McCurdy, A. (2018). The significance of parenting and parent-child relationships for sexual and gender minority adolescents. *Journal of Research on Adolescence*, 28, 637-649. <https://doi.org/10.1111/jora.12404>

**Week 7: Families with parents or children with minoritized gender identities**

Hafford-Letchfield, T., Cocker, C., Rutter, D., Tinarwo, M., McCormack, K., & Manning, R.

(2019). What do we know about transgender parenting? Findings from a systematic review. *Health & Social Care in the Community*, 27, 1111-1125. <https://doi.org/10.1111/hsc.12759>

Katz-Wise, S. L., Gordon, A. R., Sharp, K. J., Johnson, N. P., & Hart, L. M. (2022). Developing parenting guidelines to support transgender and gender diverse children's well-being. *Pediatrics*, 150(30), e2021055347. <https://doi.org/10.1542/peds.2021-055347>

McGuire, J. K., Kuvalanka, K. A., Catalpa, J. M., & Toomey, R. B. (2016). Transfamily theory: How the presence of trans\* family members informs gender development in families. *Journal of Family Theory & Review*, 8, 60-73. <https://doi.org/10.1111/jftr.12125>

**Week 8: Families with parents or children with minoritized racial/ethnic identities; transnational & immigrant families**

Anderson, R. E., & Stevenson, H. C. (2019). RECASTing racial stress and trauma: Theorizing the healing potential of racial socialization in families. *American Psychologist*, 74, 63-75. <https://doi.org/10.1037/amp0000392>

Lu, Y., He, Q., & Brooks-Gunn, J. (2020). Diverse experience of immigrant children: How do separation and reunification shape their development? *Child Development*, 91, e146-e163. doi:10.1111/cdev.13171

Rodríguez De Jesús, S. A., Updegraff, K. A., Umaña, T. A. J., McHale, S. M., & Zeiders, K. H. (2019). Mexican-origin youth's cultural orientations and values: Do older sisters and brothers matter? *Child Development*, 90, e675-e687. <https://doi.org/10.1111/cdev.13106>

**Week 9: Transracial adoption, multiracial/ethnic families, and interracial partners**

Atkin, A. L., & Yoo, H. C. (2019). Familial racial-ethnic socialization of multiracial American youth: A systematic review of the literature with MultiCrit. *Developmental Review*, 53, 100869. <https://doi.org/10.1016/j.dr.2019.100869>

Farr, R. H., & Hrapczynski, K. M. (2020). Transracial adoption: Psychology, law, and policy. In M. Stevenson, B. Bottoms, & K. Burke (Eds.), *The legacy of racism for children: Psychology, law, and public policy* (pp. 91-110). New York: Oxford.

Rosenthal, L., Deosaran, A., Young, D. L., & Starks, T. (2019). Relationship stigma and well-being among adults in interracial and same-sex relationships. *Journal of Social and Personal Relationships*, 36(11-12), 3408-3428. doi:10.1177/0265407518822785

**Week 10: PROJECT CHECK-IN (TUESDAY); No Class Thursday**

**Week 11: Families with children born through assisted reproductive technologies (ART)**

Carneiro, F.A.T., Leong, V., Nóbrega, S., Salinas-Quiroz, F., Costa, P. A., & Leal, I. (2022). Are the children alright? A systematic review of psychological adjustment of children conceived by assisted reproductive technologies. *European Child & Adolescent Psychiatry*. Advance online publication. <https://doi.org/10.1007/s00787-022-02129-w>

Carone, N., Baiocco, R., Manzi, D., Antoniucci, C., Caricato, V., Pagliarulo, E. et al. (2018).

Surrogacy families headed by gay men: Relationships with surrogates and egg donors, fathers' decisions over disclosure and children's views on their surrogacy origins. *Human Reproduction*, 33, 248-257. <https://doi.org/10.1093/humrep/dex362>

Golombok, S. (2021). Love and truth: What really matters for children born through third-party assisted reproduction. *Child Development Perspectives*, 15, 103-109. <https://doi.org/10.1111/cdep.12406>

**Week 12: Course summary; directions for theory & research; policy and law implications**

Allen, K. R., & Henderson, A. C. (2022). Family theorizing for social justice: A critical praxis. *Journal of Family Theory & Review*, 14(3), 364-383. <https://doi.org/10.1111/jftr.12450>

Hank, K., & Steinbach, A. (2019). Families and their institutional contexts: The role of family policies and legal regulations. *Kölner Zeitschrift Für Soziologie Und Sozialpsychologie*, 71, 375-398. <https://doi.org/10.1007/s11577-019-00603-z>

Russell, S. (2019). Social justice and the future of healthy families: Sociocultural changes and challenges. *Family Relations*, 68, 358-370. <https://doi.org/10.1111/fare.12358>

**Weeks 13 and 14: COURSE PROJECT PRESENTATIONS**

**COURSE PROJECT RUBRIC:**

This rubric is meant to serve as a guide, not an absolute and inflexible structure for your paper and presentation. Depending on how you organize your paper, some of the points raised in the rubric may be covered in different parts of your paper. There is purposeful overlap in some of the material included here. Just be sure that if something is mentioned in the rubric, you have considered it for your paper. Please talk to me if you have any questions, including using the PsycINFO database through the library for finding empirical journal articles or for putting your paper into correct APA formatting and style. (If you do not know how to do these things, please ask!) Best wishes and have fun with your project! ☺

**Project Idea (50 points)**

- Family system is clearly defined. Topic contributes “something new” to the field, demonstrates critical analysis of existing literature. (Family system selected is not already covered in the course syllabus, or is clearly distinguished and goes beyond what is discussed in the course.) **(10 points)**
- A clear body of relevant research literature (empirical articles) on the topic is referenced. What particular dynamics or issues are unique or interesting for this family system? Are there factors that are important to consider in promoting psychological well-being? (and, alternatively, are there unique risk factors?) *Note:* You may want to focus on only several aspects of family life, and really explain these in detail in terms of research and its implications. **(10 points)**
- The relationship of the topic to law, policy, and/or practice is clearly established. **(10 points)**

- Gaps in the research literature are identified; future research questions are proposed. **(10 points)**
- Citations should be included, as well as a reference page, in APA style (this includes double-spacing, 12 point Times New Roman font, 1 inch margins on all sides, etc.). (Not all references that you'll end up using need to be included at this point in time!) **(10 points)**
- **NOTE:** At least 3 empirical research articles should be found using the PsycINFO database on the UK library website, should be peer-reviewed, not older than 10 years, are not dissertations, literature reviews, or meta-analyses. Additional resources beyond these 3 core empirical articles for your course project may be from other sources, such as dissertations, meta-analyses, literature reviews, research older than 10 years, books, news sources, etc.

### **Paper Rough Draft (100 points)**

- A clear thesis paragraph is drafted. Family system is clearly defined (specifically delineating how broadly or narrowly the family system will be considered). Topic contributes “something new” to the field, demonstrates critical analysis of existing literature. (Family system selected is not already covered in the course syllabus, or is clearly distinguished and goes beyond what is discussed in the course.) **(10 points)**
- At least 3 empirical research articles (can be more) are drafted and provided to give background on the family system. Study purpose, method, results, and conclusions are briefly mentioned for each study. Strengths and limitations are noted for each study. (Empirical research articles should be found using the PsycINFO database on the UK library website, should be peer-reviewed, not older than 10 years, are not dissertations, literature reviews, or meta-analyses. Additional resources beyond these 3 core empirical articles for your course project may be from other sources, such as dissertations, meta-analyses, literature reviews, research older than 10 years, books, news sources, etc.) **(30 points)**
- From the research, what particular dynamics or issues are unique or interesting for this family system? Are there factors that are important to consider in promoting psychological well-being? (and, alternatively, are there unique risk factors?) The importance of the topic to informing current (or past) controversies or social issues is drafted. **(10 points)**
- The relevance of research on the topic to influencing public policy, law, and/or practice is drafted. **(10 points)**
- Gaps in the existing literature are identified (e.g., What is “missing” from the existing literature on the family system?) Questions and details for future research and the importance of this research are drafted. What studies are most critical to conduct at this point? Why? **(20 points)**
- The Rough Draft is well-organized (some of the actual structure is up to you! e.g., can include some bullet points with lots of details, in paragraph form, etc.), well-written (including in APA format), and provides sufficient detail. Citations are included where appropriate and a references page is given in correct APA style. **(20 points)**

### **Class Presentation (150 points)**

- A clear outline of talk is given. Family system is clearly defined (specifically delineating how broadly or narrowly the family system will be considered). Topic presented clearly

contributes “something new” to the field. (Family system selected is not already covered in the course syllabus, or is clearly distinguished and goes beyond what is discussed in the course.) **(15 points)**

- Three empirical research articles are briefly discussed to give background on the family system. Study purpose, method, results, and conclusions are briefly mentioned for each study. Strengths and limitations are noted for each study. (Empirical research articles should be found using the PsycINFO database on the UK library website, should be peer-reviewed, not older than 10 years, are not dissertations, literature reviews, or meta-analyses. Additional resources beyond these 3 core empirical articles for your course project may be from other sources, such as dissertations, meta-analyses, literature reviews, research older than 10 years, books, news sources, etc.) **(45 points)**
- What particular dynamics or issues are unique or interesting for this family system? Are there factors that are important to consider in promoting psychological well-being for children, parents, and overall family functioning? (or, alternatively, are there unique risk factors?) **(15 points)**
- The importance of the topic to informing current (or past) controversies or social issues is discussed. Are current or historical cultural contexts relevant and important to consider? (and, why?) Specific examples are given. The relevance of research on the topic to influencing public policy, law, and/or practice is discussed. What social implications does research on this family system have? Specific examples of how research has influenced (or could influence) public debates, media, policy, law, and/or practice are included. **(15 points)**
- Gaps in the existing literature are addressed (e.g., What is “missing” from the existing literature on the family system?) Strengths and limitations of the existing body of research on the topic are discussed in detail. Questions and details for future research and the importance of this research (e.g., to the field, to impacting public policy and law, to influencing practice and clinical work with families, to informing social and cultural norms, and to benefit individual families) are discussed. What studies are most critical to conduct and why? **(30 points)**
- Presentation is well-organized, has a clear design, and is well-presented. The talk provides sufficient detail and is clearly presented. A high level of creativity and critical thinking is apparent. Citations are included where appropriate and/or references are included at the end of the presentation, all in correct APA style. **(15 points)**
- Two questions are posed in response to two other students’ presentations. **(15 points)**

### **Final Paper (200 points)**

- A clear thesis paragraph is written. Family system is clearly defined (specifically delineating how broadly or narrowly the family system will be considered). Topic contributes “something new” to the field, demonstrates critical analysis of existing literature. (Family system selected is not already covered in the course syllabus, or is clearly distinguished and goes beyond what is discussed in the course.) **(15 points)**
- At least 3 empirical research articles (can be more) are discussed in detail and provided to give background on the family system. Study purpose, method, results, and conclusions are briefly mentioned for each study. Strengths and limitations are noted for each study. (Empirical research articles should be found using the PsycINFO database on the UK library

website, should be peer-reviewed, not older than 10 years, are not dissertations, literature reviews, or meta-analyses. Additional resources beyond these 3 core empirical articles for your course project may be from other sources, such as dissertations, meta-analyses, literature reviews, research older than 10 years, books, news sources, etc.) **(45 points)**

- What particular dynamics or issues are unique or interesting for this family system? Are there factors that are important to consider in promoting psychological well-being for children, parents, and overall family functioning? (or, alternatively, are there unique risk factors?) **(20 points)**
- The importance of the topic to informing current (or past) controversies or social issues is discussed. Are current or historical cultural contexts relevant and important to consider? (and, why?) Specific examples are given. **(20 points)**
- The relevance of research on the topic to influencing public policy, law, and/or practice is discussed. What social implications does research on this family system have? Specific examples of how research has influenced (or could influence) public debates, media, policy, law, and/or practice are included. **(20 points)**
- Gaps in the existing literature are addressed (e.g., What is “missing” from the existing literature on the family system?) Strengths and limitations of the existing body of research on the topic are discussed in detail. **(20 points)**
- Questions and details for future research and the importance of this research (e.g., to the field, to impacting public policy and law, to influencing practice and clinical work with families, to informing social and cultural norms, and to benefit individual families) are discussed. What studies are most critical to conduct and why? **(20 points)**
- Paper is well-organized, well-written (includes APA formatting and Title page), and provides sufficient detail. (The use of subheadings for organizing your paper into sections is encouraged, i.e., “Relevance to Public Policy and Practice,” “Directions for Future Research,” etc.) **(10 points)**
- Citations are included in-text where appropriate and a references page is included at the end of the paper, all in correct APA style. **(20 points)**
- Paper is characterized by a high level of creativity and critical thinking about the topic. **(10 points)**