

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

COURSE SYLLABUS, SPRING 2024

****current April 9, 2024****

****Note:** *Given the continued dynamic times we live in during the COVID-19 pandemic, it is critical for us to understand and agree to several key things upfront. Course content, calendar, and grading policies may be changed with instructor discretion. Changes will be announced on Canvas and/or in class. Students are responsible for noting these changes as they occur. It is imperative for our health and safety, and that of our loved ones, to work as a team to uphold requirements and respond flexibly if circumstances change (e.g., if we need to move online or to hybrid). Either way, I look forward to a great class as we consider the diversity of U.S. families!*

CONTACT INFORMATION:

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

Office hours: Mon 2-3pm, Tues 11am-12pm, or by appointment (Kastle Hall 012-B)

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

Teaching Assistant (TA): Emily P. Lapidus (she/her; PhD student)

Office hours: Thurs 11am-12pm: Zoom <https://uky.zoom.us/j/85675540791>
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CLASS MEETS: T/Th 12:30-1:45pm, F. Paul Anderson Tower, Room 267

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 discussion-based 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, multiracial families, adoptive and foster family systems, families who have children via assisted reproductive technologies (ART), and those with members who hold minoritized sexual, gender, and racial/ethnic identities. Taught from developmental psychological, family science, feminist, and intersectional perspectives, students will gain understanding in theory and research methods for studying children and 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 and theory within fields of psychology and family science,
2. Explain the strengths and weaknesses of specific research methods to study families,
3. Deliver a compelling scholarly 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

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 11** (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, if not excused (please contact the instructor with appropriate documentation), 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 as there is interest.

(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 references to theory and 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).
- **Alternative Source:** Find a news article, podcast, TikTok video, or other media relevant to the week's topic. Write a 1-2 page response (double-spaced) that evaluates and critiques this alternative source based on what we know from research on the topic (e.g., the week's readings). Is the source accurate? Is it missing important pieces of information from

research? The best response papers will connect the alternative source with the week's readings and will include references to theory and ideas / questions for future research.

Any given week you can choose which option you complete. You **MUST** do **5 “Research Article”** and **5 “Alternative Source”** written assignments in **Weeks 2-11 (10 total)**; each deadline corresponds with that week's readings (e.g., your 1st weekly writing assignment is due Week 2 and should incorporate Week 2 readings; your 10th and final writing assignment should be about the last set of readings in Week 11, etc.). **NOTE: for all writing in this course, use 1st person (using “I” statements) and active voice; include personal connections as you'd like.**

Please **attach the 1st page (or abstract)** – a screenshot is fine! – of the additional empirical article(s) or alternative sources you include in your response when you submit it. (You do not have to do this for the required readings listed in the syllabus already.) Please also **include the url (link, website)** for where any alternative sources 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; few or no grammatical or spelling errors). Above directions are followed. Appropriate citations / references included. Source is appropriate for topic.
- **30** = Some good summary but not enough original thought. There may be some spelling, grammatical, or other types of errors, e.g., citations. Directions may have been missed.
- **20** = Response is characterized by incomplete thoughts and/or major grammatical or other clarity of writing issues. Citations often missing. Directions not followed.
- **10** = Poorly written, may be on the wrong topic or otherwise inappropriate. Includes no or few citations as well as major errors in writing. Directions were not read.
- **0** = Not turned in. (Or plagiarism or inappropriate use of generative AI – see below.)

(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 1), **50 points**
- The Rough Draft of your paper is due Week 8 (Thurs Feb 29), **100 points**
- The 10-15 minute Class Presentation (including time for questions and discussion) of your project is due during Weeks 11-12 (Tues/Thurs Apr 2 and 4, 9 and 11), **150 points**
- The Final Paper (at least 10 pages without references) is due Mon Apr 29, **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. Similarly, you may also use readings from the syllabus but **ONLY** in addition to those 3).
- What theories are (or could be) important to understanding or studying your family system?
- 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, including generative AI, if used.

Although the class presentation and final paper are similar in some ways in content, the 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! You can include media clips, personal connections (sparingly), and other items of interest. In contrast, the final 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; no abstract needed).

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 (12:30pm). 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 (this also includes policies relevant to generative AI – see next subheading). 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 vital that you review this information;

all ideas borrowed from others (including generative AI) need to be properly credited.

Generative AI: For most assignments in this course, the use of generative AI to complete any part of the submitted work is prohibited unless explicitly specified. In instances where specific instruction/permission to use generative AI tools are provided, students must acknowledge any work that is not their own. This includes citations for outside scholarship or information gathered from other sources. **You are allowed to produce (and cite) one paragraph via generative AI for weekly written assignments and the Project Idea, as well as one slide for the Class Presentation, and one page for the Rough Draft and Final Paper.** You will, through highlighting or the use of track changes, clearly delineate any text that is generated by a generative AI tool like ChatGPT and cite the specific tool used. If you have any questions or concerns about this policy, contact me before submitting any assignments.

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: drc@uky.edu; Multidisciplinary Sci Bldg, #407, 725 Rose St, (859) 257-2754; <https://studentsuccess.uky.edu/disability-resource-center>)

STATEMENT IN SUPPORT OF INCLUSIVE EXCELLENCE: 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://ieeo.uky.edu/>).
- 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 <https://studentsuccess.uky.edu/transformative-learning/services/presentation-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, the full schedule, and information about other services: <https://studentsuccess.uky.edu/transformative-learning/services/peer-tutoring-study>

COURSE SCHEDULE:

Readings and writing assignments are due **Tues (12:29pm)**; just before class); course project assignments are due **Thurs (12:29pm)**. Exceptions: the syllabus assignment due **Thurs 1/11 (11:59pm)** and the final paper, due **Mon 4/29 (11:59pm)**.

Date	Day	Topic
1/9	T	Week 1: Course introduction; historical and contemporary family contexts *Syllabus assignment due Jan 11, 11:59pm*
1/11	R	
1/16	T	Week 2: Diversity of family formation (including single and non-married parents, childfree families, etc.); factors important to all families *Guest presentation (Doyle Tate Jan 18)* (Note: class met on Zoom 1/16 and 1/18 due to winter weather and FCPS closures impacting instructor)
1/18	R	
1/23	T	Week 3: Cohabitation, marriage, divorce, remarriage, and step-parenting/ blended families
1/25	R	
1/30	T	Week 4: Adoptive families – overview *Project idea due Feb 1* *Guest presentations (Emily Lapidus Jan 30, Daphne Arnold Feb 1)*
2/1	R	
2/6	T	Week 5: Foster and kinship care, grandparent and other caregiver families

Date	Day	Topic
2/8	R	*Guest presentations (Madi Diomede Feb 6, Casey Vázquez Feb 8)*
2/13	T	Week 6: Minoritized sexual and gender identities in families – focus on <i>parents</i>
2/15	R	*Guest panel (Keisa Fallin-Bennett, Mel Stein Feb 13)*
2/20	T	Week 7: Families with <i>children</i> with minoritized sexual and gender identities
2/22	R	*Guest panel (Jeri Hahn, Liv Yinger Feb 22)*
2/27	T	Week 8: Families with parents or children with minoritized racial/ethnic identities; transnational and immigrant families *Rough draft due Feb 29*
2/29	R	
3/5	T	Week 9: Transracial adoption, multiracial/ethnic families, interracial couples
3/7	R	**Note: Midterm grades deadline is Mar 11 (window opens Feb 26) *Guest presentation (Olivia Proctor Mar 5)*
3/12	T	***SPRING BREAK (Mar 11-16) – NO CLASS***
3/14	R	
3/19	T	Week 10: Families formed through assisted reproductive technologies (ART)
3/21	R	*Guest presentation (Amanda Hazelton Mar 19)*
3/26	T	Week 11: Course summary; directions for theory and methods; policy and law implications
3/28	R	
4/2	T	Week 12: WORK ON PRESENTATIONS – NO CLASS Apr 2 BUT PROJECT CHECK-IN on ZOOM; Course Project Presentations BEGIN Apr 4
4/4	R	
4/9	T	Week 13: Course Project Presentations
4/11	R	
4/16	T	Week 14: Course Project Presentations
4/18	R	*Presentation due Apr 18 (submit PDF on Canvas)*
4/23	T	Week 15: Last day of class (<i>Th/Fri 4/25-26: “reading days”</i>)
4/29	M	*FINAL PAPER DUE (Canvas), 11:59PM* (Note: M-Th 4/29-5/2 are finals)

****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. (2023). Coping or thriving? Reviewing intrapersonal, interpersonal, and societal factors associated with well-being in singlehood from a

within-group perspective. *Perspectives on Psychological Science*, 18(5), 1097-1120.
<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.
<https://doi.org/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. <https://doi.org/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., Coleman, M., Sanner, C., & Berkley, S. (2022). Summary and synthesis of research on what works in stepfamily childrearing. *Family Relations*, 71(3), 935-952.
<https://doi.org/10.1111/fare.12674>

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). 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>

Wexler, J. H., Cai, J., McKee, K. D., Blankenau, A., Lee, H., Kim, O. M. et al. (2023). Understanding adoption as a reproductive justice issue. *Psychology of Women Quarterly*, 47(4), 510–527. <https://doi.org/10.1177/03616843231166376>

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. UMass. <https://www.umass.edu/ruddchair/sites/default/files/rudd.spong.pdf>

Yoon, S., Yang, J., Pei, F., Benavides, J., Bayar, Ö., Logan, J. et al. (2024). Can resilience change over time? Patterns and transitions in resilience among young children involved with the child welfare system. *Child Development, 95*(1), 195-207. <https://doi.org/10.1111/cdev.13980>

Week 6: Minoritized sexual and gender identities in families – a focus on parents

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>

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>

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 7: Families with children with minoritized sexual and gender identities

Fish, J. N., & Ezra, P. (2023). Parental support is not enough: How parental socialization theories can advance LGBTQ+ youth family research, practice, and health. *Journal of Family Theory & Review, 15*(4), 677-684. <https://doi.org/10.1111/jftr.12533>

Heiden-Rootes, K., Benson, K., Capshaw, E., & Carmichael, A. P. (2023). Understanding transgender and non-binary youth mental health through the family resilience framework: A literature review. *Contemporary Family Therapy*. Advance online publication. <https://doi.org/10.1007/s10591-023-09688-3>

Lenne, E., Sun, C. J., & Klawetter, S. (2023). An examination of power in a triadic model of parent–child–pediatrician relationships related to early childhood gender development. *Journal of Family Theory & Review, 15*(4), 662–676. <https://doi.org/10.1111/jftr.12527>

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. <https://doi.org/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

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). Oxford.

Green, M. N., & Bryant, S. (2023). The Multiracial-Black Socialization Model: Conceptualizing racial socialization in Multiracial-Black families. *Family Process, 62*(3), 1075–1092. <https://doi.org/10.1111/famp.12899>.

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. <https://doi.org/10.1177/0265407518822785>

Week 10: 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., Antonucci, 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 11: 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 12-14: 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 project. There is purposeful overlap in some of the material included here. Just be sure that if something is mentioned in the rubric, you have incorporated it in your project assignments. 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 theories are (or could be) important to understanding this family system? 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 you’ll end up using need to be included at this point!) Use 1st person (using “I” statements) and active voice; include personal connections as you’d like. **(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. You may also use readings from the syllabus but **ONLY** in addition to these 3.
- **NOTE:** no more than one paragraph is included that was written by generative AI, and if this paragraph is included, proper credit is given.

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)**
- What theories are (or could be) important to understanding this family system? 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)**
- 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. You may also use readings from the syllabus but ONLY in addition to these 3.) **(30 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., but should be close to the 10 pages of text required for your final paper), 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. Use 1st person (using “I” statements) and active voice; include personal connections as you’d like. Share how you incorporated feedback from your Project Idea into your Rough Draft (in the comments, on a cover sheet, etc.). **(20 points)**
- **NOTE:** no more than one page is included that was written by generative AI, and if this page is included, proper credit is given.

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)**
- What theories are (or could be) important to understanding this family system? What 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)**
- 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. You may also use readings from the syllabus but ONLY in addition to these 3.) **(45 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 (8-10 minutes or fewer), clearly designed, and well-presented. The talk provides sufficient detail and is clear in flow and presentation. Creativity and critical thinking are apparent. Citations are included where appropriate and/or references are included at the end of the presentation, all in correct APA style. Use 1st person (using “I” statements) and active voice; include personal connections as you’d like. Touch on how you incorporated instructor feedback from earlier project stages. **(15 points)**
- Slides are emailed to Dr. Farr in advance of the presentation date. Two questions are posed in response to two other students’ presentations. **(15 points)**
- **NOTE:** no more than one slide is included that was produced by generative AI, and if this slide is included, proper credit is given.

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)**
- What theories are (or could be) important to understanding this family system? What 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)**
- 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. You may also use readings from the syllabus but ONLY in addition to these 3.) **(45 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 (is at least 10 pages of text). (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.) Use 1st person (using “I” statements) and active voice; include personal connections as you’d like. Share how you incorporated feedback from your Rough Draft into your final paper (in the comments, on a cover sheet, 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. **(10 points)**
- **NOTE:** no more than one page is included that was written by generative AI, and if this page is included, proper credit is given.