

# SOCI 200 1 / Sociology of the Family

Mon & Wed 15-16.30 in IKB 261

Lecturer: [neil.armitage@ubc.ca](mailto:neil.armitage@ubc.ca)  
(CLC)

Office Hour: M & W 16.30 – 17.30 Chapman Learning Commons

TA – [andrea.polonijo@ubc.ca](mailto:andrea.polonijo@ubc.ca)

Office Hour: Monday 14.00 – 15.00 & by appointment (CLC)

An introduction to contemporary family forms and relations; exploring the continuity, change and diversity in intimate relationships and family life. Drawing on sociological perspectives the course encourages an understanding of families in transition, both in Canada and abroad, and in relation to other sociological areas. It will prepare you for upper level Sociology and Family Studies courses.

**Learning Outcomes;** by the end of the course students should be able to:

1. Demonstrate a developing critical awareness of sociological perspectives of the family;
2. Appreciate the diversity of family living and the contested definitions of 'family';
3. Evaluate contemporary sociological explanations for family formation and change;
4. One of the following;
  - a) Autonomously identify, research and present on a family topic in writing.
  - b) Synthesize ideas and concepts discussed in the required readings to produce a literature review.
  - c) Draw on sociological concepts of the family to analyse a work of fiction.
  - d) Collaborate with others to identify, research and produce a research poster for presentation.

## Course Structure and Assessment

After being introduced to sociological perspectives of the family in Week 2, the course is organised into **two consecutive blocks** of five weeks. These are **Family Organisation and Change**, and **Family Life, Policy and Practice**. The lectures provide an overview of the topics in each, complemented by the readings. Time will be dedicated in class to discussions and group exercises designed to facilitate the learning of course material.

**Syllabus Test (5%):** A multiple choice test on the syllabus. You may take multiple attempts to achieve 100%. However, the test must be completed by Sunday the 15<sup>th</sup> of September.

**Group Activities (2 x 7.5 = 15%):** In each block (weeks 4 and 9) you will work in groups of 5 on an in-class activity. You will be provided with extra reading material and instructions to help you prepare for and succeed in the activity. The grade assigned will apply to all members of the group unless members are absent during the activity. **A case of absenteeism will result in a zero awarded to the student in question.**

**Mid-Terms (2 x 25 = 50%):** On the Wednesday in the final weeks of Block 1 and 2 (weeks 7 & 12) a mid-term will test your knowledge of lecture material and the required readings. Each mid-term consists of three parts:

1. 30 multiple-choice questions based on the lecture material (30 points)
2. 5 or 6 short answer questions based on the required readings (30 points)

3. A short 450-550 word essay question (40 points)

**Parts 1 and 2** will be done in class (80 mins). **Part 3** will be submitted via Connect to encourage the development of your critical writing and application of sociological concepts. Two weeks prior to the mid-term you will be provided with a choice of materials to analyse for your short essay. You are encouraged to attend office hours to discuss your essays prior to submission at midnight on the day of the mid-term.

To do well on the mid-terms it is essential to attend class and participate in discussions, do the required readings and engage with the two group activities as questions will draw on these.

**Final Assignment (30%):** choose one of the following four options for the final assignment.

- 1. Case Study Essay:** To enhance autonomous working and academic research skills, you will locate, analyse and synthesise relevant sources to produce a 2500 word essay on a topic of your choice. The essay must demonstrate engagement with course themes and concepts. This will be submitted via Turnitin by **Friday 8<sup>th</sup> December**.
- 2. Book Analysis:** To enhance analytical application of sociological theories and concepts of the family, you will analyse a piece of literary fiction to produce a 2500 book analysis. You will be provided with a list of books to choose from that cover a range of themes from the course. This will be submitted via Turnitin by **Friday 8<sup>th</sup> December**.
- 3. Literature Reviews:** To enhance autonomous working and academic research skills, you will synthesize a minimum of 4 required readings from each block to produce 2 x 1500 word literature reviews. The Block 1 review will be submitted via Turnitin by **Friday the 27<sup>th</sup> of October** and Block 2 by **Friday 8<sup>th</sup> December**.
- 4. Poster Presentation:** To enhance collaborative working and academic research skills, in groups of three to five students, you will locate, analyse and synthesize relevant sources to produce a research poster on a topic of your choice. This will culminate in a 5-10 minute presentation **on the 27<sup>th</sup> of November**. Groups will use office hours regularly to receive supervision on their research. Groups will need to be formed by the first mid-term on the 18<sup>th</sup> of October – attend Neil's office hours for further details.

**Option 4** is intended to enable you to go on and present your work at UBC's undergraduate research conferences such as at the Multidisciplinary Undergraduate Research Conference (MURC) in March or April 2018. This is an excellent opportunity to gain research experience working under the supervision of an academic. This would look great on any resume and any future Grad School application.

**Some Example Topics for the Case Study Essay or Poster Presentation:**

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| a) State Provided Child Care      | e) Living Apart Together        |
| b) China's one child policy       | f) Online Dating                |
| c) Same-sex Marriage and Adoption | g) The significance of Weddings |
| d) Divorce and Custody in Canada  |                                 |

**Late Submission penalty is 5% per day.** Ensure to learn how to upload a file to Connect/Turnitin ahead of scheduled deadlines as IT difficulties will not be accepted as an excuse for late or 'missing' assignments.

Assignments will not be accepted if they are more than 10 days late. **Please approach Neil in person for extension requests unless you are very ill** (see Accommodations).

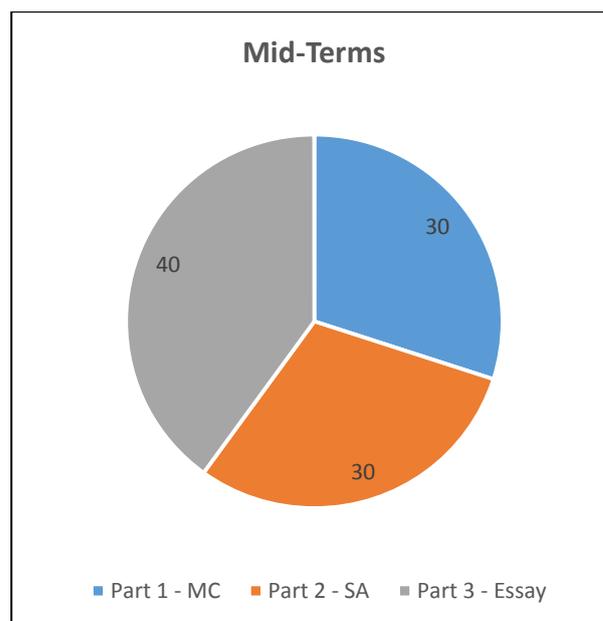
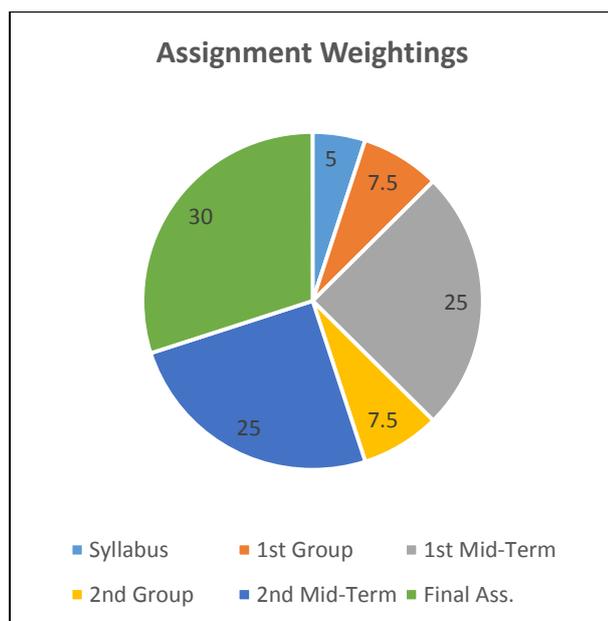
### Assessment Overview

By Sept. 15 <sup>th</sup>	Syllabus Test on Connect	5%
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Block 1: Family Organization and Change		
27 <sup>th</sup> Sept.	Group Activity	7.5%
18 <sup>th</sup> Oct.	Mid-Term	25%

Block 2: Family Life, Policy and Practice		
1 <sup>st</sup> Nov.	Group Activity	7.5%
22 <sup>nd</sup> Nov.	Mid-Term	25%

27 <sup>th</sup> Nov. / 8 <sup>th</sup> Dec.	Final Assignment – 4 options	30%
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### Course Materials

There is no textbook. Required readings are in the form of journal articles and book chapters. You will find the articles via a journal search on the library system, whereas the book chapters will be uploaded to CONNECT. The readings are listed in the week by week schedule. Further materials will be provided as necessary.

### Week by Week Schedule

#### Introduction & Perspectives

**Week 1** Introductions & How to succeed on this course.  
6<sup>th</sup> Sep

Reading: The Course Syllabus

**Week 2** We explore the origins of family studies, early theories and basic concepts regarding the family, and contemporary theories that aim to explain the institution of family.  
11<sup>th</sup> & 13<sup>th</sup> Sep

Reading: McDaniel, S.A. & Tepperman, L. (2014) 'Families and Family-Like Relationships' in *Close Relations: An Introduction to the Sociology of Families*, Toronto: Pearson

### **Block 1: Family Organisation & Change**

**Week 3** ***Demographics of Family Life in Canada***

18<sup>th</sup> & 20<sup>st</sup> Sep This week social trends of family formation and life in Canada will be outlined

Reading: Eleanor B. Leacock (2014) 'Chapter 3: Women in an Egalitarian Society: The Montagnais-Naskapi of Canada' in Fox, B. (ed) *Family Patterns, Gender Relations*, Oxford: Oxford University Press

**Week 4** ***The Politics of Family - the Fabric and Foundation of Society?***

25<sup>th</sup> & 27<sup>th</sup> Sep How the institution of family has been defined and used as a tool by governments

Reading: Hesketh, T., Lu, L. & Xing, Z.W. (2005) 'The effect of China's one-child policy after 25 years', *The New England journal of medicine*, 353(11):1171-6

### **27<sup>th</sup> September: Block 1 Group Activity**

**Week 5** ***Welfare and Family – The State's Involvement in Family Life***

2<sup>nd</sup> & 4<sup>th</sup> Oct To understand how family life is organised we need to see how social welfare policy and culture intersect to form differing family norms and values internationally.

Reading: Raphael, D. & Bryant, T. (2004) The welfare state as a determinant of women's health: support for women's quality of life in Canada and four comparison nations, *Health Policy*, 68(1): 63-79

**Week 6** ***Intimacy, Globalisation and Migration – Skype Families***

11<sup>th</sup> Oct How these processes create new multidimensional and transnational family structures, from marriage to child conception and family care arrangements

Reading: Chambers, D. (2012) 'Globalisation, Migration and Intimate Relations' in *A Sociology of Family Life: Change and diversity in intimate relations* (Cambridge: Polity Press)

**Week 7** ***Reinventing Families? - LAT, same-sex families, families of choice***

16<sup>th</sup> & 18<sup>th</sup> Oct This week we look at changing family formations, from 'living apart together', same-sex families and 'families of choice', including friendship networks

Reading: Holmes, M. (2006) 'Love Lives at a Distance: Distance Relationships over the Lifecourse', *Sociological Research Online* 11(3)

### 18<sup>th</sup> October: Block 1 Mid-Term

#### **Block 2: Family Life, Policy and Practice**

##### **Week 8      *Family Beginnings: Dating, Cohabitation and Marriage***

23<sup>th</sup> & 25<sup>th</sup> Oct      Love and commitment, and why do people still marry?

Reading: Carter, J. (2016) 'Why Marry? The Role of Tradition in Women's Marital Aspirations' *Sociological Research Online* 22(1), 3

##### **Week 9      *Family Creation: Fertility, Surrogacy, Donor Conception***

30<sup>th</sup> Oct & 1<sup>st</sup> Nov      Two post-war trends are mapped, the need to regulate population growth against improving fertility due to the delay of motherhood; and a moral landscape that recognises the rights of same-sex couples to have children

Reading: Nordqvist, P. (2010) 'Out of Sight, Out of Mind: Family Resemblances in Lesbian Donor Conception', *Sociology* 44(6): 1128-1144

### 1<sup>st</sup> November: Block 2 Group Activity

##### **Week 10      *Family Building: Parenthood & Childhood***

6<sup>th</sup> & 8<sup>th</sup> Nov      What is meant by parenthood and childhood being social constructions? We will answer this by looking at them across different historical and cultural contexts

Reading: Smart, C. (2011) 'Children's Personal Lives' in May, V. (ed) *Sociology of Personal Life* (New York: Palgrave Macmillan)

##### **Week 11      *Family Maintenance: Employment, Childcare and Family Labour***

15<sup>th</sup> Nov      We look at the division of caring, emotional and family labour within the household. We will focus on gender inequalities in child care, household labour and paid labour.

Reading: Bradley, H. (2013) 'Gendered Worlds: Reproduction' in *Gender* (Cambridge: Polity Press)

##### **Week 12      *Family Troubles: Conflict, Abuse, Separation and Divorce***

20<sup>th</sup> & 22<sup>nd</sup> Nov      We look at the darker side of family life, the dissolution of relationships, and the ways it is dealt with in law for cohabiting and married couples.

Reading: Coltrane, S. and Adams, M. (2003) 'The Social Construction of the Divorce "Problem": Morality, Child Victims, and the Politics of Gender', *Family Relations* 52(4): 363-372

### 22<sup>nd</sup> November: Block 2 Mid-Term

#### **Presentations and Conclusion**

**Week 13      Poster Presentations and 'The Family Christmas Quiz'**

27<sup>th</sup> & 29<sup>th</sup> Nov Monday will be held open for presentations, whereas Wednesday will be dedicated to a no-stress no consequence course quiz for prizes.

### **FINAL ASSIGNMENT**

**27<sup>th</sup> November: Presentations in Class - option 4**

**27<sup>th</sup> October and 9<sup>th</sup> December: A Turnitin bucket will be created for submission of options 1, 2 & 3.**

### **Office hours @ *The Learning Lounge in the Chapman Learning Commons in IKB***

Please make use of my office hours to discuss assignments, course material, future academic and career goals, or on simply thriving at UBC. Also attend if you have [a legitimate grade query](#).

### **Academic Concessions and Accommodations**

If for accentuating circumstances you are unable to fulfil course requirements you may seek [academic concession](#). The University accommodates students [with disabilities](#) registered with Access and Diversity in Brock Hall on East Mall. UBC recognises the religious diversity of the UBC community, if class or assignments conflict with holy days then please inform the instructor in writing at least two weeks in advance.

### **Classroom Etiquette & Engagement**

Please arrive on time. If you arrive late do not disrupt the class. Sociology is dependent on debate and reflection, thus focus on understanding your own as well as others perspectives. Sometimes students (and the lecturer) will express ideas which aren't necessarily their opinion, but a reflection of thinking through a concept, or even playing devil's advocate. Don't assume what someone says is their opinion or judge them for expressing an idea. Students should feel safe to express and explore ideas without fear of being judged or reprimanded. **During large class discussions, when a peer is talking, listen respectfully.** If something is expressed that upsets you, then raise this with the lecturer/TA so we can follow up appropriately. **Use of digital devices;** at all times respect that what you do in class impacts on others learning environment.

### **Professional Communication**

I am happy to be referred to as Neil in class and by email, i.e. Dear Neil or Hello Neil. Most answers to questions you have will be in the syllabus or on Connect. Check to see if the information you require is already available before sending an email. If not, be clear and concise in terms of the information you require. **Please include your full name and student number in correspondence with Neil and your TA.** I generally do not respond to emails on evenings or weekends, and I don't expect you to either!

### **Academic Integrity**

One can think of there being two sides to Academic Integrity, the **Why** and the **How**.

**Why** – the core purpose of any university is to question, challenge and produce knowledge, and as a scholar you are at university to learn the scientific method through which this purpose is achieved. The scientific method is collaborative by nature, hence we cite and reference to show the academic community from where our questions arise, and elaborate on the challenges we are making, which in turn legitimates the knowledge we produce. This is so that other scholars may take up the gauntlet and continue to further knowledge.

**How** – therefore think of citing and referencing as a language through which scholars communicate their process of questioning, challenging and producing knowledge. Learning any new language requires practice, and at times you are going to make mistakes. However, you need to demonstrate a willingness to use and learn this language, otherwise you are undermining the core purpose of the university. This is why academic integrity is important and why plagiarism is taken seriously. There are numerous resources on campus and [online via the Chapman Learning Commons to help you cite and reference correctly](#). **Copying material from other students is considered plagiarism and comes under UBC's Academic Misconduct policy.**

## **FURTHER READINGS**

### **Week 2 & 3      *Perspectives & Demography***

Allen, G. (1999) *The Sociology of the Family: A Reader*. Blackwell

Charles, N., Davies, C. A. & Harris, C. (2008) *Families in Transition: Social Change, Family Formation and Kin Relationships*. The Policy Press

Jackson, S. (2009) 'Families, Domesticity and Intimacy: Changing Relationships in Changing Times' in D. Richardson and V. Robinson (eds) *Introducing Women's Studies* (3<sup>rd</sup> edn) Macmillan

Williams, F. (2004) *Rethinking Families*. Calouste Gulbenhian Foundation

### **Week 4              *The Politics of Family***

Barlow, A., Duncan, S., James, G. and Park, A. (2005) *Cohabitation, Marriage and the Law: Social Change and Legal Reform in the 21st Century*. Hart Publishing

Agrawal, A. (2014) 'Situating marriage payments', *Contributions to Indian Sociology* 48(2):223-247

Hale, B. (2009) *The family, law & society* (6th ed) Oxford University Press

Hampden-Thompson, G. (2013) 'Family policy, family structure, and children's educational achievement', *Social science research* 42(3): 804-17

Ouyang, Y. (2013) 'China relaxes its one-child policy' *The Lancet* 82(9907): e28

### **Week 5              *Welfare and Family***

Finch, J. and Mason, J. (1993) *Negotiating Family Responsibilities*. Routledge

Kamerman, S. B. and Kahn, A. J. (eds.) (1997) *Family change and family policies in Great Britain, Canada, New Zealand, and the United States. Vol. 1*. Clarendon

Morgan, K. J. (2013) 'Path Shifting of the Welfare State: Electoral Competition and the Expansion of Work-Family Policies in Western Europe', *World Politics* 65(1): 73-115

Sanford N. K., Eekelaar, J. and Maclean, M. (2000) *Cross currents: family law and policy in the United States and England*. Oxford University Press

Williams, F. (2004) *Rethinking Families*. Calouste Gulbenhian Foundation

**Week 6            *Intimacy, Globalisation and Migration***

Anderson, B. (2000) *Doing the dirty work?: The global politics of domestic labour*. Zed books

Ehrenreich, B. and Russell Hochschild, A. (2003) *Global Woman: Nannies, Maids and Sex Workers in the New Economy*. Granta Books.

Hochschild, A. R. (2003) *The Commercialization of Intimate Life: Notes from Home and Work*. University of California Press.

**Week 7            *Reinventing Families? - LAT, same-sex families, families of choice***

Beck-Gernsheim, E. (2002) *Reinventing the Family: In Search of New Lifestyles*. Blackwell

Duncan, S., Carter, J., Phillips, M., Roseneil, S. and Stoilova, M. (2013) 'Why do people live apart together?', *Families, Relationships and Societies* 2(3): 323-338

Smart, C. (2007) *Personal Life*. Polity Press

Spencer, L. and Pahl, R. (2006) *Rethinking Friendship: Hidden Solidarities Today*. Princeton University Press

Weeks, J. (2007) *The World We Have Won*. Routledge

Weeks, J., Heaphy, B. and Donovan, C. (2001) *Same sex intimacies: families of choice and other life experiments*. Routledge

**Week 8            *Family Beginnings: Dating, Cohabitation and Marriage***

Beck-Gernsheim, E. (2002) *Reinventing the Family: In Search of New Lifestyles*. Blackwell

Charles, N., Davies, C. A. and Harris, C. (2008) *Families in Transition: Social Change, Family Formation and Kin Relationships*. The Policy Press

Lau, C. Q. (2012) 'The Stability of Same-Sex Cohabitation, Different-Sex Cohabitation, and Marriage', *Journal of Marriage and Family* 74(5): 973-988

Lewis, J. (2001) *The End of Marriage?*. Edward Elgar Publishing

**Week 9            *Family Creation: Fertility, Surrogacy, Donor Conception***

TBC

**Week 10          *Family Building: Parenthood & Childhood***

Gatrell, C. (2004) *Hard Labour: The Sociology of Parenthood; Family Life and Career*, Maidenhead: Open University Press

Aries, P. (1973) *Centuries of Childhood*. Harmondsworth: Penguin

James, A. and Prout, A. (Eds.) (1997) *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. Routledge.

Mizen, P., Bolton, A. and Pole, C. (2001) *Hidden hands: international perspectives on children's work and labour*. Routledge.

**Week 11**      ***Family Maintenance: Employment, Childcare and Family Labour***

Bjornberg, U. & Kollind, A-K. (2005) *Individualism and Families*, New York-Routledge

Finch, J. and Mason, J. (1993) 'Understanding family responsibilities' in *Negotiating Family Responsibilities*, London: Routledge

Jackson, S. (2009) 'Families, Domesticity and Intimacy: Changing Relationships in Changing Times' in D. Richardson and V. Robinson (eds) *Introducing Women's Studies* (3<sup>rd</sup> edn) Macmillan

Oerton, S. (1997) "'Queer housewives?": Some problems in theorising the division of domestic labour in lesbian and gay households', *Women's Studies International Forum* 20(3): 421-430

Shelton, B. A. (1992) *Women, men and time : gender differences in paid work, housework and leisure*. Greenwood Press

**Week 12**      ***Family Troubles: Conflict, Abuse, Separation and Divorce***

Charles, N., Davies, C. A. and Harris, C. (2008) *Families in Transition: Social Change, Family Formation and Kin Relationships*. The Policy Press

Hasson, E. (2006) 'Wedded to 'fault': the legal regulation of divorce and relationship breakdown', *Legal Studies* 26(2): 267-290

Gill, A. and Mitra-Kahn, T. (2012) 'Modernising the other: assessing the ideological underpinnings of the policy discourse on forced marriage in the UK', *Policy & Politics* 40(1): 104-119