

University of British Columbia
Summer 2014 T1

SOCI 200 (002)
FORMS OF FAMILIES

Location: AnSo 207
Course time: Monday/Wednesday 1pm-4pm

“The family is both the crucible of culture -where children first learn what matters in life-and the bellwether of how societal aspirations and concomitant pressures affect the vitality of persons and relationships.”
-Ochs and Kremer-Sadlik

Instructor: Rafael Wainer
Office: TBA
Office Hour: M-W 10:30am-11:30am
rafawa@mail.ubc.ca

Teaching Assistant: Edward Heddon
Office: TBA
Office hour: TBA
ted.heddon@gmail.com

COURSE OVERVIEW:

Welcome! Sociology 200 is a course that provides a critical examination of contemporary sociological issues and debates pertaining to intimate relationships and family life within the North America context and beyond. Its main focus is to bring different material to analytically engage students with key questions about social and/or biological relatedness, family dynamics, ways of raising children, and family and illness, among others. Throughout the course, students will explore and critically think about the wide variety of social and cultural forms of family life. By doing so, they will be exposed to the sociological literature that seeks to understand and interpret the wide diversity of family life forms, practices and meanings associated with “family.” The course will require students to draw conceptual connections between theoretical literature and empirical historical cases.

COURSE EVALUATION:

1. In-class participation and course engagement	15%
Participation	5%
Group participation	5%
Pre-class Q/A (connect)	5%
2. Book Review	25%
3. Midterm Exam:	25%
4. Final Exam:	35%

1. In-class participation and course engagement (15%):

Participation (5%): This part of your grade will evaluate the *quality* of your engagements in the course lectures and discussions. Participation includes demonstration of effective preparation for class as well as active and thoughtful engagement with the ideas of the instructor and other students. Effective preparation for class includes completing a thorough reading of the assigned texts as well as taking note of questions you have about the readings and examples that could

illustrate the concepts being articulated. While attendance at all classes is the basis for participation, **marks will not be assigned for simply being present in class (though it is your responsibility to assign the attendance sheet).**

Group participation (5%): From the first class you will be assigned to a group. Some group discussion will require that the group will write a short report about their discussion. These reports will be submitted electronically and posted on the class website on connect.

Pre-class Q/A (5%): Participation also includes sharing your ideas about the course material with the instructor, your TA, and other students. As part of your participation, you will also have to submit **one reflection question and answer/comment another student's question** about each class readings over the course of the term (**due on Sunday at 6p and Tuesday at 6p.**). Because these questions are intended to give the instructor some sense of what and how you are thinking about the course material, they can ask for clarification about a particular concept or passage of a reading or advance a more open-ended discussion about each class' theme.

2. *Book Review (25%):*

You will have to write a 1,000-1,200 words, double-spaced, Times New Roman, font 12, 1-inch margins book review of Ochs and Kremer-Sadlik (2013) *Fast-Forward Family: Home, Work, and Relationships in Middle-Class America*. You will follow the Canada Review of Sociology's specification for the book review:

“The review should give a thematic overview of the book, discussing its strengths and/or weaknesses. We discourage chapter-by-chapter accounts and mention of bibliographical references in the review. It is always important to locate the book in the larger context of the field and to suggest the audience(s) who would be the most interested in reading or using the book.”¹

Book Review is due on **Wednesday June 11th** during the class. If you cannot submit it during the class you can submit it at the ANSO Assignment Submission Box no later than 18:00 that day (**time-stamp it before submission**).

3. *Midterm Exam (25%):*

The midterm test will be on **May 28, 2014** during the first half of the class. The test will be worth 25% of your grade and will require answering Multiple Choices, short, mid-range and long written answers to questions.

4. *Final Exam (35%):*

The final exam will consist of Multiple Choices, short, mid-range and long written answers to questions that address content introduced throughout the course though it will focus more on the second half of the course. It will include material discussed in lectures, required readings, and films. The final exam will be scheduled by the University during the Summer Exam Period.

Disability Accommodation

Academic accommodations are available for students who have a documented disability. Please notify me during the first week of class of any accommodations that are required for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Disability Resource Centre.

Academic Integrity

1 www.csa-scs.ca/files/webapps/csapress/canadian-review/book-reviews/submit-a-review/

Plagiarism sometimes happens when students panic or feel overwhelmed. As your instructor, I am here to support your learning. Please contact me to discuss your situation PRIOR to reaching the point where you feel yourself in a panic situation. Students are encouraged to review the publication Plagiarism Avoided on the UBC Faculty of Arts website, which includes helpful examples of, and practical strategies to avoid plagiarism. <http://www.arts.ubc.ca/faculty-mpstaff/resources/academic-integrity/resources/plagiarism-avoided.html>.

Students must abide by the academic integrity rules of the Faculty of Arts. The overarching theme of academic integrity is that your work must be, in fact, your own work. All students assume full responsibility for the content of the academic work that they submit. Plagiarism, using notes during a test, or copying from another student will result in a failed grade for the course. The UBC library maintains an excellent web-based resource on Academic Integrity and students should review the web site: <http://www.library.ubc.ca/clc/airc.html> (www.students.ubc.ca/access).

OTHER MISCELLANIOUS REQUESTS, EXPECTATIONS AND CLASS POLICIES:

1. If you have any questions or concerns about the course material or course requirements, please contact me. I am here to act as a resource to guide you through the difficult terrain of sociology and help you improve your critical reading, thinking and writing abilities.
2. Please follow proper professional etiquette in all email communications. For instance, begin all email communication with a proper salutation.
3. Please arrive to class on time and, whenever possible, limit the number of times you exit and re-enter the room during lectures and tutorials.
4. You should exercise and develop your critical thinking skills. Critical thinking refers to the process whereby claims are assessed for their validity, relevance, and complexity. When presenting a position or an argument you should aim to go beyond conventional assumptions and black or white explanations. From the readings you are expected to grasp the main thesis, arguments and examples.
5. Computers **cannot be used in the classroom** unless you required a special permission granted by the instructor. Students should turn off their cell phones and any other audio equipment during class.
6. Respect for different opinions is expected in order to create a mutually supportive and respectful learning environment. Participation does not mean talking a lot in class, but rather listening actively, doing the readings every week prior to class, and making relevant contributions.
7. If you miss a class, please contact another student for the lecture or tutorial notes. Below is a space for you to collect the email addresses of three of your classmates who will be able to provide you with the lecture notes.

- a. _____
- b. _____
- c. _____

Grades and Grading Criteria

(adapted from the Faculty of Arts “Grading Guidelines”)

A+ (90 - 100%) A (85 – 89%) A- (80 – 84%) Exceptional

Exceptional student performance. Strong evidence of original thinking and sound critical evaluation. Very good organization and capacity to analyze and synthesize information. Superior grasp of the literature and/or subject matter.

B+ (76 - 79%) B (72 - 75 %) B- (68 – 71%) Very Competent

Very competent student performance. Evidence of original thinking and critical evaluation. Good organization, analytic ability and synthesis of information. Very reasonable understanding of the literature and/or subject matter.

C+ (64 - 67%) C (60 - 63%) C- (55 - 59%) Adequate

Adequate student performance. Able to provide simple solutions to critical and analytical problems. Adequate organization, analysis and synthesis of information. Some understanding of the literature and/or subject matter.

50% - 54% (D) Pass

Passing student performance. Serious weaknesses in organization, critical, and analytic skills. Little evidence of understanding of the literature and/or subject matter.

0% - 49% (F) Fail

Failing student performance. Severe weaknesses in organization, critical and analytic skills. No evidence of understanding the literature and/or subject matter.

READINGS:

The required textbooks for this course are:

- Ochs and Kremer-Sadlik (2013) *Fast-Forward Family: Home, Work, and Relationships in Middle-Class America*. Berkeley and LA: University of California Press; available for purchase at the UBC Bookstore or online at <http://www.ubc.ebib.com.ezproxy.library.ubc.ca/patron/FullRecord.aspx?p=1092959>.
- Mitchell (2009) *Family Matters: An Introduction to Family Sociology in Canada*. Toronto: Canadian Scholars' Press; available for purchase at the UBC Bookstore.

The other readings are listed on the course schedule below and must be completed prior to the assigned due date. Completing the required readings on time will significantly improve your chances of receiving a high grade in the course.

Outline of topics and readings – (I reserve the right to make modifications)

COURSE SCHEDULE:

Week1 Class 1 May 12, Course Introduction

Discussion of the Syllabus and Introducing the Course.

Required reading:

- (1) Mitchell (2009) Chapter 1. Family Matters: An Introduction to the Sociology of Canadian Families. Toronto: Canadian Scholars' Press.
- (2) Smith, D. E. (1993) The Standard North American Family SNAF as an Ideological Code. *Journal of Family Issues*, 14(1), 50–65. doi:10.1177/0192513X93014001005

Class 2 May 14, What is “the family”?

Introduction to Sociology of the Family: Definitions and Theories.

Required readings:

- (1) Parsons, Talcott. The Normal American Family [Extract]
- (2) Mitchell (2009) Chapter 2. Family Theory and Methods: Windows on Families and Family Research.
- (3) Ochs and Kremer-Sadlik (2013) Introduction.

Week 2 Class 3 May 21, The social world of families

Social Class and Families.

Required readings:

- (1) Mitchell (2009) Chapter 3. Canadian Families in Anthropological, Cross-cultural and Global Perspective.
- (2) Ochs and Kremer-Sadlik (2013) Chapter 7: Homework and recreation.

Week 3 Class 4 May 26, Gendered Families

Gender issues shaping families.

Required readings:

- (1) Mitchell (2009) Chapter 5. More Than a Labour of Love: Gender and the Cult of Domesticity.
- (2) Ochs and Kremer-Sadlik (2013) Chapter 4: Mountains of Things.

Class 5 May 28, Race/Ethnicity and Families

MIDTERM EXAM (first half of the class)

Race and ethnicity shaping families.

Required readings:

- (1) Mitchell (2009) Chapter 4. Aboriginal Families, Immigration, and the Changing Ethnic Mosaic of Canadian Families.

Week 4 Class 6 June 2, (De)Constructing a Family

Dating, union, marriage, cohabitation, divorce and separation.

Required readings:

- (1) Laner, M. R., & Ventrone, N. A. (2000). Dating scripts revisited. *Journal of Family Issues*, 21(4), 488-500.
- (2) Mitchell (2009) Chapter 6. Close Relations in Youth and Young Adulthood: Establishing Partnerships and Starting Families.
- (3) Ochs and Kremer-Sadlik (2013) Chapter 1: Coming Home.

Class 7 June 4, Families with and without children

Birth, children, and (in)voluntary childlessness.

Required readings:

- (1) Mitchell (2009) Chapter 7. Families and Children in the Early Years: Childhood, Socialization, and Shifting Ideologies of Parenthood.
- (2) Blackstone, A., & Stewart, M. D. (2012) Choosing to be Childfree: Research on the Decision Not to Parent. *Sociology Compass*, 6(9), 718–727.
- (3) Ochs and Kremer-Sadlik (2013) Chapter 12: The good enough family.

Week 5 Class 8 June 9, Diverse forms of family

Hegemonic/Normative Forms of Family vs. Different Forms of Families.

Required readings:

- (1) Mitchell (2009) Chapter 8. All Our Families: Diversity, Continuity, and Challenges in Lesbian, Gay, and Transgendered Families.
- (2) Hopkins, J. J., Sorensen, A., & Taylor, V. (2013) Same-sex couples, families, and marriage: Embracing and resisting heteronormativity. *Sociology Compass*, 7(2), 97-110.

Class 9 June 11, Families, Stress and Crisis

Book Review DUE

Domestic violence, abuse and crisis.

Required readings:

- (1) Mitchell (2009) Chapter 14. Families in Crisis: Domestic Violence, Abuse, and Stress.
- (2) Hacking, Ian (1995) *Rewriting the Soul*: Princeton, NJ: Princeton University Press. Chapter 4. Child Abuse.
- (3) Ochs and Kremer-Sadlik (2013) Chapter 9: Stress.

Week 6 Class 10 June 16, Illness and Family

The impact of illness on family life.

Required readings:

- (1) Mitchell (2009) Chapter 12. In *Sickness and in Health: Families Facing Health Challenges*
- (2) Ochs and Kremer-Sadlik (2013) Chapter 10: Health as a family matter.

Class 11 June 18, The burden of care

Division of labor: between parenting and employment.

Required readings:

- (1) Moe, Karine and Shandy, Diana (2010) *Glass-Ceiling and 100 Hour Couples: What The Opt-Out Phenomenon Can Teach Us About Work and Family*. Athens, GE: University of Georgia Press. Chapters 3 (“The 100 Hour Couple”).
- (2) Mason, Mary et al. (2013) *Do Babies Matter? Gender and Family in the Ivory Tower*. New Jersey: Rutgers University Press. Ch. 4. Alone in the Ivory Tower.
- (3) Ochs and Kremer-Sadlik (2013) Chapter 5: House Work

Final Exam Review.