



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

SOCI 415A 201: Theories of Family and Kinship

2017 Winter Term 1 (3 Credits)
Tuesdays & Thursdays 2 - 3:30 pm
Buchanan D217

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Course Overview

This course will introduce you to theoretical perspectives on family and kinship. We will examine theories that address a variety of family-related questions such as: How and why do families come together, come apart, accomplish the caring work of family, experience conflict and solidarity, and reflect, reproduce, and resist inequalities? What do commonly-shared ideas about marriage, parenthood, and childhood mean for how people “do” family life? How and why do families change over the life course? Throughout the course, we will also consider the ways dominant discourses around the family shape the questions researchers ask and the theories they construct, with a particular focus on the intersections of race, class, gender, sexuality, and age inequalities. Students are expected to describe, understand, and contrast family theories and to develop critical thinking skills by breaking down theories and linking ideas to other theories and, ultimately, to contemporary family life.

Course Outcomes

By the end of this course, you should be able to:

- 1) Identify and explain key theories pertaining to family and kinship;
- 2) Use critical-thinking skills to compare, contrast, and critique theories of family and kinship; and
- 3) Apply one or more family theories in analyzing a social issue relating to family and kinship.

Course Texts

Course materials will be made available on the course Canvas webpage. Click on the link below to log in with your CWL: <https://ubc.instructure.com>

Course Requirements and Evaluation

This course involves intensive reading, writing, and class participation. Students read theoretical and empirical work from a variety of disciplines, complete four assignments, and work throughout the term to craft a final paper on a topic of their choice. Students engage with the material and collaborate with each other through small group activities, group presentations, and peer-review workshops.

Assignments (20%)

You will have four assignments throughout the semester. These assignments will be completed at the beginning of class and will assess your knowledge about the readings and provide you with the opportunity to apply the course material. Responses should be written clearly and legibly; if the TA and I cannot read your handwriting, we will have difficulty evaluating your answer.

Term Project (55%)

A term project is required for this class. For the term project, you will write a final essay on a topic of your choice. The essay will be 7-10 double-spaced pages (excluding cover page), using Times New Roman, 12-point font size, and 1 inch margins. This essay must refer to at least one theory from the course and use the theory (theories) to analyze a social issue involving family and kinship. You can think of this essay as the “Theoretical Framework” section of the empirical papers that we read in class.

This essay is a term project because you will work on it incrementally throughout the semester. You will turn in several drafts of the paper and will engage in peer reviewing (whereby you review your peers’ drafts and receive feedback from your peers on your draft) before submitting the final essay at the end of term.

a) 10%: Peer reviews. Providing feedback and gracefully taking criticism are important skills. Three participatory peer-review writing workshops (worth 2%, 2%, and 6% of your grades, respectively) will be conducted throughout the term. Guidelines for peer reviews will be distributed later in class. No make-up workshop will be arranged. ***If you are absent from the in-class peer-review sessions, you will not get these points.***

b) 15%: Drafts. Drafts of each stage of the final essay will be graded, contributing to 2%, 2%, 2%, 2%, and 7% of your grade, respectively. The completion of these drafts relies strongly on participation in the peer-review writing workshops.

c) 30%: The final essay. After multiple revisions, you are expected to turn in a polished final essay. The essay will evaluate: 1) your familiarity with and comprehension of the course material; 2) your capacity to make a critical, cogent, and interesting argument incorporating that material; and 3) evidence of your own original, creative assessment of the literature and application of the theories to understanding contemporary family life. This essay (along with peer-review feedback forms) is due ***in the ANSO dropbox by 4 pm on Tuesday, December 5, 2017.*** No late essays will be accepted.

Group Presentation (15%)

Groups of students will work together to present supplementary readings. Presenters will summarize the main points of the paper, tie the paper to the theories covered in class, and offer critiques or commentary on the paper. While the grade relies on collaborative efforts, students need to demonstrate that every group member has contributed to the presentation. Presenters will be asked to complete peer evaluations after the presentation assessing their own and their group members' contributions to the presentation. Groups are randomly formed in the first weeks of the term.

Participation (10%)

This course requires a high level of student interaction, participation and involvement. I expect you to come to class on time, prepared and ready to discuss the assigned readings. **Participation is crucial to a successful course experience.** Participation expectations include making a substantive oral contribution during class lecture or large-class discussion (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings) and actively contributing to small group discussions.

Much of our class discussions will be informal and you should participate when you have something to share, but please note that I reserve the right to randomly call on students to summarize the readings, to answer questions, or to offer examples. Learning is enhanced when we are exposed to many different perspectives, so please be mindful of allowing others to contribute to the discussion once you have spoken and be prepared to discuss issues in a thoughtful, respectful way.

While I will monitor and record your contributions, you will keep a log of your own participation. The log's purpose for you is to demonstrate an accurate record of the quality and quantity of participation, and to reflect on your classroom participation. This log is due Tuesday, November 28, 2017 at the beginning of class.

Final grades will be assigned in the following way (this is standard for UBC):

90-100	A+	76-79	B+	64-67	C+	50-54	D
85-89	A	72-75	B	60-63	C	0-49	F (Fail)
80-84	A-	68-71	B-	55-59	C-		

Note that students have to earn the minimum number of points for each letter grade. I do not round up a letter grade.

According to the UBC Guidelines:

An A grade is "Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base."

A B grade is "Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature."

A "D to C" grade is "Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour."

Other Relevant Course Information

Attendance and Tardiness: As stated above, I expect students to be on time for class. If you must arrive late or leave early, please tell me in advance, explain why, and do so quietly and discretely. Repeated problems with tardiness or disruptive behavior will be penalized. I do not excuse absences so please do not email me to tell me you will not be in class.

Open Learning Environment: Through my conduct and leadership, my goal is to encourage a classroom space that is welcoming and conducive to learning, but I can't do this on my own. I expect students to treat me and one another with respect and will do the same. Our goal should be to make the classroom a space in which everyone feels comfortable sharing their experiences and ideas. Please remember that the purpose of discussion is not to find the "one true answer." It is to try to find out all the different aspects about a topic, some of which you may not have considered. Don't tune out during lectures or discussions; instead, engage and ask questions. The class will be better for it and you will gain deeper knowledge of the topic and perhaps even of yourself.

Electronic Devices in the Classroom: Electronic devices can be useful tools; however, they are also very distracting. For this reason, **I do not want to see or hear** cell phones, cameras, iPods or other electronic equipment in the classroom. That means they must be stowed away in a backpack or bag and not brought out during class time. I will ask students to leave the classroom if they cannot respect this policy.

Laptops or tablets may be used to access course readings and write notes. To avoid distractions, turn Wi-Fi off once you've accessed the relevant course information. I will occasionally check to ensure that students are not using laptops or tablets to engage in non-course-related activities. The classroom should be a place of learning and mindfulness; we all benefit when everyone is fully present to engage with ideas and with others.

Academic Dishonesty: I take cheating and plagiarism very seriously. Plagiarism involves copying text from another source without crediting that source—this includes copying and pasting text from online sites like Wikipedia. I will deal with instances of academic dishonesty, should they occur, according to university policy. Please see the Code of Student Rights, Responsibilities, and Conduct for university policies on academic misconduct and academic dishonesty: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0>

Office Hours: The TA and I maintain weekly office hours to meet with you and address any questions you may have about the class. You will find our office hours and the locations of our offices on the first page of this syllabus. If you cannot meet during scheduled hours, you may request an appointment. (Note, however, that if you schedule an appointment, you are expected to keep it.)

Accommodation & Mental Health

Accommodation: The University accommodates students with disabilities who have registered with the Access and Diversity office. If you have other needs that might not qualify for formal accommodation, or you are having trouble during the term, please consider discussing this with me during office hours. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let us know during the first two weeks of class if you require any accommodation on these grounds. Other absences (e.g. varsity athletics, family obligations) are not part of University policy and you should not assume they will be accommodated.

Mental Health: During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us, as well as your Academic Advisor. Please refer to the UBC Calendar for a discussion of academic concession.

Early Alert Program: I participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. **If you are feeling stressed, please notify the TA or me** and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who can assist you. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Course Schedule

(NOTE: The professor may make changes to readings and assignments during the term to address the educational needs of the class.)

WEEK 1 Thurs Sept 7 Welcome and Introduction to the Course

- Review syllabus prior to class

WEEK 2 Tues Sept 12 Theorizing in Family Research

- Bengtson, Vern L., Alan C. Acock, Katherine R. Allen, Peggye Dilworth-Anderson, & David M. Klein. 2005. Theory and theorizing in family research: Puzzle building and puzzle solving. *Sourcebook of Family Theory and Research*, pp. 3-9.
- Mandell, Nancy and Ann Duffy. 2005. Explaining family lives. *Canadian Families: Diversity, Conflict and Change*, edited by Nancy Mandell and Ann Duffy, pp. 3-30.

WEEK 2 Thurs Sept 14 Evaluating Family Research

- Cherlin, Andrew, Philip Cowan, Carolyn Cowan, and Linda Burton. 2009. *Is That a Fact? Three Brief Reports Prepared for the Council on Contemporary Families*, pp. 1-18.

WEEK 3 Tues Sept 19 Theorizing Family and Intimacy Historically

- Meadow, Tey and Judith Stacey. 2006. Families. *Contexts* 5(4): 55-57.
- Katz, Jonathan. 1990. The invention of heterosexuality. *Socialist Review* 20(1): 7-34.
- Boylan, Jennifer Finney. 2009. Is my marriage gay? *New York Times*, May 12, 2009.

⇒ Assignment #1

WEEK 3 Thurs Sept 21 Theorizing Family and Intimacy Historically (2)

- Collins, Patricia Hill. 1998. It's all in the family: Intersections of gender, race, and nation. *Hypatia* 13(3): 62-82.

Group presentation #1:

- Iacovetta, Franca. 2000. Recipes for democracy? Gender, family and making female citizens in Cold War Canada. *Canadian Woman Studies* 20(2): 12-22.

WEEK 4 Tues Sept 26 Theorizing Demographic Changes and Family Processes

- Cherlin, Andrew. 2004. The deinstitutionalization of American marriage. *Journal of Marriage and Family* 66: 848-861.

Group presentation #2:

- Ruiner, Caroline, Andreas Hirsland and Werner Schneider. 2011. Money and the dynamics of intimate relationships. *Families and Kinship in Contemporary Europe*, edited by Riitta Jallinoja and Eric D. Widmer, pp. 142-162.

WEEK 4 Thurs Sept 28 Theorizing Demographic Changes and Family Processes (2)

- Sayer, Liana C., Paula England, Paul Allison, and Nicole Kangas. 2011. She left, he left: How employment and satisfaction affect men's and women's decisions to leave marriages. *American Journal of Sociology* 11(6): 1982-2018.

Group presentation #3:

- Garrett-Peters, Raymond and Linda M. Burton. 2015. Reframing marriage and marital delay among low-income mothers: An interactionist perspective. *Journal of Family Theory & Review* 7: 242-264.

WEEK 5 Tues Oct 3 Theorizing Conflict, Status and Power

- Sprey, Jetse. 1969. The family as a system in conflict. *Journal of Marriage and Family* 31(4): 699-706.
- Smart, Carol. 2011. Relationality and socio-cultural theories of family life. *Families and Kinship in Contemporary Europe*, edited by Riitta Jallinoja and Eric D. Widmer, pp.13-28.

WEEK 5 Thurs Oct 5 Theorizing Conflict, Status and Power (2)

- Komter, Aafke. 1989. Hidden power in marriage. *Gender & Society* 3(2): 187-216.

Group presentation #4:

- Moore, Mignon R. 2008. Gender power relations among women: A study of household decision making in black, lesbian stepfamilies. *American Sociological Review* 73: 335-356.

WEEK 6 Tues Oct 10 Theorizing Parenthood

- Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*, pp. 1-29. New Haven: Yale University Press.

⇒ Assignment #2

WEEK 6 Thurs Oct 12 Theorizing Parenthood (2)

- Hays, Sharon. 1996. *The Cultural Contradictions of Motherhood*, pp. 29-50. New Haven: Yale University Press.

Group presentation #5:

- Berkowitz, Dana and William Marsiglio. 2007. Gay men: Negotiating procreative, father, and family identities. *Journal of Marriage and Family* 69: 366–381.

⇒ First draft of introduction due (bring sufficient copies to distribute to peers and instructor)

WEEK 7 Tues Oct 17 Theorizing Childhood

- Mintz, Steven. 2010. American childhood as a social and cultural construct. *Families as They Really Are*, edited by Barbara J. Risman, pp. 48-58.
- Lareau, Annette. 2010. Unequal childhoods: Inequalities in the rhythms of daily life. *Families as They Really Are*, edited by Barbara J. Risman, pp. 295-298.

⇒ First peer-review writing workshop

WEEK 7 Thurs Oct 19 Theorizing Childhood (2)

- Burton, Linda. 2007. Child adultification in economically disadvantaged families: A conceptual model. *Family Relations* 56(4): 329-345.

Group presentation #6:

- Kwon, Hyeyoung. 2015. Intersectionality in interaction: Immigrant youth doing American from an outsider-within position. *Social Problems* 62(4): 623-641.

WEEK 8 Tues Oct 24 Theorizing Families in Context and Over Time

- Elder Jr, Glen H. 1994. Time, human agency, and social change: Perspectives on the life course. *Social Psychology Quarterly* 57(1): 4-15.

⇒ Revised draft of introduction and peer-review workshop notes due

WEEK 8 Thurs Oct 26 Theorizing Families in Context and Over Time (2)

- Arnett, Jeffrey Jensen. 2000. Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist* 55(5): 469-480.

Group presentation #7:

- Vespa, Jonathan. 2009. Gender ideology construction: A life course and intersectional approach. *Gender & Society* 23(3): 363-387.

WEEK 9 Tues Oct 31 Theorizing Family and Fictive Kin Work

- Bailey, Marlon M. 2014. Engendering space: Ballroom culture and the spatial practice of possibility in Detroit. *Gender, Place & Culture* 21(4): 489-507.

Group presentation #8:

- Glass, Valerie Q. and April L. Few-Demo. 2013. Complexities of informal social support arrangements for black lesbian couples. *Family Relations* 62: 714-726.

WEEK 9 Thurs Nov 2 Theorizing Family and Fictive Kin Work (2)

- Erickson, Rebecca J. 2005. Why emotion work matters: Sex, gender, and the division of household labor. *Journal of Marriage and Family* 67: 337-351.

Group presentation #9:

- Elliott, Sinikka and Debra Umberson. 2008. The performance of desire: Gender and sexual negotiation in long-term marriages. *Journal of Marriage and Family* 70: 391-406.

WEEK 10 Tues Nov 7 Theorizing Family and Intimate Boundary Work

- Steinbugler, Amy C. 2012. Interracial identities: Racework as boundary work. *Beyond Loving: Intimate Racework in Lesbian, Gay, and Straight Interracial Relationships*, pp. 103-130. New York: Oxford University Press.

⇒ Assignment #3

WEEK 10 Thurs Nov 9 Theorizing Family and Intimate Boundary Work (2)

- Espiritu, Yen Le. 2001. "We don't sleep around like white girls do": Family, culture, and gender in Filipina American lives. *Signs* 26(2): 415-440.

⇒ First draft of theoretical framework due (bring sufficient copies to distribute to peers and instructor)

WEEK 11 Tues Nov 14 Theorizing Family Violence and Abuse

- Lawson, Jennifer. 2012. Sociological theories of intimate partner violence. *Journal of Human Behavior in the Social Environment* 22(5): 572-590.

⇒ Second peer-review writing workshop

WEEK 11 Thurs Nov 16 Theorizing Family Violence and Abuse (2)

- Gonzalez-Lopez, Gloria. 2015. Nieces and their uncles. *Family Secrets: Stories of Incest and Sexual Violence in Mexico*, pp. 125-179. New York: New York University Press.

Group presentation #10:

- Anderson, Kristin L. and Debra Umberson. 2001. Gendering violence: Masculinity and power in men's accounts of domestic violence. *Gender & Society* 15(3): 358-380.

WEEK 12 Tues Nov 21 Theorizing Families Transnationally

- Momirov, Julianne and Kenise Murphy Kilbride. 2005. Family lives of Native peoples, immigrants, and visible minorities. *Canadian Families: Diversity, Conflict and Change* edited by Nancy Mandell and Ann Duffy, pp. 87-113.

⇒ Revised theoretical framework and peer-review workshop notes due

WEEK 12 Thurs Nov 23 Theorizing Families Transnationally (2)

- Kibria, Nazli. 2011. The globalization-family nexus: Families as mediating structures of globalization. *At the Heart of Work and Family: Engaging the Ideas of Arlie Hochschild*, edited by Anita Ilta Garey and Karen V. Hansen, pp. 243-249.
- Hochschild, Arlie Russell. 2011. Childbirth at the global crossroads. *At the Heart of Work and Family: Engaging the Ideas of Arlie Hochschild*, edited by Anita Ilta Garey and Karen V. Hansen, pp. 262-268.
- Rudrappa, Sharmila. 2012. India's reproductive assembly line. *Contexts* 11(2): 22-27.

⇒ Assignment #4

WEEK 13 Tues Nov 28 Theorizing Family Policies and the State

- Glass, Jennifer. 2016. Parenting and happiness in 22 countries. Council on Contemporary Families Brief. <https://contemporaryfamilies.org/brief-parenting-happiness/>
- Reich, Jennifer. 2014. Neoliberal mothering and vaccine refusal: Imagined gated communities and the privilege of choice. *Gender & Society* 28(5): 679-704.

⇒ First draft of full essay due (bring sufficient copies to distribute to peers and instructor)

⇒ Participation log due

WEEK 13 Thurs Nov 30 Final Class Meeting

⇒ Third peer-review writing workshop

Participation Log

Name: _____

Participation Log for SOCI 415-201

Date of Class	What did you contribute to large class discussion? Report what you shared specifically and your perception of how your contribution aided the flow of the lecture or discussion, and the comment's relevance to the lecture or large class discussion. Log five specific examples from five different class times (indicate the class by date).
Date of Class	What did you contribute to small group discussion? Report what you shared specifically and your perception of how your contribution aided the flow of the small group discussion or activity. Log three specific examples from three different class times (indicate the class by date).
	Reflection. Log a self-assessment of your performance in the class focusing on your strengths and how you can improve. Reflect on participation expectations outlined in the syllabus and the quality and quantity of your participation in class.