

Year: Winter 2013-2014, Term 2
 Course Title: SOCI 200 - 003 Introduction to Family Sociology
 Course Schedule: M/W/F 11:00-11:50am
 Location: MCLD 202

Instructor: Silvia Bartolic
 Office location: ANSO 2220

Office phone: none

Office hours: Mon/Wed 4:15-5:30pm

E-mail address: bartolic@mail.ubc.ca

TA: Camille Breton; Ana Vivaldi
 Office location: ANSO 108 (Camille);
 ANSO 142 (Ana)
 Office hours: Mon 12:30-1:30 (Camille);
 Mon 12-1pm (Ana – beginning Feb 10th)
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Camille.bretonskagen@gmail.com
 (Camille);
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Course Description: An introduction to contemporary family forms and relations focusing on individual development in families, internal dynamics of family life, and the place of the family in North American society.

Prerequisites and/or Course Restrictions: none

Format of the course: The format of the course will be lectures with class discussion and some group exercises. I strongly believe students learn in a variety of ways and that students can learn as much from each other as from the instructor through the exchange of ideas and by building on those ideas through collaboration. My role is to help you learn new information and to help you learn to apply that information in various contexts. Lectures therefore, will have interactive components in them to facilitate your learning of the materials. However, I am constrained somewhat by the class size and amount of time we have to cover the course material. Therefore, the success of these activities will depend on you. Classroom discussion is an important part of this course and you will be expected to share your ideas and opinions. Regular attendance is expected. I urge you to make the most of your learning experience!

Course Assignments, Due dates and Grading:

Mid-term examination 1: (February 3rd)	20%
Mid-term examination 2: (March 10th)	25%
Assignment 1: (February 12th)	10%
Assignment 2: (March 19th)	10%
Final exam (TBA)	35%

Grading Guidelines: (see http://www.arts.ubc.ca/Grading_Guidelines.81.0.html)

90-100% = A+	64-67% = C+
85-89% = A	60-63% = C
80-84% = A-	55-59% = C-
76-79% = B+	50-54% = D
72-75% = B	00-49% = F
68-71% = B-	

Scaling of Grades: Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record.

Required Reading:

Required text:

White, J. M., Martin, T. F., & Bartolic, S. K. (2013). *Families across the life course*, Toronto: Pearson Education Canada.

Fox, B. (2009). *When couples become parents: The creation of gender in the transition to parenthood*, Toronto: University of Toronto Press Inc.

Course Policies:

Participation: During the term, I may ask you to engage in short participatory learning activities in conjunction with our classes. There will also be opportunities to participate via questions and comments in class. I will give participation credits to students who stand out in this regard.

Attendance: The calendar says: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes". **Regardless of the reason for your absence, you are responsible for finding someone in class that is willing to share missed lecture notes with you.**

Exams: Exams will consist of some combination of multiple choice, short answer, true/false, fill in the blank and essay questions. Exams will cover the text, readings, and lecture materials. Lectures and the text will partially overlap (but not completely). The final exam will primarily focus on the material covered after the mid-term exam but there will be a portion of the final exam dealing with the overarching theories/patterns of the course.

Beyond learning specific facts presented in the text and lectures, you should strive to see a broader picture of family interaction in various settings. As you work through the course, you should be developing your critical, analytical, and methodological skills; noting similarities and differences in viewpoints, etc. In both exams, some of the questions will be designed to assess your critical thinking and application of the principles studied in class. The final exam may include an essay question designed to have you reflect on the main ideas presented throughout the term.

Missed Exams: You will receive a **grade of 0 (zero) on a missed exam** unless you have an excused absence (medical reason, emotional hardship, death of a family member). Make-up assignments will be given to students only with a bona fide medical, counselor's note, obituary, etc. – **documentation is required and must be given to me BEFORE you are able to write the make-up.** If you miss the mid-term exam, you must contact me as soon as possible to arrange for the make-up assignment. If you miss the final exam, contact the appropriate administrative officer in your faculty (e.g. Arts advising office if you are an Arts student) to request a 'standing deferred'. I generally do not allow make-up grades to increase students' averages over what they obtain in the other parts of the course (e.g. if you have a 70% average on the rest of the course and receive a 75% of the make-up, your course average will be 70%)

Final Exam Hardships: A student facing an examination hardship defined as three or more exams scheduled **within a 24-hour period**, shall be given an alternative date for the second exam only. The student must **notify the instructor of the second exam** no later than **one month prior** to the second examination date. You are expected to write the first and third exam as scheduled.

Access and Diversity: The University accommodates students with learning challenges who have registered with the Access and Diversity Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated. Please discuss your commitments with me **at least one week** in advance of the scheduled assignment or exam.

Academic Dishonesty: Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

Students should **retain a copy of all submitted assignments** (in case of loss) and should also retain all their marked assignments.

Submission of assignments: Assignments must be submitted as hard copy and must be received by 4:00pm on the date due – either in class or date stamped and put in the essay submission box in the main office of the ANSO building. Papers put in my mailbox, slipped under my door, or sent by email will NOT be accepted.

Late assignments: Failure to submit **on the due date will result in a grade of 0 (zero) for the assignment.** Changes will only be granted for medical and other such excused absences (bone fide **documentation is required**).

Class Schedule and Assigned Readings

Schedule	Topic	Required Readings
Jan 6, 8, 10	Introduction, Defining Family	Chapter 1
Jan 13, 15, 17	Life Course Analysis	Chapter 2
Jan 20, 22, 24	Dating and Mate Selection	Chapter 3
Jan 27, 29, 31	Cohabitation	Chapter 4
Feb 3, 5, 7	Marriage Midterm – February 3rd (Chapters 1, 2, 3, 4)	Chapter 5
Feb 10, 12, 14	February 10th – No Class – Family Day Fertility and Having a Child Assignment 1 – Due February 12th	Chapter 6
Feb 17, 19, 21	SPRING BREAK	
Feb 24, 26, 28	Parent-Child Relationships	Chapter 7
Mar 3, 5, 7	Institutions	Chapter 8
Mar 10, 12, 14	Divorce and Repartnering Midterm – March 10th (Chapters 5, 6, 7, 8)	Chapter 9
Mar 17, 19, 21	Aging Families Assignment 2– Due March 19th	Chapter 10
Mar 24, 26, 28	Stress, Conflict, Abuse	Chapter 11
Mar 31, Apr 2, 4	Changing Pathways and Emerging Alternatives	Chapter 12
April 7	Catch up	
	FINAL EXAM (Scheduled by the Registrar April 12-30 -Chapters 9,10,11,12 and a cumulative essay based on class notes)	

Early Alert

During the term, I will do my best to reach out and offer support. If I am concerned about your academic performance or wellbeing, I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track.

The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

Information for Assignment 1:**This assignment is based on the following book:**

Fox, B. (2009). *When couples become parents: The creation of gender in the transition to parenthood*. Toronto: University of Toronto Press Inc.

Assignment 1 covers chapters 1-4.

For this first assignment you will need to focus on the first four chapters that discuss the experience of first-time parents, medicalization of birth, and becoming mothers and fathers. We ask you to substantiate your main thesis through and development supporting arguments based on the reading. Use examples and quotations from the book to support your points and also explain what you take from the reading. Specifically we ask you to:

1. Define a clear and specific thesis statement.
2. Summarize the main points of the chapters covered and relate them to your thesis.
3. Choose (a) key theme(s) raised in the chapters to build the arguments that will support your thesis. Examples are: medicalization of birth, pain management, intensive mothering, responsibility and support, economy of care, mothering practices, fatherhood, gendered nature of parenting. Clearly explain how Fox analyzed this theme.
4. Briefly (less than 1 page) analyze an empirical case referring to the theme(s) you chose to analyze (check the suggested internet articles you could use below) and in regards to your main thesis. For instance, if you choose “mothering practices” as your theme you should analyze your empirical case, focusing on this theme: how does the news article describe “mothering practices” and how does Fox describe it?
5. In your analysis you can refer to issues the book does not cover or make critical comments on Fox’s ideas. You can use the empirical case to frame your thesis or as an example to support your main argument. To do this you need to very clearly explain why either you agree or disagree with Fox’s ideas and support your statements with direct reference to the book and clear explanation of what aspect of the article supports your points.

Your papers should be no more than 4-5 pages in length, typed (12 point font/1 inch margins), double spaced and include the following:

Grading rubric:

Summary: (3 marks)

- Summarize the main points of the chapters presented in this book. (Keep this brief, this is not the main purpose of the assignment).
- Describe the key points to which you wish to respond. Explain what it is (they are) and why you chose it (them). Develop this into a thesis statement.

Evaluation: (5 marks)

- What insights did the book add to your ideas of parenting? What did you learn from the book to analyze the news article?
- Do you agree/disagree with the author? Why or why not? (Relate this to the key points you are responding to).
- Clearly state an argument and provide evidence to support the case being made.
- Relate the research findings from class notes/textbook and other relevant sources.

Style: (2 marks)

- Writing skills (spelling, grammar, sentence structure etc.) without flaws
- Presented in a professional manner

Carefully proofread your papers before you hand them in!

Students should retain a copy of all submitted assignments (in case of loss), or the need for a Review of Assigned Standing arises.

Writing and Reference Resources:

- American Psychological Association (2009). Publication Manual of the APA (6th ed.). Washington, DC.

You may turn in your assignment at any time prior to 4:00pm on the due date (**February 12th**)

Suggested debates and some potential news articles to analyze (please follow your own searches too)¹

1) “Natural” vs hospital birth

<http://www.ourbodiesourselves.org/about/birthjournal.asp>

<http://www.nhs.uk/news/2011/11November/Pages/hospital-births-home-births-compared.aspx>

2) Attachment parenting Time magazine controversy

http://www.huffingtonpost.com/2012/05/10/jamie-lynn-grumet-breastfeeding-time-magazine-cover_n_1506096.html

<http://www.nytimes.com/roomfordebate/2012/04/30/motherhood-vs-feminism/working-moms-are-right-to-be-realistic>

<http://www.nytimes.com/roomfordebate/2012/04/30/motherhood-vs-feminism/attachment-parenting-is-feminism>

3) “Women can not have it all” debate

<http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

http://www.huffingtonpost.com/2013/04/06/drew-barrymore-women-cant-have-it-all_n_3029157.html

“Yes women can have it all” Sandberg (and her book)

<http://www.cnn.com/2013/03/11/tech/social-media/sheryl-sandberg-profile-facebook/>

<http://ideas.time.com/2013/03/07/why-i-want-women-to-lean-in/>

<http://entd.babblebuzz.com/sheryl-sandberg-why-we-have-too-few-women-leaders/>

<http://ireport.cnn.com/docs/DOC-940808>

Reply: Men can’t have it all

<http://www.esquire.com/features/why-men-still-cant-have-it-all-0613>

4) Parenting and the academe

<http://phdmama.com/>

<http://www.jmmsweb.org/issues/volume6/number2/pp112-113>

¹ If you search for more news articles try to find articles in which you can clearly reconstruct the story of (at least) one person in relation to issues of gender inequalities, access to job markets, domestic division of labor, etc. If you don’t use any of the suggested articles check by email if the article is appropriated with your TA prior to the deadline of the assignment.

Information for Assignment 2:**This assignment is based on the following book:**

Fox, B. (2009). *When couples become parents: The creation of gender in the transition to parenthood*. Toronto: University of Toronto Press Inc.

Assignment 2 covers chapters 5-8.

For this second assignment you will need to focus on the second part of the book that deals with gender differences and divisions, domestic life, privatization of child care, and the re-arrangement of the new life of the couple with a child. In order to substantiate your main thesis and to develop your arguments, examples, quotations and details you will have to:

1. Define a clear and specific thesis statement.
2. Summarize the main points of the chapters covered and relate them to your thesis.
3. Choose (a) key theme(s) raised in the chapters to build the arguments that will support your thesis. Examples are: gender divisions, reproducing or disrupting gender expectations, modes of parenting, gender inequalities, sharing the load of care, privatization of care, a new life with a child. Explain how Fox analyzed these themes and why you chose them.
4. Briefly (less than 1 page) analyze Susan Braedly's (2010) review² of Fox's book. Especially, focus on Braedly's critiques on Fox's analysis on issues of class and her notion of "intensive mothering" and relate it with the theme(s) from the chapters you chose to analyze. For instance, if you choose "gender inequalities" as your theme, relate it with Braedly's critique on Fox's issues of class and "intensive mothering."
5. You can either agree or disagree with Braedly's critique to Fox's ideas. You will have to sustain your position. You will need to debate with both Braedly and Fox in relation to the particular theme(s) you chose. You will have to state an argument and provide evidence to support the case being made.

Your papers should be no more than 4-5 pages in length, typed (12 point font/1 inch margins), double spaced and include the following:

Grading rubric:

Summary: (3 marks)

- Summarize the main points of the chapters presented in this book. (Keep this brief, this is not the main purpose of the assignment).
- Describe the key points to which you wish to respond. Explain what it is (they are) and why you chose it (them). Develop this into a thesis statement.

Evaluation: (5 marks)

- What insights did the book add to your ideas of parenting? What did you learn?
- Do you agree/disagree with the author? Why or why not? (Relate this to the key points you are responding to).
- Clearly state an argument and provide evidence to support the case being made.
- Relate the research findings from class notes/textbook and other relevant sources.

Style: (2 marks)

- Writing skills (spelling, grammar, sentence structure etc.) without flaws
- Presented in a professional manner

Carefully proofread your papers before you hand them in!

Students should retain a copy of all submitted assignments (in case of loss), or the need for a Review of Assigned Standing arises.

² <http://onlinelibrary.wiley.com/doi/10.1111/j.1755-618X.2011.01283.x/pdf>.

Writing and Reference Resources:

- American Psychological Association (2009). Publication Manual of the APA (6th ed.). Washington, DC.

You may turn in your assignment at any time prior to 4:00pm on the due date (**March 19th**)