

Department/Program: Department of Sociology
 Year: May - June 2014
 Course Title: Family Diversity SOCI 320-001
 Course Schedule: Tue Thu 15:00-18:00
 Location(s): Buchanan B215

Instructor: Dr. Todd Martin	TA: See list on Connect
Office location: ANSO 1315	Office location:
Office hours: By Appointment	Office hours:
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Course Description: This course introduces the student to the many varieties of families encountered in North America. The diversity of families is examined from various theoretical and conceptual frameworks. In addition, the course is concerned with understanding the changing nature of family and marriage in North America. We will examine the changing structure of marriage and family in both Canada and the United States and the role family diversity plays in bringing about social change.

Prerequisites and/or Course Restrictions (from calendar): Soci 100, 200 or FMST 200.

Format of the course: Lecture

Required and Recommended Reading:

Required:

Mindel, C., et al.(Eds.) (2011). *Ethnic Families in America (5th edition)*. Englewood Cliffs, NJ: Prentice-Hall

Custom Course Readings available on Connect

1. White et al. 2004 – “Kinship Organization...” from Families in Canada.
2. Huntington 1996 – “The New Era...” from Clash of Civilizations.
3. Therborn 2004 – Introduction from Between Sex and Power.
4. Fiske and Johnny 2003 – “The Lake Babine First Nation Family: Yesterday and Today” from Voices.

Recommended Books:

Adams, B. & Trost, J. (Eds.) (2004). *Handbook of World Families*. Thousand Oaks, CA: Sage Publications.
 Ingoldsby, B. & Smith, S. (Eds.) (1995) *Families in Multicultural Perspective*. NY: Guilford Press.
 Goode, W. (1993). *World Divorce Patterns*. New Have: Yale University Press.
 Goode, W. (1963). *World Revolution and family Patterns*. New York: Free Press.
 Gordon, M. M. (1964). *Assimilation in American Life*. New York: Oxford University Press.
 Huntington, S.P. (1996). *The Clash of Civilization and the Remaking of World Order*. N.Y..
 Ishwaran, K. (Ed.) (1989). *Family and Marriage: Cross-Cultural Perspectives* Toronto: Wall & Thompson.
 Therborn, G. (2004) *Between Sex and Power: Family in the world, 1900-2000*. London: Routledge.
 Singh, P.& Barrier, G. (1999). *Sikh identity: continuity and change*. New Delhi: Monohar
 Publisher.
 Staples, R. (Ed.) (1994). *The Black Family (5th edition)*. Belmont, CA: Wadsworth Publishing.

Taylor, R. (Ed.) (1994). *Minority Families in the United States*. Englewood Cliffs, NJ: Prentice-Hall.

Tsuya, N. O. & Bumpass, L. L. (2004). *Marriage, work, and family life in comparative perspective*. Honolulu, HI: University of Hawaii Press.

Recommended Articles:

Alba, R. D., & Golden, R. M. (1996). Patterns of ethnic marriage in United States. *Social Forces*, 65, 202-223.

Andujo, E. (1998). Ethnic identity of trans-ethnically adopted Hispanic adolescents. *Social Work*, 33, 531-535.

Basran, G.S. (1993). Indo-Canadian families historical constraints and contemporary contradictions. *Journal of Comparative Family Studies*, 24(3), 339-352.

Bengston, V. L. (1975). Generation and family effects in value socialization. *American Sociological Review*, 40; 358-371.

Caldwell, J. (1976). Toward a restatement of Demographic Transition Theory. *Population and Development Review* 2, 321-366.

Druvaranjan, V. (1993). Ethnic cultural retention and transmission among first generation Hindu Asian Indians in a Canadian prairie city. *Journal of Comparative Family Studies*, 63(17), 1-13.

Goldscheider, C and Uhlenberg, P.R. (1969). Minority group status and fertility. *The American Journal of Sociology*, 74(4) 361-372.

Hwang, S., Saenz, R., & Aguirre, B. E. (1997). Structural and assimilationist explanations of Asian American intermarriage. *Journal of Marriage and the Family*, 59; 758-772.

Laosa, L.(1984). Social policies toward children of diverse ethnic, racial and language groups in the United States. In H. Stevenson & A. Siegel (Eds.), *Child Development research and Social policy*, Chicago: University of Chicago Press.

Makabe, T. (1979). Ethnic identity scale and social mobility: The case of Nisei in Toronto. *The Canadian Review of Sociology and Anthropology*, 16, 136-145.

Mossakowski, K. N. (2003). Coping with perceived discrimination: Does ethnic identity protect mental health? *Journal of Health and Social Behaviour*, 44(3), 318-331.

Portes, A & Zhou, M. (1993). The new second generation: Segmented assimilation and its variants. *Annals of the American Academy of Political and Social Science*, 350, 74-96.

Phinney, J.S. (1996). Understanding ethnic diversity. *American Behavioral Scientist*, 40(2), 143-152.

Whitebeck, L.B., Hoyt, D. R., Chen, X., & Stubben, J. D. (2001). Perceived discrimination and early substance use among American Indian Children. *Journal of Health and Social behavior*, 42(4), 405-424.

Weinreich, P. (1983). Emerging from threatened identities. In G. Breakwell (Ed.), *Threatened Identities*. New York: Wiley.

Course Requirements, Due dates and Grading: The grading in this course is based on one mid-term exam and one final exam plus a participation mark for attendance.

Paper:

The paper is to be no longer than 8 pages excluding references. The paper is restricted to the topic: "Tolerable and Intolerable Diversity in Families: The Limits of Relativism". This topic paper is to examine the notion of multiculturalism and cultural relativism in relation to the norms and values that are the basis of Canadian society. The student should take a clear position and argue that position. Papers will be graded on the coherence, logic and quality of arguments and evidence. This paper will be discussed further in class and is due during class time **June 10, 2014 and will be accepted on June 12 with no penalty afterwards a grade of zero will be assigned.** (30%)

Midterm Exam: The midterm exam is during class time (150 minutes) and will cover the reading material and lecture materials covered to this date. The format will be composed of multiple choice and short answer and take place **May 29, 2014** in class (30%). It will also include a comprehensive essay question that will ask you to compare and contrast the assimilation arguments of Therborn (2004) and Huntington (1996) as laid out in the custom course reading package and in class. This comprehensive question will be an assessment of not only your knowledge but of your ability to organize our thoughts and write clearly. **Missed Midterm-** If you miss this exam and have a medical or family reason accepted as valid by the instructor, you will be allowed to make up this grade by submitting a 10 page paper on a topic assigned by the instructor due June 18, 2014. **Final Exam:** The final exam will include a cumulative essay portion in addition to a non cumulative multiple choice portion and short answer portion. (30%). **Participation:** There will be a mark assigned for each regular lecture including the first week. You will receive a maximum of 10 points for attendance (10%).

Course Policies:

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.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor 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, and should discuss their commitments with the instructor before the drop date.

Late assignments: Late assignments or the mid-term can receive an accommodation if a valid medical letter from the medical doctor is presented. Family emergencies and other unavoidable delays may be discussed with the instructor preferably before the absence. The instructor will subtract 10% per day from the grade for any late paper that has not received an accommodation. Absence from the final exam is a serious matter. You should talk to the instructor for further directions in this regard. Under no conditions is a plane ticket arranged after the beginning of the course considered a valid reason for missing any 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 in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Student Classroom Behavior: Students should expect to listen to the instructor and the comments and questions of other students during this class. Students whose behavior disrupts listening and learning, such as excessive chatting with friends during class, will be asked not to attend classes until they can guarantee appropriate conduct.

Course Schedule:**Lecture 1 – May 13**

Lecture - Introduction to Course.

- Diversity in Canadian Families

Assignment- Course reading package- White et al Kinship Organization & -Ethnic (5th ed.) - Chapter 1 & 2

Lecture 2 – May 15

Lecture - Conceptual and Theoretical Frameworks

- Defining the Family and Normalcy- Forms of Marriage and Descent - Structural Diversity, Convergence and Kinship

Assignment- Course readings package – Huntington Clash, and Therborn Introduction.

Lecture 3 – May 20

Lecture - Family in Historical Context - Ethnic Historical Variations in Canada

- **European Ethnic Families Part I**

Assignment- Ethnic- Chapter 3

Lecture 4 – May 21

Lecture - **European Ethnic Families Part II**

Assignment- Ethnic- Chapters 4, 5 & 6.

Lecture 5 – May 27

Lecture - **Hispanic Ethnic Families**

Assignment- Ethnic- Chapters 7, 8 & 9

Lecture 6 – May 29 (Mid Term EXAM)**Lecture 7 – June 3**

Lecture - **Asian Ethnic Families Part I**

Assignment-Ethnic- Chapters 11 & 13

Lecture 8 – June 5

Lecture - **Asian Ethnic Families Part II**

Assignment- Ethnic- Chapters 14 & 16

Lecture 9 – June 10 – Paper Due

Lecture - **Historically Subjugated Ethnic Families** - Black Families in Nova Scotia / - Native North American Families

Assignment- Ethnic - Chapters 17 & 18 ; Course reading-Fiske and Johnny

Lecture 10 – June 12

Lecture - **Socio-Religious Ethnic Families Part I**

Assignment- Ethnic- Chapters 19 & 22

Lecture 11 – June 17

Lecture - **Socio-Religious Ethnic Families Part II**

Assignment- Ethnic Chap- 20 & 21

Lecture 12 – June 19

Final Exam preparations and completion of outstanding material – return of papers.

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

Rubric for Research Paper				
Criteria	Exemplary	Good	Acceptable	Unacceptable
Purpose	The writer's central purpose or argument is readily apparent to the reader.	The writing has a clear purpose or argument, but may sometimes digress from it.	The central purpose or argument is not consistently clear throughout the paper.	The Purpose or argument is generally unclear.
Content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of both sides of a significant topic. Reader gains important insights.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Some bias in only presenting one side of an issue. Reader gains some insights.	Information supports a central purpose or argument at times. Analysis is basic or general. Clear bias in presenting only one side of an argument. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Organization	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Feel	The writing is compelling. It hooks the reader and sustains interest throughout.	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention	The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.	The writing has little personality. The reader quickly loses interest and stops reading.
Tone	The tone is consistently professional and appropriate for an academic research paper.	The tone is generally professional. For the most part, it is appropriate for an academic research paper.	The tone is not consistently professional or appropriate for an academic research paper.	The tone is unprofessional. It is not appropriate for an academic research paper.
Sentence Structure	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another.	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth.	Some sentences are awkwardly constructed so that the reader is occasionally distracted.	Errors in sentence and structure are frequent enough to be a major distraction to the reader.

Criteria	Exemplary	Good	Acceptable	Unacceptable
Word Choice	Word choice is consistently precise and accurate.	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader.
Grammar, Spelling, Writing Mechanics (punctuation, italics, capitalization, etc.)	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Length	Paper is the number of pages specified in the assignment.			Paper has more or fewer pages than specified in the assignment.
Use of References	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas.	References are seldom cited to support statements.
Quality of References	References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, agency manuals, ...). The reader is confident that the information and ideas can be trusted.	Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines, ...). The reader is uncertain of the reliability of some of the sources.	Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of material presented.	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading.
Use of Most Recent Edition of the Publication Manual of the American Psychological Association (APA)	APA format is used accurately and consistently in the paper on the "References" page.	APA format is used with minor errors.	There are frequent errors in APA format.	Format of the document is not recognizable as APA.

Writing and Reference Resources:

- American Psychological Association (2009). Publication Manual of the APA (6th ed.). Washington, DC: Author.
- UBC writing center – for information go to: <http://cstudies.ubc.ca/writing/documents/tutorial-clinic-faq.pdf>

Planning your Research Paper:

- Use library databases to search for specific terms. Chapters from the textbook may not be used as references!