

University of British Columbia
SOCI 200 -003
SOCIOLOGY OF THE FAMILY

Instructor: Oral Robinson

Office: AnSoc 2202

Office Hours: Wed. 3:30 -4:30pm or by appointment

Telephone: TBD

Email: oral.robinson@ubc.ca

Day & Time: MWF 12pm to 1pm

Class Location: CHEM-D200

Teaching Assistant: TBA

TA E-mail: TBA

TA Office & Tel: TBA

Overview

The course undertakes a sociological analysis of families, with emphasis on their transitions, structures, diversities, challenges, needs and interrelations with the wider social system. It also examines solutions to family problems based on current research and cross-national examples.

Course Description

The aim of this course is help you to think critically about how ‘families’ are constructed and related to wider social structures. You will be invited to: challenge taken-for-granted views of the family; utilize multiple lenses, including socio-historic and geographic contexts to critically analyze transitions to the “modern family”; and engage your sociological imaginations to evaluate post-modern families. In so doing, you will utilize various conceptual and theoretical tools and will review empirical work on topics such as sexuality, dating, reproduction, parenting, work, immigration, intergenerational issues and family transitions. We will also explore issues that can negatively affect family members such as poverty, abuse, violence, and divorce. Finally, you will evaluate different policies to improve families, and will be encouraged to reflect on the future possibilities for the family in modern and post-modern contexts.

Prerequisites: None

Learning Outcomes

On successful completion of this course, you are expected to be able to:

- Evaluate and compare different meanings of ‘family’; make connections between historical and modern families; and critically analyze the social and cultural forms of family life.
- Explain why the ‘family’ is such an important unit of analysis; and interpret family trends, forms and processes in modern society.
- Critically analyze policies, theoretical issues and debates on contemporary families.
- Demonstrate critical thinking and academic writing skills through the documentation of your thoughts/reflections on family issues and by analyzing cases.
- Exercise your social skills through involvement in group activities, cross debates, oral presentations, and active class participation.

Required Texts

Fox, B. (Ed.). (2001). *Family patterns, gender relations*. Ontario: Oxford University Press.

McDaniel, S. A., & Tepperman, L. (2014). *Close relations: An introduction to the sociology of families*. Ontario: Pearson Education Canada.

Please check the course website regularly for additional reading/resources. Optional readings are at the end of this course outline.

Teaching Methods

The class is primarily organized around lectures, reflections, discussions, case studies analyses, group activities and audiovisual presentations. I also utilize news and entertainment clips from popular media in my class and encourage you to submit any materials that you think might be useful to the class. The aim is to create a space where everyone will feel valued, and feel free to express their opinions in a respectful way.

Course Expectations

- **Be informed:** You should check the course site frequently to view announcements, lecture notes, assignments, additional readings, videos, and related links.
- **Reading Expectations:** You are expected to read the assigned material prior to class, during which we will engage in group discussions and other activities.
- **Attendance Expectations:** You are expected to attend all classes. It is important to do so because much of the material in this course is structured around class discussions and activities. If you are absent, it is your responsibility to obtain missed lecture notes and other information from a course mate.
- **Participation Expectations:** A satisfactory and consistent level of participation is expected, including within groups and in general class discussions. In addition to fostering a community in the classroom, your contribution to the virtual classroom is expected, which will be established through Connect. We will also use Connect to facilitate online group discussion, blogs and gather feedback. Feel free to contribute by posting issues related to the course that you come across in your everyday activities. Be sure to also comment on your classmates' posts. I might also use the interactive tool Tophat (<https://www.app.tophat.com>) for certain exercises in class. Login instructions will be provided.

Summary of Evaluation Components

Evaluation Component	Weight	Due date
Mid-Term	25	October 7
Case Study Analysis	25	November 4
Participation/Group Activities	15	See detail below
Final Exam	35	TBA
Total	100%	

Details of Evaluation Components

Midterm Exam

Value: 25% of final grade

Date: Wednesday October 7, 2016 (in-class)

Description: The midterm exam will comprise multiple choice and short answer questions, covering materials from the required reading and lectures. Further details will be discussed in class.

Group/Participation Activities

Value: 15 % of final grade

Date: Ongoing/To be assigned

Description: During the first class, you will form groups of 5 persons. Throughout the course, you will be working within this group on several activities, which will be assessed as part of your final grade for the course. I would like to encourage you to be creative and have fun within your groups. For example, you might consider giving your group a ‘funky’ name. The group/participation evaluation has two parts:

A: Presentation of Assigned Reading: On the first day of class, I will circulate a list of readings (mostly from Fox, B. (2014) *Family Patterns, Gender Relations*. Toronto: Oxford). Each group must sign up for ONE reading and will lead the class discussion on that topic (see pp. 11 of this course outline for the dates when each reading will be discussed). You are encouraged to participate actively in class discussions, even when it is not your group leading the discussion. This is worth 5% of your overall grade for the course.

B. Summary/Reflection on Reading: You will prepare critical summaries on any TWO readings apart from the one you are presenting in class. You should also include brief reflections from each group member, for example, how did each of you feel about the issue and the approach/position that the group agreed on as a whole? Your paper must demonstrate the participation of all group members. Each summary/reflection should have no more than 3 pages (Times New Roman, font 12). These are worth 10% of your overall grade for the course. These are Due **NOVEMBER 25, 2016** and must be submitted on Connect.

Case Study Analysis

Value: 25% of final grade

Due Date: Wednesday November 2, 2016 (due at the beginning of class)

Description: You will be given a case describing an issue related to “families”. This will either be hypothetical or an excerpt from empirical research. You are expected to read the case carefully, and think critically about the themes and theoretical underpinnings of the case, as well as the ideas/concepts or processes that are being alluded to. You are expected to write a critical analysis of about 5-8 pages double-spaced, Times New Roman excluding your cover page and bibliography. A useful technique in case-studies analysis is the SBAR method¹, where:

S =Situation: What is the case study about? What are the issues being raised? What are the areas of sociological concern?

¹ Powell, S. K. (2007). SBAR—it's not just another communication tool. *Professional Case Management*, 12(4), 195-196.

B = Background: What is known generally about this issue? How have sociologists theorized or researched this issue before? You are expected to cite peer-reviewed academic materials to support your arguments.

A = Assessment: Based on the insight you have gained from this course and your readings, what aspect of the literature/ family theories or concept could strengthen our understanding of the situation. Alternatively, what theory or concept can help us to better analyze the issue.

R = Recommendation: Is this likely to be an issue in the future? How should sociologists address this issue? What are the potential solutions to the issues?

Please note that this technique is just a suggestion. Feel free to analyze the case in any way that makes sense to you. The most important thing is for you to critical review the case and make connections with the wider literature, so that you can synthesize knowledge and make independent suggestions about the empirical/theoretical or conceptual issue.

The actual case studies and details of guidelines and grading rubric for this assignment will be posted on the course page by the end of the first week of class.

Final Exam

Value: 35% of final grade

Date: TBA

Description: The final exam will have specific focus on topics covered after the mid-term exam, and will follow the format of short-answer and essay questions. Please note that in order to adequately answer essay questions, you will need to draw on insights gained from the beginning of the course. The date and time will be assigned by the university.

Midterm and Final Examination Scheduling: Midterm and final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the specified examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures at: <http://students.ubc.ca/success/academics-ubc#final-exams>

IMPORTANT INFORMATION ABOUT YOUR WRITTEN ASSIGNMENTS

Submission: Assignments must be submitted electronically via the course webpage by midnight of the due date. If you have questions about this, please feel free to consult with me in advance of the due date.

Referencing: Several sociological academic sources should be used to explore the topic/question outside of the textbooks (usually, a minimum of 5 sources). Sources for ALL ideas and quotations used are to be properly referenced using the APA format. Penalties will

result if this referencing is not undertaken. No more than 50% of sources can be internet sources (unless the source is from an online academic database). A guideline for how to cite different types of texts using the APA format will be uploaded to the course page.

Late Assignment: All assignments must be turned in by the assigned due dates unless extenuating circumstances arise or if you have made prior arrangements with me. A new due date may be negotiated depending on the situation. Otherwise, late work may be penalized by a 5% deduction of your grade for each day that the assignment is late.

OTHER COURSE INFORMATION

University Academic Courses Policy: Students must submit all their assignments and must achieve a minimum of 50% overall to pass this course. The following grading system will apply in this course as adapted from the Faculty of Arts “Grading Guidelines”:

Grade	Comment	Detailed Description
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.

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.

Returned Assignments and Marks: Aside from computational or other minor errors on our part, all marks assigned are final. We will not discuss assignments in the first 24 hours after they are returned so that students can spend that time considering the comments or going over the assignments themselves.

Early Alert: If at any time, I become concerned about your academic performance or wellbeing, I will do my best to reach out to you. I also encourage you to speak to me if you need assistance. I may also report my concerns using Early Alert, a program which 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 and support to help you. The information is treated confidentially and is sent out of my concern for your academic success and wellbeing. Please visit earlyalert.ubc.ca for more information.

Access & Diversity: The University accommodates students with disabilities or ongoing medical condition or challenges that may affect their academic success. Some examples of accommodations are: alternate format for print materials; extended time on exams; classroom captioning. The university also accommodates students whose religious obligations conflict with that course, including attendance, submission of assignments or the completion of tests and examinations on specific dates. It is your obligation to inform me in advance of any accommodations that you may require. For more information on accommodations offered by the university, please visit the Access and Diversity Centre on campus or their website at: <http://students.ubc.ca/success/student-supports/academic-accommodations>

Integrity Defined: The University is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Please review the UBC calendar on Academic regulations” for the university policy on cheating, plagiarism and other forms of academic dishonesty. Please visit the student services website for tips and resources to help you stay compliant to the university regulations at <http://students.ubc.ca/success/academics-ubc>

Plagiarism (taken from UBC Course Calendar): The university defines plagiarism as the act of submitting the intellectual property of another person as your own. It is one of the most serious of academic offences. Penalties for plagiarism may range from a failing grade in a course to suspension from the University. Acts of plagiarism include:

- Copying all or a part of another person’s work and presenting it as your own
- Purchasing a paper from someone (or a website) and presenting it as your own
- Re-submit your work from one course to fulfill a requirement in another course

Citation: Intellectual property includes ideas, arguments, phrases, sentences, paragraphs, or results of research. When you use excerpts from someone else’s work in your essay, paper, or presentation, you must acknowledge the original author in a footnote or another accepted manner of citation. The UBC Library can help you with proper citation.

University Regulations: It is your responsibility to be aware of University regulations. A complete listing of academic regulations that apply to every student at UBC can be found in the “Policies and Regulations” chapter of the UBC Calendar at

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0>

Student Feedback: I value your feedback so from time to time, I will solicit your opinion on how things are working for you. Please feel free to be honest and open with your opinion on my

teaching and your experience in the course. The course will also be evaluated at the end of the term.

CALENDAR OF TOPICS & READINGS

Week	TOPIC	Required	Due Dates
1: Sept. 7-9	Conceptualizing Families	Fox Ch. 1 McDaniel Ch. 1	
2: Sept. 12-16	Canadian Families: Historical and Current Perspectives	Fox Ch. 2-3 McDaniel Ch. 2	
3: Sept. 19-23	Dating, Cohabiting & Marriage	McDaniel Ch. 3-4 Fox Ch. 10	
4: Sept. 26-30	Parenthood, Childhood & Childrearing	McDaniel Ch. 6 Fox Ch. 15	
5: Oct. 3-7	Family Life and Work	Fox Ch. 18 McDaniel Ch. 6	MIDTERM OCT. 7
6: Oct. 12-14	Ethnicity, Immigration & the Family	Fox Ch. 17 Fox Ch. 20	
7: Oct. 17-21	Negotiating Change: Globalization and Economic Stress	Fox Ch. 21 & 23	
8: Oct 24-28	Violence & Stress in the Family	McDaniel Ch. 8 Fox Ch. 27	
9: Oct. 31-Nov 4.	Ending Relationships & Divorce	McDaniel Ch. 9 Fox Ch. 25	CASE STUDY DUE NOV. 4
10: Nov. 7-11	Family Transition & the Life Course	Fox Ch. 7 McDaniel Ch. 10	
11: Nov. 14-18	Social Policy & the Family	-Fox. Ch. 29 -Lefebvre & Merrigan (pp. 18-27)*	
12: Nov. 21-25	The Future of the Family	-McDaniel Ch.11 -Costa (2013)**	Group Summaries Due Nov. 25
13: Nov. 28-30	REVISION		

*Lefebvre, P., & Merrigan, P. (2003). "Family Policy in Canada: An Historical Perspective and Recent Choices" (p. 18-27) In *Assessing family policy in Canada: a new deal for families and children*. Montreal: IRPP. Available at <http://irpp.org/wp-content/uploads/assets/research/family-policy/new-research-article/vol9no5.pdf>

**Costa, R. P. (2013). Family Rituals: Mapping the postmodern family through time, space and emotion; we are what we celebrate. *Journal of Comparative Studies*, 269-289.

WEEKLY OPTIONAL READINGS

Week 1: None

Week 2

Leacock, E. B. (2014). "Women in an Egalitarian Society: The Montagnais-Naskapi of Canada" (Ch. 3) in Fox, B. (Ed.). *Family patterns, gender relations*. Ontario: Oxford University Press.

Week 3:

Sassler, S. and Miller, A. (2014). "Waiting to be Asked: Gender, Power, and Relationship Progression among Cohabiting Couples: (Ch. 10) in Fox, B. (Ed.). *Family patterns, gender relations*. Ontario: Oxford University Press.

Week 4:

Henneberg, Sylvia (2016) "Rewriting the How-To of Parenting: What Is Really Modern about ABC's Modern Family," *Journal of Interdisciplinary Feminist Thought*: Vol. 9: Iss. 1, Article 1. Available at: <http://digitalcommons.salve.edu/jift/vol9/iss1/1>

Doucet, A. (2014). "Fathers and Emotional Responsibility" (Ch. 16 pp. 293-310) In Fox, B. (Ed.). *Family patterns, gender relations*. Ontario: Oxford University Press.

Week 5: None

Week 6:

Trask, B. S. (2010). Social Change, New Paradigms, and Implications for Families. In *Globalization and Families* (pp. 181-198). New York: Springer.

Week 7:

Benzies, K. M. (2014). Parenting in Canadian aboriginal cultures. In Selin, H. (Ed.), *Parenting Across Cultures* (pp. 379-392). Amsterdam: Springer Netherlands.

Calliste, A. (2005). "Black families in Canada." (p. 87-105). In Zawilski, V. S. E., & Levine-Rasky, C. (Eds.). (2005). *Inequality in Canada: A reader on the intersections of gender, race, and class*. Don Mills, Ont.: Oxford University Press.

Castellano, M. B. (2002). *Aboriginal family trends: Extended families, nuclear families, families of the heart*. Vanier Institute of the Family.

Week 8: None

Week 9: None

Week 10

Mitchell, B. A., & Lai, Y. (2014). Intergenerational conflict in ethnically diverse ageing families. *Families, Relationships and Societies*, 3(1), 79-96.

Week 11: None

Week 12: None

Week 13: None

Schedule for Group Presentation & Assigned Readings

The following schedule will be posted on the discussion board. Once you have formed a group, please agree with your group on the chapter and date that you would want to do your presentation, then go and fill in your name in that slot. Please note that once a slot is filled, you must choose another. Only one group will be allowed to present on a chapter.

DATE	READINGS	GROUP (Please fill)
Fri Sept 16	1. Chapter 2 2. Chapter 3	1. 2.
Fri Sept 23	3. Chapter 10 4. Chapter 11 5. Chapter 8	3. 4. 5.
Fri Sept 30	6. Chapter 15 7. Chapter 16	6. 7.
Fri Oct 7	MIDTERM	
Fri Oct 14	8. Chapter 21 9. Chapter 23 10. Chapter 18	8. 9. 10.
Fri Oct 21	11. Chapter 17 12. Chapter 20 13. Chapter 19	11. 12. 13.
Fri Oct 28	14. McDaniel Chapter 5 15. Chapter 27	14. 15.
Fri Nov 4	16. Chapter 24 17. Chapter 25 18. Chapter 26	16. 17. 18.
Fri Nov 11	REMEMBERANCE DAY	
Fri Nov 18	19. Chapter 29 20. Chapter 7	19. 20.

***With the exception of Reading #14 from McDaniel & Tepperman, Chapter 5, all the presentation readings are from Fox, B. (Ed.) (2014). *Family Patterns, Gender Relations*. Toronto: Oxford University Press

*******The End*******