

Department/Program: Department of Sociology

Year: Summer 2017 Term 1

Course Title: Sociology of the Family - SOCI 200 -002

Course Schedule: Monday & Wednesday 12:00-15:00

Location(s): Woodward, IRC #4

Instructor: Dr. Todd F. Martin

Office location: ANSO 123

Office hours: By Appointment

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

Teaching Assistants: Adam Yang

Office location:

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Course Description(from calendar):

Sociology of the Family. A life course (sociological) approach, focusing on individual development in families, internal dynamics of family life, and the place of family in North American society.

Course Description (from authors):

This course introduces the student to a life course perspective on families. Both individuals and families change and develop over time. Relationships turn into cohabitation and some proceed to marriage and having children. The transitions from being single to married to being parents are complex role changes and changes in expectations. Although most of us are secure and happy in our families, other families experience abuse and crisis. This course examines these themes as they change across your life.

Format of the course: Lecture

Required Reading:

White, J.M., Martin, T.F. and Bartolic, S. K. (2013). **Families Across the Life Course**. Toronto: Pearson Education.

ISBN 978-0-13-214813-9

(Note: You will not be using the Pearson student web page but just the book)

Course Assignments, Due dates and Grading:

There will be a total of three exams in the course. Each of these three grades is equivalent to 30% of the final grade. The content and difficulty of these exams is different even though they are equally weighted. The exam during class time are restricted to 70 minutes. These exams will be shorter and will have short answers involving key areas. The cumulative final has more time and hence you will have more essay writing. It is important that all three exams taken together are different types of measurement of your learning covering short term and long term, multiple choice recall and logically organized essays. Only when we have multiple measures of learning do we approximate fairness for you all as distinct learners. 10% will be given for attendance. One point for up to 10 classes.

The format of all exams may include essay questions, short answer questions and multiple choice questions. The final exam for the course is **cumulative** in regard to the essay and will be scheduled by the Registrar during the formal examination period. Your attendance at the final exam is mandatory.

All those excused for missed exams must complete a 10 page research paper assignment due on the last day of classes . The instructor will assign the topic.

COURSE SCHEDULE, LECTURE TOPICS AND READINGS

Class 1 – May 15

Lecture- Introduction to Course, Definitions and Explanation in Science

Reading- Chapter 1

Class 2 – May 17

Lecture- Theoretical Frameworks, Life Course Theory and Concepts, & Forms of Marriage and Descent

Reading- Chapter 2.

May 22 – Victoria Day

Class 3 – May 24

Lecture- Dating and Mate Selection: Dating in Historical Perspective, Dating Today (internet and hooking up), Date Rape, and Mate Selection Processes

Reading- Chapter 3

Class 4 – May 29

Lecture- Cohabitation: Mate Selection and Alternative Marriage.

Reading- Chapter 4.

MID TERM EXAM 1 – May 31 Chaps 1-4

Class 5 – May 31

Lecture- Marriage: Transition to Marriage, Marital Health, Marital Happiness, and Marital Commitment.

Reading- Chapter 5.

Class 6 – June 5

Lecture- Fertility and Having a Child: Canadian and World Fertility, Transition to Marriage, and Marital Adjustment to Parenthood.

Reading- Chapter 6

Class 7 – June 7

Lecture- Parent –Child Relations: Theories of Learning and Bonding

- Parenting Techniques and the Spanking Controversy
- Child Socialization within the Family and the Transmission of Social Class.

Reading- Chapter 7.

MID TERM EXAM 2 June 12 Chaps 5-7.

Class 8 – June 12

Lecture- Social integration and Social Institutions: Work, Education, Religion and Government.

Reading- Chapter 8.

Class 9 – June 14

Lecture- Divorce and Repartnering: Determinants of divorce, Trends, Causes, and Calculation of Divorce Rates

Effects of Divorce on Children and adults

Repartnering, Cohabitation and Binuclear Families.

Reading- Chapter 9.

Class 10 – June 19

Lecture- Aging Families: What is aging and being old?

Boomerang Children, Retirement and Healthy Aging

Reading- Chapter 10.

Class 11 – June 21

Lecture- Stress, conflict and Abuse

Lecture- Changing Pathways and Alternatives: Summary of Trends, Life Course and Alternatives, Guessing the Future and Policy Implications

Final Exam Preparation

Reading- Chapter 11& 12.

Final Exam scheduled by Registrar**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.

Absences and Missing Exams: A medical excuse signed by a physician is usually required. If you will miss several days of class you should consult the instructor or the Faculty of Arts Advising Office. **All excused missed exams will be replaced by a 10 page paper assigned by the instructor and due June 21.**

Do not book a flight during the final exam period. If you already have booked a flight please see Arts Advising. From the University's and Instructor's perspective, this does not constitute a valid reason for missing a final exam.

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.

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. <http://www.vpacademic.ubc.ca/integrity/policies.htm>

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments. This is very important if there is any disagreement between recorded grades and the grade marked on the assignment. This is also required should the student 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.

ALL Examinations in this course remain the property of the university. No examination copy is to be stolen, photographed or reproduced in any way. Doing so is not only a violation of the rules of this course but may be prosecuted as a copyright violation under the criminal code.

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.

Laptops used in class should be used appropriately. Students around you may be upset and their learning disrupted if you visit inappropriate web sites or view disturbing videos. Please be respectful when using your laptops.

Additional Readings:

- Allison, P. (1984). *Event history analysis: Regression for longitudinal event data*. Beverly Hills, CA: Sage.
- Andersen, M. (1991). Feminism and the American family ideal. *Journal of Comparative Family Studies* 22, 235-246.
- Baltes, P., & Nesselroade, J. (1984). Paradigm lost and paradigm regained: Critique of Dannefer's portrayal of life-span developmental psychology. *American Sociological Review* 49, 841-846.
- Becker, G. (1981). *A treatise on the family*. Cambridge, MA: Belknap.
- Belsky, J. (1990). Parental and nonparental child care and children's socioemotional development: A decade review. *Journal of Marriage and the Family* 52, 885-903.
- Berger, P., & Kellner, H. (1964). Marriage and the construction of reality. *Diogenes* 46, 1-25.
- Blau, P. M. (1964). *Exchange and power in social life*. New York: John Wiley.
- Blumer, H. (1962). Society as symbolic interaction. In A. M. Rose (Ed.), *Human behavior and social processes* (pp. 179-192). Boston: Houghton Mifflin.
- Blumer, H. (1969). *Symbolic interactionism*. Englewood Cliffs, NJ: Prentice Hall.

Boss, P. (1999). *Ambiguous loss: Learning to live with unresolved grief*. Cambridge, MA: Harvard University Press.

- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Burgess, E. W. (1926). The family as a unity of interacting personalities. *Family* 7, 3-9.
- Burr, W. R. (1973). *Theory construction and the sociology of the family*. New York: John Wiley.
- Burr, W. R., Hill, R., Nye, F. I., & Reiss, I. (Eds.). (1979). *Contemporary theories about the family* (2 vols.). New York: Free Press.
- Caplow, T. (1968). *Two against one: Coalition in triads*. Englewood Cliffs, NJ: Prentice Hall.
- Caplow, T., Bahr, H., Chadwick, B., Hill, R., & Williamson, M. (1983). *Middletown families: Fifty years of*
- Chodorow, N. (1978). *The reproduction of mothering*. Berkeley, CA: University of California Press.
- Coleman, J. S. (1990). *Foundations of social theory*. Cambridge, MA: Belknap.
- Collins, R. (1975). *Conflict sociology: Toward an explanatory science*. New York: Academic Press.
- Collins, R. (1988). *Theoretical sociology*. San Diego: Harcourt Brace Jovanovich.
- Dannefer, D. (1984). Adult development and social theory: A paradigmatic reappraisal. *American Sociological Review* 49, 100-116.
- Dannefer, D., & Perlmutter, M. (1991). The life course perspective in current socio-behavioral research on development. *Research on Aging* 16, 112-139.
- Davis, K. (1947). Final note on a case of extreme isolation. *American Journal of Sociology* 52, 432-437.
- Duran, J. (1998). *Philosophies of Science/Feminist Theories*. Boulder, CO: Westview Press.
- Elder, G., Jr. (1974). *Children of the great depression: Social change in life experience*. Chicago: University of Chicago Press.
- Elder, G., Jr., Modell, J., & Parke, R. (Eds.). (1993). *Children in time and place: Developmental and historical insights*. New York: Cambridge University Press.
- Featherman, D. (1985). Individual development and aging as a population process. In J. Nesselroade & A. Von Eye (Eds.), *Individual development and social change: Exploratory analysis* (pp. 213-241). New York: Academic Press.
- Featherman, D., & Lerner, R. (1985). Ontogenesis and sociogenesis: Problematics for theory and research about development and socialization across the lifespan. *American Sociological Review* 50, 659-676.
- Foschi, M. (2000). Double standards for competence: Theory and research. *Annual Review of Sociology* 26, 21-42.
- Garbarino, J. (1992). *Children and families in the social environment* (2nd Ed.). New York: Aldine De Gruyter.
- Garbarino, J., & Kostelny, K. (1992). Child maltreatment as a community problem. *Child Abuse and Neglect* 16, 455-464.
- Garbarino, J., & Sherman, D. (1980). High-risk neighborhoods and high-risk families: The human ecology of child maltreatment. *Child Development* 51, 188-198.
- Goldscheider, F. & Goldscheider, C. (1999). *Changing transition to adulthood: Leaving and returning home*. Thousand Oaks, CA: Sage.
- Goode, W. (1960). A theory of role strain. *American Sociological Review* 35, 483-496.
- Goode, W., Hopkins, E., & McClure, H. (1971). *Social systems and family patterns: A propositional inventory*. Indianapolis, IN: Bobbs-Merrill.
- Gottman, J.M. (1994). *What predicts divorce: The relationship between marital processes and marital outcomes*. Hilldale, NJ: Erlbaum.
- Gottman, J.M. & Notarius, C.I. (2000). Decade review: Observing marital interaction. *Journal of Marriage and the Family* 62, 927-947.
- Hannan, M., & Freeman, J. (1984). Structural inertia and organizational change. *American Sociological Review* 49, 149-164.
- Haveman, R., & Wolfe, B. (1994). *Succeeding generations*. New York: Russell Sage.
- Havighurst, R. (1948). *Developmental tasks and education*. Chicago: University of Chicago Press.
- Mead, M. (1935) *Sex and temperament in three primitive societies*. NY: Mentor Books.
- Mehrabian, A. (1972). *Nonverbal communication*. Chicago: Aldine-Atherton.
- Mehrabian, A., & Wiener, M. (1968). *Language within language: Immediacy, a channel in verbal communication*. New York: Appleton-Century-Crofts.

- Modell, J. (1980). Normative aspects of marriage timing since World War II. *Journal of Family History* 5, 210-234.
- Oppenheimer, V. (1988). A theory of marriage timing. *American Journal of Sociology* 94, 563-591.
- Parsons, T. & Bales, R.F. (1955). *Family socialization and interaction process*. Glencoe, IL: Free Press.
- Piaget, J. (1952). *The origins of intelligence in children* (M. Cook, Trans.). New York: Norton.
- Steinmetz, S. (1979). Disciplinary techniques and their relationship to aggressiveness, dependency, and conscience. In W. R. Burr, R. Hill, F. I. Nye, & I. Reiss (Eds.), *Contemporary theories about the family* (Vol. 1, pp. 405-438). New York: Free Press.
- Tuma, N., & Hannan, M. (1984). *Social dynamics*. New York: Academic Press.
- White, J.M. (1991). *Dynamics of family development: The theory of family development*. New York: Guilford.
- White, J.M. & Klein, D.M. (2008) *Family Theories (3rded.)*. Thousand Oaks, CA: Sage.