

Sociology 320 – Diversity in Family Forms

Class time: 3-6pm

Summer Term I: May 12-June 18, 2015

Class location: BUCH B215 (B209 for split presentations)

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COURSE DESCRIPTION

Family is a major institution that organizes social life in 20th century and early 21st century North America, the period and area that we focus on to consider questions of diversity within and between families. Rather than a question that belongs only to private and personal realm, notions of “the family” have been, and continues to be constructed by state regulations, cultural discourses and practices of ruling. For instance, legacies of colonization as well as racist and sexist state policies of inclusion/exclusion shape how we think of belonging, home, and familial relationships. This course draws on interdisciplinary critical scholars to raise questions about the social relations of gender, sexuality, race/ethnicity, and social class as they intersect with the institution of the family. We discuss what feminist sociologist Dorothy E. Smith terms the post WW II ‘Standard North American Family’ (SNAF), as well as non-normative single-parent, adoptive, First Nations, racialized, queer, and trans families. As with other upper year courses, it is expected that students will be able to discuss controversial topics with respect and intellectual rigor.

COURSE MATERIALS

- ❖ All readings will be made available online through Connect.

COURSE EVALUATION

While this is a large course, this course is designed with the expectation that students will actively participate in a critically engaged dialogue about issues and ideas related to the assigned reading material. Marks for the course will be assigned as follows:

- 1) Attendance and Participation – 10%
- 2) Seminar Presentation – 20%
- 3) Media Analysis – 20% [due Class 5]
- 4) Research paper – 50 % [Proposal due Class 7 (15%); Final paper due Class 13 (35%)]

All assignments will be handed in through the assignment function on Connect.

Attendance and Participation – 10% The evaluation of attendance and participation will be calculated on the number of classes attended, verbal contribution and active listening. Every effort will be made to provide different opportunities for students to engage and participate in class, both verbally and with written work.

Seminar Presentation – 20%: Students (in groups) are required to prepare a **15-minute** oral presentation focused on the required reading for the Class. A sign-up sheet will be made available in the first week of classes. The seminar presentation should address the themes, issues, and questions raised in the required readings. Students should review the main argument(s) from the reading and discuss the

implication of their topic for thinking about the institution of family. They will also create 2-3 discussion questions and lead the class in a discussion of these questions and the issues they raise for another 15 minutes. It is recommended that student organize their time so that they have time to pose their questions and lead a meaningful discussion after their presentation and discussion.

Media Analysis – 20 %:

(Due Class 5)

In this assignment students will select one of three different media (advertisement, article, or Youtube clip – which will be posted on Connect) and analyze the material selected using the theories, concepts and analytics defined within the first four classes of the course.

Length: 4 to 6 pages double spaced, plus reference page.

For this short paper students will need to:

- a) Provide a short introduction and personal reflection on the reasons for choosing the media (advertisement, article, or Youtube clip) to be analyzed.
- b) Identify the main themes or arguments highlighted in the media selected. This will help to answer the question: How is family imagined within this visual/textual medium?
- c) Draw on the readings used in the first four classes to 1) analyze how family is constructed in the media; 2) raise questions about the assumptions made in the media selected; and 3) answer the question: how do the course readings expand or extend your engagement with the media selected?
- d) Finally conclude your paper by examining any silences or subtexts that can be drawn out from the visual/textual medium you have chosen. Does this material allow for subversive readings?

Please draw on course material from Classes 1-4 to substantiate your analysis. No outside research is required to complete this assignment, but you MUST reference the course readings you draw on using APA format.

Research Paper – 50%:

(Proposal due Class 7, Final Paper due Class 13)

This assignment requires students to write a research paper in **two stages**:

- 1) Paper proposal: You will choose a topic or issues related to family that they are interested in exploring more in depth. A proposal consists of a thesis statement, a detailed outline of the paper, and a list of at least 5 articles or book chapters (published after 2000) that you are planning on using to substantiate their paper.

This assignment is **two pages** and is **worth 15%** of the total mark.

- 2) Final Paper: This is a standard research paper and should contain an introduction, thesis statement, developed argument, and conclusion. The final paper should include the following:
 - a. An introduction that includes a personal reflection on the reasons for choosing the research area/topic to investigate and a clear thesis statement.
 - b. A review of the existing literature on the specific area of social inequality you are investigating.
 - c. The body of the argument, which should be developed in several sections (the use of clear subheadings is encouraged) and draw explicitly on course materials as well as existing literature. *This should occupy 2/3 of the paper.*
 - d. A conclusion Conclude with a reflection of the potential for ethical dilemmas and strategies to work around or through them.

Length: **10 pages double spaced**, plus reference page. The paper is **worth 35%** of the total mark.

Policies for Written Assignments:

- Before submitting your written assignments, please make sure they:
 - are written in 12 point, Times New Roman Font
 - contains the title of your paper; your name and student ID; the date you are submitting the paper; the course number; and the name of the instructor
 - have page numbers marked at the bottom right hand of your paper
- **Assignments must be submitted via Connect email by 11:59pm on the date due. Late penalties will apply if you hand in the assignment later. Assignments will not be accepted if submitted in person, ANSO paper drop box or slipped under my office door.**
- Please follow the citation guidelines for the **American Psychology Association (APA)** for all written assignments. A guideline for how to cite different types of texts using the APA format will be uploaded to Connect.
- Late assignments will be deducted 5% for each working day it is submitted after the deadline. Exceptions will be made for unforeseen medical or family crises. If you experience a medical, emotional or personal problems that detracts from your academic performance, please contact the Faculty of Arts Academic Advising Office, located in Buchanan A201, phone 604-822-4028. **I only make exceptions for missed deadlines with a letter from the Arts Advising Office.** For more information: <http://www.arts.ubc.ca/students/degree-planning-advising/advising.html>

Students needs & Early Alert

This course welcomes and seeks to accommodate students with physical or learning disabilities or chronic illnesses. If you require any assistance or adaptation of teaching or evaluation, please feel free to discuss your needs with the instructor. The Disability Resource Centre in Brock Hall is available for further consultation and resource provision.

If you speak or read English as an additional language and find the teaching, or evaluation formats, a disadvantage for you, please inform the instructor. If classes or assignments due dates are scheduled during a religious or cultural holiday that you observe, please inform the instructor, and together we can negotiate alternative arrangements.

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, counselling, 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 www.earlyalert.ubc.ca.

COURSE SCHEDULE

Class 1 (May 12): Introduction to the course

- ❖ Dorothy Smith (1993). The Standard North American Family: SNAF as an Ideological Code. *Journal of Family Issues*, 14(1), 50-65.

Class 2 (May 14): Courtship & wedding rituals

- ❖ Chrys Ingraham (1999), "Chapter 4: McBride Meets McDreamy: Television, Internet, and Popular Film Weddings." In *White Weddings: Romancing Heterosexuality in Popular Culture*. New York: Routledge
- ❖ Ramona Faith Oswald (2003), "A Member of the Wedding? Heterosexism and Family Ritual." *Journal of Lesbian Studies* 7(2), pp. 107-131.

Class 3 (May 19): Parenting and discourses of motherhood & fatherhood

- ❖ Rachel Epstein (2002). Butches With Babies: Reconfiguring Gender and Motherhood. *Journal of Lesbian Studies*, 6(2), pp. 41-57.
- ❖ Glenda Wall & Stephanie Arnold (2007). How Involved Is Involved Fathering? An Exploration of the Contemporary Culture of Fatherhood. *Gender & Society*, 21(4), 508-527.

Class 4 (May 21): Divorce, remarriage & polyamory: Challenges to the nuclear family

- ❖ Anna Sandfield (2006). Talking Divorce: The Role of Divorce in Women's Constructions of Relationship Status. *Feminism & Psychology*, 16(2), 155-173.
- ❖ Melita Noël (2006). Progressive Polyamory: Considering Issues of Diversity. *Sexualities*, 9(5), 602-620.

Class 5 (May 26): Single-parent families **[Media analysis due]**

- ❖ Jane D. Bock (2000). Doing the Right Thing? Single Mothers By Choice and the Struggle for Legitimacy. *Gender & Society*, 14(1), pp. 62-86.
- ❖ Roberta Coles (2002). Black Single Fathers Choosing to Parent Full-time. *Journal of Contemporary Ethnography*, 31(4), pp. 411-439.

Class 6 (May 28): Queer families

- ❖ Jason J. Hopkins, Anna Sorensen & Verta Taylor (2013). Same-Sex Couples, Families, and Marriage: Embracing and Resisting Heteronormativity. *Sociology Compass*, 7(2), 97-110.
- ❖ Sean Cahill & Juan Battle (2003). "Partnering, parenting, and policy: Family issues affecting Black lesbian, gay, bisexual, and transgender people." *Race & Society*, 6(2), pp. 85-98.

Class 7 (June 2): Transness and gender-nonconformity in families **[Paper proposal due]**

- ❖ Kane, Emily W. (2006). "'No Way My Boys Are Going to Be Like That!': Parents' Responses to Children's Gender Nonconformity." *Gender & Society* 20, 149-176.
- ❖ Elizabeth Anne Riley, Gomathi Sitharthana, Lindy Clemson & Milton Diamond. (2011). The Needs of Gender-Variant Children and Their Parents: A Parent Survey. *International Journal of Sexual Health*, 23(3), 181-195.

Class 8 (June 4): Racialized families

- ❖ France W. Twine & Amy C. Steinbugler (2006). The gap between whites and whiteness: Interracial intimacy and racial literacy. *Du Bois Review*, 3(2), pp. 341-363.
- ❖ Linda M. Burton, Eduardo Bonilla-Silva, Victor Ray, Rose Buckelew and Elizabeth Hodge Freeman (2010). Critical Race Theories, Colorism, and the Decade's Research on Families of Color. *Journal of Marriage and Family*, 72(3), 440-459.

Class 9 (June 9): Adoption in a global racialized world

- ❖ Sara Dorow (2006). "Racialized Choices: Chinese Adoption and the 'White Noise' of Blackness." *Critical Sociology*, 2006, 32(2-3), pp. 357-379.
- ❖ Pamela A. Quiroz (2008). "U.S. rainbow families online: Emblems of diversity or expansion of whiteness?" *International Journal of Sociology of the Family*, 34(2), pp. 277-299.

Class 10 (June 11): First Nations families in a settler society

- ❖ Cindy Blackstock & Nico Trocmé (2005). Community-based child welfare for Aboriginal children: Supporting resilience through structural change. *Social Policy Journal of New Zealand*, 24, pp. 12-33.
- ❖ Marlee Kline (1993). "Complicating the Ideology of Motherhood: Child Welfare Law and First Nations Women." *Queen's Law Journal*, 18(2).

Class 11 (June 16): Paid and unpaid domestic labour

- ❖ Pei-Chia Lan (2003). Maid or Madam? Filipina Migrant Workers on the Continuity of Domestic Labour. *Gender & Society*, 17(2), pp. 187-208.
- ❖ Margot Rawsthorne & Mayet Costello (2010). Cleaning the Sink: exploring the experiences of Australian lesbian parents reconciling work/family responsibilities. *Community, Work & Family*, 13(2), pp. 189-204.

Class 12 (June 18): Chosen families: from family to community **[Research paper due]**

- ❖ Anna Muraco (2006). "Intentional Families: Fictive Kin Ties Between Cross-Gender, Different Sexual Orientation Friends." *Journal of Marriage and Family*, 68(5), pp. 1313-1325.