

The University of Calgary  
Faculty of Social Sciences  
Department of Sociology  
Sociology Department Home Page: <http://www.soci.ucalgary.ca>

Sociology 371.01  
SOCIOLOGY OF FAMILIES

• Fall 2015	• Tue /Thu: 12:30-1:45pm	• Lecture Hall — ICT 121
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**Instructor:** Dr. Pallavi Banerjee  
**Office:** SS 926  
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**Phone:** (403) 220-6511

**Office hours:** Minimum 3 hours a week.

*Tue 10:30 a.m. – 11:30 a.m. and Thu: 2:30 p.m. – 3:30 p.m.*

For the additional one hour, you can find a time that fits your schedule on my calendar. Here's a link to my calendar where you can book appointments with me for all three time-slots:

<https://drbanerjeeucalgary.youcanbook.me>

**COURSE OVERVIEW:**

This course will offer a sociological examination of family life in all its multiple and changing forms – beginning with an exploration of what “family” means in North America (Canada and U.S.) as well as globally. We will introduce critical multiculturalism and intersectionality as conceptual tools for understanding families in this course. The course will examine historical and contemporary constructions of family, the distribution of family resources and labor, and 21<sup>st</sup> century family issues with an emphasis on intersections of class, race, ethnicity, gender, and sexuality. We will also consider the role of family as an institution in both reproducing and challenging inequalities.

**COURSE/LEARNING OBJECTIVES:**

This course is designed to foster critical thinking about family issues, awareness of family inequalities and efforts for family change, and self-reflection as students draw connections between course materials and their own family lives and relationships. Here are some specific learning objectives:

- examine families both as social constructions and as (diverse) configurations of people;
- understanding issues facing families in North America and globally;
- explore a wide range of practices and experiences associated with family life in many forms;
- analytical reading of the course materials by many family scholars, who present different approaches to family issues;
- develop and enhance critical thinking and analytical writing skills;

- be part of a class in which participation is encouraged and diversity is valued.

**TEXT AND OTHER READINGS:**

Cheal, David (ed.) *Canadian Families Today: New Perspectives* (3rd edition). Don Mills: Oxford University Press. **[Available in the university bookstore and online]**

Selected supplementary readings (see separate list – page 8-9), which will be posted as links or pdf files on D2L.

Print copies of the text *Families As They Really Are*, (2nd Edition), eds. Barbara Risman and Virginia Rutter. Norton & Co. are reserved at the TFD library for your reference of the selected chapters.

**COURSE REQUIREMENTS AND GRADING:**

You will be responsible for *all* readings specified in the course outline, as well as *all* lecture materials (including films, guest speaker presentations etc.)

The course grade will be determined as follows:

Class Participation . . . . .	15%
Reading quizzes . . . . .	10%
1 <sup>st</sup> mid-term exam (Oct. 13) . . . . .	30 %
2 <sup>nd</sup> mid-term exam (Nov. 17) . . . . .	25%
Registrar-scheduled final exam . . . . .	.20%

Grades will be assigned according to the following scale:

A+ = 95-100	B+ = 80-84	C+ = 67-69	D+ = 54-58
A = 90-94	B = 75-79	C = 63-66	D = 50-53
A- = 85-89	B- = 70-74	C- = 59-62	F = 49 or less

***Please note that ALL tests and assignments must be completed to obtain a passing grade in this course. Please note also that final grades are NOT negotiable. No grade will be increased beyond what a student has earned during the term, and in the class.***

**Class Participation (15%):** Class participation has three components: a) actively engaging in class discussions and the course materials; b) in-class writing assignments, which will be based on the readings and lectures. You will be given prompts to prepare for these assignments ahead of time; c) small group discussions based on writing assignments.

It is VERY IMPORTANT that you **do the readings** before coming to class so that you are prepared to answer these questions every class. Your in-class grades will be largely dependent on these quizzes and discussions.

**Note:** In-class contribution is a significant part of the grade, and an important part of our shared pedagogical experience. Your active participation helps me to evaluate your overall performance as a student (as well as making the class more interactive and engaging for all of us). The quality of your participation is more important than the quantity. Given our limited amount of time

together, talking without positively contributing is not encouraged. However, I want to stress that positive contributions are not necessarily “right” answers. I encourage you to experiment and take risks. “Not-so-correct” answers can also be instructive and debate is often a good way to learn. Positive contributions are those that advance the discussion by presenting new ideas or insights, or building on others’ comments, or presenting a counterpoint to others’ comments in a respectful way. Contributions that are not positive are those that simply repeat points already made or deride others’ contributions in a discourteous way

**Reading quizzes (10%):** I will ask two questions about the reading during each class session, one at the beginning and one at the end of class. These will not be ‘trick’ questions, but rather my way of documenting and rewarding your engagement with the course material in a class of this size. The questions should be easy to answer for students who have done the reading.

**Three Exams (75%):** These tests will cover both readings and class materials, and will involve a variety of question types. These may include multiple-choice, true/false, “fill-in-the-blank” and short essay. Exams will not be cumulative.

## **OTHER ADMINISTRATIVE INFORMATION:**

### **Attendance Policy**

Attendance is mandatory in every class. All students are expected to be present. You won’t be allowed to make-up for any in-class assignments including reading quizzes if you are absent. If you face any particular challenges that you believe will affect your commitment to this course, please make an appointment to meet with one or both of us at the earliest possible date. You may not be responsible for your circumstances, but you are responsible for letting me know when you need support. We are more likely to be able to assist you in dealing with your situation if we know about it early in the semester.

### **Grade Reappraisal**

Within two weeks of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to me explaining the basis for reconsideration of one’s mark. I will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a *re-assessed grade may be raised, lowered, or remain the same.*

### **Technology Use**

To minimize disruption in the classroom, all cell phones; tablets and other electronic devices must be turned OFF during class unless otherwise instructed. You may use your cell phones when I ask you to register attendance and/or reading quizzes through the TopHat learning tool. Laptops are permitted in the classroom BUT ONLY to take notes and to connect with TopHat. Research has shown that laptops bring down your own and your classmates performances and grades (I have posted the research on this on D2L under “Useful Links”). **(Permission to use LAPTOPS AND CELL PHONES may be withdrawn if they are used for anything else other than class purposes)**

## Email

Feel free to contact me over email. Please put your course number and section (Soci 371.01) in your email's subject line, and include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails violating customary email conventions will be ignored. All other emails will be answered within one business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams. If you have a course-related question, please check the course outline first. Questions that can be answered by consulting the course outline will not be answered. Also, please e-mail me for administrative purposes only, for example to set up an appointment. Please do not use e-mail as a replacement for an office visit, if there is something you want to discuss. Questions about the course content and readings, concerns about grades, or any other personal issues should be dealt with in person during my office hours.

## Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to me.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.
3. Final grades are not posted by the Sociology Department. They are only available online.

## Ethics Research

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

## Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

## Deferrals

Please provide advance notice if you are unable to write an exam or complete/turn-in assignments on time. All requests for deferral of a course component due to health reasons must be accompanied by **written documentation** as outlined in the University Calendar and should be obtained while the student has the health issue rather than after recovery. Deferrals will be allowed in the following circumstances: illness, domestic affliction or religious conviction. Travel arrangements, misreading the syllabus, and scheduling conflicts with other

classes or employment **are not valid reasons** for requesting a deferral. Deferrals will not be granted if it is determined that just cause is not shown by the student.

If you have missed a test for a legitimate reason, I can require you to write a “make up” test as close in time to the original test as possible or can choose to transfer the percentage weight to another course component. If I schedule a “make up” test for you, its date and location will be at the convenience of the Department of Sociology.

**Deferred Final Exam Form:** Please note that requests to defer a Registrar scheduled final exam are dealt with through the Registrar’s Office. Further information about deadlines, and where paperwork should be taken, is available on the form, which can be found at:

[http://www.ucalgary.ca/registrar/files/registrar/Sp\\_Su\\_DFE\\_App.pdf](http://www.ucalgary.ca/registrar/files/registrar/Sp_Su_DFE_App.pdf)

**Deferred Term Work Form:** Deferral of term work past the end of a term also requires a form to be filled out. It’s available at

<http://www.ucalgary.ca/registrar/files/registrar/defTW.pdf>

Once an extension date has been agreed between instructor and student, the form should be taken to the Faculty of Arts Program Information Centre (SS 110) for approval by an Associate Dean (Students).

## Student Representation

The 2015-16 Students’ Union VP Academic is Stephan Guscott: email: [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca). The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca), [arts2@ucalgary.ca](mailto:arts2@ucalgary.ca), [arts3@ucalgary.ca](mailto:arts3@ucalgary.ca), and [arts4@ucalgary.ca](mailto:arts4@ucalgary.ca). You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/provost/students/ombuds/role>

## Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at the **food court**. Please check these assembly point locations for all of your classes at: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

## Safewalk

The University of Calgary provides a “safe walk” service to any location on Campus, including the LRT, parking lots, bus zones, and campus housing. For Campus Security/Safewalk call 220-5333. Campus Security can also be contacted from any of the “Help” phones located around Campus.

## Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

## TOPICS AND READINGS

The following is a tentative schedule of topics for class discussion, the accompanying readings, and the test and assignment schedule. This schedule may be changed if unforeseen circumstances arise, or if topics emerge that seem to warrant more attention. The chapter numbers refer to the course text. Reading letters refer to the supplementary readings, which will be posted on D2L.

<u><i>Week beginning</i></u>	<u><i>Topic</i></u>	<u><i>Readings</i></u>
Sep. 8	Introduction: What is “family”?	Ch. 1
Sep. 10	Conceptualizing family and family theories	Ch.2 and Reading A.
Sep. 15	Intersectionality lens to family	Reading B.
	<i>The life course</i>	
Sep. 17	Intimacy, commitment and family formation	Ch. 3.
Sep. 22	Parenting, children and family life	Ch. 4.
Sep 24	Parenting and gender	Reading C.
Sep. 29	Fragmentation and renewal of families <i>(In-class writing assignment)</i>	Ch. 5. Reading D.
Oct. 1	Midlife Crisis and relationships	Ch. 6.
Oct. 6	Aging in Canadian Families	Ch. 7.
Oct. 8	Class, Poverty and Families	Reading E.
Oct. 13	<b>Mid Term Exam 1.</b>	
	<i>Family Issues</i>	
Oct. 15	Family Poverty in Canada Generation Boomerang (Watch and Discuss)	Ch. 10.
Oct 20.	Families and Rituals	Ch. 8
Oct. 22	Work and Family Conflicts	Ch. 9, Reading F.
Oct. 27	Household division of labour	Reading G. and H.
Oct. 29	Gender and household division of labour <i>(In-class writing assignment)</i>	Reading I.
Nov. 3	Debates on same sex families	Ch. 11
Nov. 5	Same-sex families and sibling relationships	Reading J.

Nov. 10	Medicalization and parent-child relationship <b>(Meet the author – Dr. Georgiann Davis)</b>	Reading K.
Nov. 12	READING DAY	
Nov. 17	<b>Mid Term Exam 2</b>	
Nov. 19	Immigrant and transnational families	Ch. 12
Nov. 24	Transnational families and marriages	Reading L.
Nov. 26	Race and intergenerational relationship <b>(In-class writing assignment)</b>	Reading M.
	<i>Problems Policies and Predictions</i>	
Dec. 1	Violence in families	Ch. 14
Dec. 3	Family policies/Future of Families <b>(In-class writing assignment)</b>	Ch. 16, Reading N.
Dec. 8	Wrapping Up – What did we learn? / <i>Exam Review</i>	

**REGISTRAR-SCHEDULED FINAL EXAM**

**Sociology 371.01**  
**Fall 2015**  
**Supplementary readings**

Reading #	Reading and Citation
A.	Cowan, Philip A. 2015. "When Is a Relationship between Facts a Casual One?" in <i>Families As They Really Are</i> , (2nd Edition), eds. Barbara Risman and Virginia Rutter. Norton & Co. <b>Posted on D2L</b>
B.	Collins, Patricia Hill. 1998. "It's All in the Family: Intersections of Gender, Race, and Nation", <i>Hypatia</i> , 13(1): 62-82. (Focus carefully on pp. 62-69, the sections on Manufacturing Naturalized Hierarchy and Looking for a Home: Place, Space, and Territory, and pp. 73-74, the section on Family Genealogy: Inheritance and the Family Wage) <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3810699">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3810699</a> <b>(link only - JSTOR Arts and Sciences V)</b>
C.	Gillespie, Rosemary. (2003). "Childfree and feminine : Understanding the gender identity of voluntarily childless women", <i>Gender &amp; Society</i> , 17(1): 122-136. <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3081818">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3081818</a> <b>(link only - JSTOR Arts and Sciences II)</b>
D.	Coontz, Stephanie. "How to Stay Married" <i>The Times of London</i> , November 30, 2006 <a href="http://www.stephaniecoontz.com/articles/article34.htm">http://www.stephaniecoontz.com/articles/article34.htm</a> <b>(link only)</b>
E.	Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families". <i>American Sociological Review</i> . 67 (5): 747 – 776 <a href="http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/218796382?pq-origsite=summon">http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/218796382?pq-origsite=summon</a> <b>(link only - JSTOR Arts and Sciences I)</b>
F.	Ranson, Gillian. (2010). "'Shift-workers' and 'dual-dividers': sharing earning, sharing caring". Ch. 4 in Gillian Ranson: <i>Against the Grain: Couples, Gender and the Reframing of Parenting</i> , Toronto: University of Toronto Press. <b>Posted on D2L</b>
G.	Banerjee, Pallavi. 2015. "When Men Stay Home: Household Labor in Female-Led Indian Migrant Families," in <i>Families As They Really Are</i> , (2nd Edition), eds. Barbara Risman and Virginia Rutter. Norton & Co. <b>Text on reserve at the TFD Library</b>
H.	<i>In the News</i> : "An Immigrant Wife's Place? In the Home, According to Visa Policy," by Pallavi Banerjee ( <i>Ms. magazine blog</i> ) <a href="http://msmagazine.com/blog/2013/06/19/an-immigrant-wifes-place-in-the-home-according-to-visa-policy">http://msmagazine.com/blog/2013/06/19/an-immigrant-wifes-place-in-the-home-according-to-visa-policy</a> <b>(link only)</b>
I.	Pfeffer, Carla. 2010. "Women's Work? Women Partners of Trans Men Doing Housework and Emotion Work", <i>Journal of Marriage and Families</i> . 72 (1): 165-183 <a href="http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=47657707&amp;site=ehost-live">http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=sih&amp;AN=47657707&amp;site=ehost-live</a> <b>(link only – EBSCOhost OmniFile Full Text Select)</b>
J.	Brainer, Amy. 2015 "Growing Up with a Lesbian, Gay, or Bisexual Sibling", in <i>Families As They Really Are</i> , (2nd Edition), eds. Barbara Risman and Virginia Rutter. Norton & Co. <b>Text on reserve at the TFD Library</b>
K.	Davis, Georgiann. 2015. "A Different Kind of Information", in <i>Dubious Diagnosis: Contesting Intersex</i> . New York, NYU Press. 116 – 144. <b>Posted on D2L</b>
L.	Namita Manohar, 2008. "Gender & Ethnicity in Union Formation: The Case of Second-Generation Patels." <i>The International Journal of Sociology of the Family</i> , Special Issue on Intersectional Analyses of the Family for the 21st Century, 34 (2). <a href="http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23070752">http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23070752</a> <b>(link only - JSTOR Arts and Sciences X)</b>

M.	D'Aliserra, JoAnn. "Images of a Wounded Homeland: Sierra Leonean Children and the New Heart of Darkness", in <i>Across Generations: Immigrant Families in America</i> . Ed by Nancy Foner. New York, NYU Press. 114- 135. <b>Posted on D2L</b>
N	Jill Yavorsky, Claire Kamp Dush, and Sarah Schoppe-Sullivan "Gender Inequalities in Dual-Earner, College Educated Couples and the Transition to Parenthood". In the Society Pages. on June 22, 2015 <a href="http://thesocietypages.org/ccf/2015/06/22/gender-inequalities-in-dual-earner/">http://thesocietypages.org/ccf/2015/06/22/gender-inequalities-in-dual-earner/</a> <b>(link only)</b>