

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 2016	• Tue /Thu: 12:30-1:45pm	• Lecture Hall — KNB 132
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Instructor: Dr. Pallavi Banerjee
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Phone: (403) 220-6511

Office hours: Minimum 3 hours a week.

Here's a link to my calendar with time-slots where you can book appointments with me for all three hours: <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 21st 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:

REQUIRED: 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 9-10), which will be posted as links or pdf files on D2L.

Supplementary text: 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.

TEXTS FOR BOOK ANALYSIS:

You will pick one of these two books for analysis. You can buy the books both in the University bookstore and online.

- Davis, Georgiann. 2015. *Dubious Diagnosis: Contesting Intersex*. New York, New York University Press.
- Ranson, Gillian. 2010. *Against the Grain: Couples, Gender and the Reframing of Parenting*, Toronto: University of Toronto Press.

COURSE REQUIREMENTS AND GRADING:

You will be responsible for completing *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:

1 st mid-term exam (Oct 20)	30 %
2 nd mid-term exam (Nov 29)	25 %
Final Assignment: Book Analysis (Dec 6)	25 %
Daily Experts' Contribution	10 %
Class Participation/Reading Quiz	10%

Grades will be assigned according to the following scale:

A+ = 95.00-100	B+ = 80.00-84.99	C+ = 67.00-69.99	D+ = 54.00-58.99
A = 90.00-94.99	B = 75.00-79.99	C = 63.00-66.99	D = 50.00-53.99
A- = 85.00-89.99	B- = 70.00-74.99	C- = 59.00-62.99	F = 49.00 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. Final grades will NOT be rounded off to the next higher grade.

Two Exams (55 %): These tests will cover both readings and class materials, and will involve a variety of question types. These may include multiple-choice, true/false and “fill-in-the-blank”. Exams will **not be** cumulative except in concepts.

Class Participation/ Reading Quiz (10%): Class participation has two components: a) actively engaging in class discussions and the course materials; b) in-class reading quizzes.

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.

In-class reading quizzes: I will ask one to two multiple-choice questions about the reading during each class session. 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. *If you miss more than 6 reading quizzes, you will receive half of the participation marks.* No exceptions.

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.

Daily Expert Contribution (10%): For more than a decade, research on teaching and learning has shown that the best way of learning is collaborative. We learn more from productive discussions with each other than from the textbook, lectures by instructors or exam and other evaluation methods. I am a strong believer of collaborative learning, and so I call upon you all to participate with me in the teaching and learning goals for this class. This involves a four-step routine. 1) Starting the second week of classes, I will put up a list of daily experts for each week on Friday before the start of the week on your course outline in D2L. There will be about 8-10 daily experts each day of the week. Daily experts will be chosen in alphabetic order of last names of students. It is YOUR RESPONSIBILITY before the start of a week to check if you are a daily expert for the upcoming week. 2) Daily experts will introduce themselves to me, and the class and sign in at the beginning of class each day. They will also sit up front - in the first two rows. 3) The daily experts will have FOUR main responsibilities for each class:

- a. Bring two questions from the day’s reading that they will have an opportunity to pose to the class and that they will submit on D2L before the class. I will pick questions from two experts for each day.
- b. Make a 3 min presentation as a group on how the topic of the day relates to your lives as college students and/or Calgarians and/or Canadians and/or immigrants and so on.
- c. Field questions that I pose to the class on the day’s reading. Daily experts are the first line of defense in taking the questions before the question is opened up to the rest of the class.
- d. Each member of the daily expert group will upload their two questions and a short write-up (at the most one paragraph) on how the day’s topic relates to their lives on DROPBOX, on D2L before the class they are experts for. You won’t get the full points for your contributions if you do not upload these documents before class.

IMPORTANT NOTE: It is **MANDATORY** for the members of the daily expert team to be present in class on the day that they are on as a daily expert. If you are absent for your day of contribution, you **WILL** lose 10% points. **NO EXCEPTION.** You will be excused from class for the day only for **REAL** emergencies like if you are extremely sick or if there is a death in the family. Under no other circumstance will you be excused. You won't have an opportunity to make up for the day of absence unless it is an excused absence.

Final Assignment: Book Analysis (25%): This is a group project that you will be doing in groups of three. You have a choice between two books and you will be choosing one of the books for your assignment. On the second day of class (Sep 15), you will be asked to pick a book and then you will be grouped as per your choice of books. If you are not in class for making a selection, one of the books will be assigned to you randomly. *You as a class will have an opportunity to meet each of the book authors live.* The details of the book are below.

Davis, Georgiann. 2015. *Dubious Diagnosis: Contesting Intersex*. New York, NYU Press.
<http://nyupress.org/books/9781479887040/>
<http://www.georgiannDavis.com/contesting-intersex.html>

Ranson, Gillian. 2010. *Against the Grain: Couples, Gender and the Reframing of Parenting*, Toronto: University of Toronto Press.
<http://www.torontopubliclibrary.ca/detail.jsp?R=2671419>

Purpose of assignment: To demonstrate your ability of critically engaging with original empirical research

Task: In a 4-5 page, double-spaced, Times New Roman, 12 point font, 1 inch margins all around (no title page) paper, address the following questions in an essay format:

You are required to read at least six chapters from the book of your pick. Each group member will read two chapters from the book and summarize them in two paragraphs (please mention names as to who summarized which chapters). Additionally, each member will answer two of the following questions.

1. What is the author's topic(s) of research? (2 point)
2. What is the author's research question(s)? (3 points)
3. What evidence does the author use to support their argument? (5 points)
4. What is the relationship between the author's theories, concepts, and data and how does it relate to other readings in course? You will be required to at least reference two readings from the course. Please cite the reading you reference both in your text and in a reference section. (8 points)
5. Does the author successfully answer their research question? Why or why not? (5 points)
6. What sociological questions would you ask the author about their research (you must present at least three questions)? (2 points)

One of the members will collate everything and put them together in a paper format. The person collating should not answer question 4, since she/they/he will be taking on extra work.

Please make sure **names and ids** of **all three group** members are on your paper. Do not forget to cite the book you are analyzing.

Criteria for Success: An excellent paper will begin with a strong and creative introduction and end with a strong and creative conclusion. The “meat” of an excellent paper will thoroughly address each of the 6 questions listed above.

Grading Rubric:

- Strong Creative Introduction: 4 points
- Chapter summaries: 12 points
- Answers to the 6 questions: 25 points
- Strong Creative Conclusion: 4 points
- Editing and proof reading of paper: 2 points
- Collating the paper: 3 points
- **TOTAL 50 POINTS**

An excellent analysis will get 2 bonus points.

Submission: You are required to submit a hardcopy of the analysis paper **in class on Dec 6, 2016**. You will also submit a softcopy via DROPBOX on D2L by the **Dec 9, 2016**. **NO LATE PAPERS WILL BE ACCPETED. NO EXCEPTION TO THIS RULE.**

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. I however cannot emphasize enough how important it is for you to attend class. **I cannot replicate class discussions for people who miss a class period! Also, make a friend to make-up for what you miss when you are absent from class.**

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.*

Reviewing of Exam and Assignment

Students will have **two weeks after the exams and assignments** have been marked and grades have been posted on D2L to review the exam. For instance, students cannot demand to review the first exam or analysis paper at the end of the term.

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

Students can contact me over email ONLY to make appointments or in case of an **emergency**. 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 to two business day. I do not answer emails over the weekend. Please take that into account when emailing me questions pertaining assignments or exams, know that I **do not** discuss marks over email – any questions regarding marks needs to be addressed face-to-face. 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.**

Here’s an interesting article about email courtesy:

<https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1mzg7xuiq>

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:

<https://www.ucalgary.ca/registrar/student-forms>

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

https://www.ucalgary.ca/registrar/files/registrar/deferred_termwork15_0.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. The Faculty of Arts has four SU representatives who may be contacted at any of the following email addresses: arts1@ucalgary.ca, arts2@ucalgary.ca, arts3@ucalgary.ca, and 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/.

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

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. Names of **Daily Experts** for each day will be provided in the D2L version of the course outline before second week of classes.

<i>Week beginning</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments/Daily Experts</i>
Sept 13	What is Sociology of the “family”?	Ch. 1	No Daily Expert
Sept 15	Conceptualizing families and family theories	Ch.2 and Reading A	Read Course Outline carefully & take syllabus quiz on D2L No Daily Expert
Sept 20	Intersectionality Theory	Reading B	Daily Experts:
Sept 22	Family Ritual	Ch. 8	Daily Experts:
Sept 27	Poverty in Families	Ch. 10	Daily Experts:
Sept 29	Life Course Perspective Intimacy	Ch. 3	Daily Experts:
Oct 4	Family Formation	Ch. 4 and Reading C	Daily Experts:
Oct 6	Marriage and Unions	Reading D	Daily Experts:
Oct 11	Class and Parenting	Reading E	Daily Experts:
Oct 13	Parenting, Medicalization & Gender	Reading F	Meet the AUTHOR of Contesting Intersex Daily Experts:
Oct 18	Household division of labor	Reading G	Daily Experts:

	– Alternate Families		
Oct 20	MID TERM EXAM 1		
Oct 25	Household division of labor – Immigrant Families	Reading H	Daily Experts:
Oct 27	Work and Family Conflict	Ch. 9	Daily Experts:
Nov 1	Sharing Carework	Reading I	Meet the AUTHOR of Against the Grain Daily Experts:
Nov 3	Fragmentation/Divorce	Ch. 5 and Reading J (very short)	Daily Experts:
Nov 8	Midlife Crises	Ch. 6	Daily Experts:
Nov 10	<i>READING WEEK BREAK</i>		
Nov 15	Same-sex Relationships	Ch. 11	Daily Experts:
Nov 17	Siblings and Same-Sex relationships	Reading K	Daily Experts:
Nov 22	Intergenerational relationship	Reading L	Daily Experts:
Nov 24	Violence in Families	Ch. 14	Daily Experts:
Nov 29	MID TERM EXAM 2		
Dec 1	Aboriginal Families, Violence and Inequalities	Reading M	Daily Experts:
Dec 6	Families of the Future	Ch. 16	BOOK ANALYSIS DUE IN HARDCOPY IN CLASS AND ON DL2 (Dropbox)
Dec 8	LAST DAY OF CLASS – WRAP UP – RECAP		

Sociology 371.01
Fall 2016
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. Posted on D2L
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) http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3810699 (link only - JSTOR Arts and Sciences V)
C.	Gillespie, Rosemary. (2003). "Childfree and feminine: Understanding the gender identity of voluntarily childless women", <i>Gender & Society</i> , 17(1): 122-136. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/3081818 (link only - JSTOR Arts and Sciences II)
D.	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). http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/23070752 (link only - JSTOR Arts and Sciences X)
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 http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/218796382?pq-origsite=summon (link only - JSTOR Arts and Sciences I)
F.	Davis, Georgiann. 2015. "A Different Kind of Information", in <i>Dubious Diagnosis: Contesting Intersex</i> . New York, NYU Press. 116 – 144. Posted on D2L
G.	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 http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=47657707&site=ehost-live (link only – EBSCOhost OmniFile Full Text Select)
H.	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. Posted on D2L Text on reserve at the TFD Library <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>) http://msmagazine.com/blog/2013/06/19/an-immigrant-wifes-place-in-the-home-according-to-visa-policy (link only)
I.	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. Posted on D2L
J.	Coontz, Stephanie. "How to Stay Married" <i>The Times of London</i> , November 30, 2006 http://www.stephaniecoontz.com/articles/article34.htm (link only)
K.	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. Text on reserve at the TFD Library Posted on D2L
L.	D'Aliserra, JoAnn. "Images of a Wounded Homeland: Sierra Leonean Children and the New

	<p>Heart of Darkness”, in Across Generations: Immigrant Families in America. Ed by Nancy Foner. New York, NYU Press. 114- 135.</p> <p>Posted on D2L</p> <p>Suggested (not required – will discuss in class)</p> <p>Pyke, Karen. 2000. "The Normal American Family" as an Interpretive Structure of Family Life among Grown Children of Korean and Vietnamese. <i>Journal of Marriage and Family</i>, 62 (1) pp. 240-255</p> <p>http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1741-3737.2000.00240.x/abstract</p> <p>Posted on D2L</p>
M.	<p>Violence in the Lives of Aboriginal Women and Girls: Fact Sheet - Connaissances – no 6, January 2011</p> <p>https://www.criviff.qc.ca/sites/criviff.qc.ca/files/publications/pub_17012011_154130.pdf</p>