

SOCIOLOGY 671 (GRADUATE SEMINAR IN FAMILY SOCIOLOGY)

COURSE OUTLINE, FALL 2008

Instructor: Anne H. Gauthier (ss918, ph: 220-6520)

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Lectures: Thursdays 12:30-3:30pm

Office hour: to be determined (or by appointment)

COURSE DESCRIPTION

This course aims at providing a solid foundation in family sociology. It will be organized around weekly discussions of both qualitative and quantitative studies. In addition to substantive issues, we will also devote considerable attention to theory, method, and their respective linkage. The course will be particularly useful for students planning a dissertation in this field, but also for students interested in the sociology of work, gender, health and social stratification.

EMAIL CONVENTION

Students are encouraged to use the lectures and office hours to ask questions. For after-hours questions, the use of email is acceptable. Please write 'SOCI 671' in the 'Subject' portion of the email. I receive numerous emails everyday. By clearly identifying the subject of your email, you will help me reply more efficiently to your emails.

STUDENT EVALUATION

- Class participation and reading: 20%
(All students are expected to read the assigned reading every week and to participate in the related discussion. In addition, each week two students will be designated as Reader A and Reader B. These two readers will be in charge of leading the discussion related to the reading).
- Presentation based on assigned book: 15%
(The presentation should be around 30-45 minutes. It should cover the objectives of the book, the theoretical and methodological approach, and key findings. Students should also provide information on the author of the book and will be expected to take a critical approach to the work. Students should also identify points to be discussed in class with the other students).
- Book review: 10%
(This should be written in a format similar to reviews published in leading sociology journals. Note that due to length-constraints, the review will likely be less detailed than the related in-class presentation).
- Presentation based on end-of-term paper: 15%
(The presentation should be around 30-45 minutes. It should cover the objectives of the paper, the theoretical and methodological approach, and expected findings.).
- End-of-term paper: 40%
(The paper should be 15-20 pages long – double-sided—excluding the bibliography, any graph, table, etc. More information on the paper will be provided in due course).

LETTER GRADE ASSIGNMENT

At the end of the course, the numerical marks will be summed and a final letter grade will be assigned based on the following:

Percentage range	Letter grade	Percentage range	Letter grade
95 or higher	A+	67-71	C+
90-94	A	63-66	C
85-89	A-	59-62	C-
80-84	B+	54-58	D+
76-79	B	50-53	D
72-75	B-	49 or lower	F

COURSE CONVENTIONS

Exam Policies: You must provide advance notice to the instructor if you are unable to take an exam. All requests for deferral of an examination 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 physical or emotional problem rather than after recovery. Deferred exams may be allowed in the following circumstances: illness, domestic affliction or religious conviction. If you have missed an exam for a legitimate reason, you will be able to write a “make up” exam as close to the original exam as possible. The date and location will be at the convenience of the Sociology Department. Travel arrangements and misreading of the syllabus are not valid reasons for requesting a deferred exam. Deferred exams will not be granted if it is determined that just cause is not shown by the student.

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 Departmental 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: cheating is regarded as a serious academic offense. Students are advised to consult the University Calendar, which presents a Statement of Intellectual Honesty and definitions and penalties associated with cheating, plagiarism, and other academic misconduct.

The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside an instructor’s office or the Department main office. Term assignments must be returned to students individually, during class, or during the instructor’s office hours; if a student is unable to pick up her/his assignment s/he may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

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 with a disability, who require academic accommodation, need to register with the Disability Resource Centre (MC 295, telephone 220-8237). Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

Handing in Papers Outside of Class, Return of Final Papers, and Release of Final Grades

1. When students are unable to submit papers at class, they should make arrangements to hand in their papers directly to the instructor or teaching assistant rather than at the Sociology Department main office.
2. Final papers will not be returned through the Sociology Department main office. The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, (i.e., outside an instructor's office, the department office, etc.). Students who want their final papers returned by mail must attach a stamped, self-addressed envelope with the paper. Otherwise final papers will only be available for pick-up during the instructor's office hours at the end of this term or the beginning of the next term.
3. Final grades are not posted by the Sociology department. They are only available online.

SOCI 671 ---- FALL 2008 --- TIMETABLE AND READING LIST

Week 1 (11 September): The field of family sociology

Reading:

Adams, B.N. (1988). Fifty years of family research: What does it mean? *Journal of Marriage and the Family*. 50, 1: 5-17.

Mann, Susan A., Michael D. Grimes, Alice Abel Kemp, & Pamela J. Jenkins. 1997. Paradigm shifts in family sociology? Evidence from three decades of family textbooks. *Journal of Family Issues*. 18:315-349.

Waite, L.J. (2000). The family as a social organization: key ideas for the 21st century. *Contemporary Sociology*. 29, 3.

Week 2 (18 September): Theory and theorizing in family research

Reading:

White, J.M., David M. Klein (2002). 'A brief history of theory in family studies' in: *Family Theories* (2nd ed.). Sage Publications. Pp. 23—31.

Lavee, Y. and D.C. Dollahite (1991). The linkage between theory and research in family science. *Journal of Marriage and the Family*, 53,2: 361—73.

Bengtson, Vern , Alan Acock, Katherine Allen, Peggye Dilworth-Anderson, & David Klein (2005). Chapter 1--Theory and theorizing in family research in: *The Sourcebook of Family Theory and Research*.

Week 3 (25 September): Doing research on families: methodological approaches

Reading:

Hofferth, Sandra (2005), Secondary data analysis in family research, *Journal of Marriage and the Family*, 67,4: 891—907.

LaRossa, R. and J.H. Wolf (1985). On qualitative family research. *Journal of Marriage and the Family*, 47,3: 531—41.

Shepard MP, Orsi AJ, Mahon MM and Carroll RM (2002) Mixed-methods research with vulnerable families, *Journal of Family Nursing*. 8(4): 334-52.

Week 4 (2 October): Families and poverty

Reading:

Mistry, Rashmita S. and Edward D. Lowe, Aprile D. Benner, Nina Chien (2008). Expanding the family economic stress model: insights from a mixed-methods approach. *Journal of Marriage and the Family*. Volume 70 Issue 1: 196-209.

Reid, Colleen and Carol Herbert (2005). 'Welfare moms and welfare bums': Revisiting poverty as a social determinant of health'. *Health Sociology Review*. Volume: 14, Issue: 2. Page(s): 161-173

Week 5 (9 October): Families and neighborhoods

Reading:

Jarrett, R.L. (1997). African American family and parenting strategies in impoverished neighborhoods, *Journal Qualitative Sociology*, Issue Volume 20, Number 2 / June, 1997: Pages 275-288

Brooks-Gunn, J et al. (1993). 'Do neighborhoods influence child and adolescent development?'. *American Journal of Sociology*. 99, 2: 353—95.

Week 6 (16 October): Family structure

Reading:

Nelson, Margaret K. (2006). Single mothers “do” family. *Journal of Marriage and Family*, Volume 68, Number 4, November, pp. 781-795

Carlson, M.J., Corcoran, M.E. (2001). Family structure and children’s behavioral and cognitive outcomes. *Journal of Marriage and Family*. 63, 3: 779—92.

Week 7 (23 October): Families and gender (focus on fatherhood)

Reading:

Bulanda, Ronald E. (2004). Paternal involvement with children: the influence of gender ideologies. *Journal of Marriage and Family*, vol. 66, no. 1, pp. 40-45, Feb

Brannen, Julia, Ann Nilsen (2006). From fatherhood to fathering: transmission and change among British fathers in four-generation families. *Sociology*, Vol. 40, No. 2, 335-352

Wall, Glenda and Stephanie Arnold (2007). How involved is involved fathering? An exploration of the contemporary culture of fatherhood. *Gender & Society*, Vol. 21, No. 4, 508-527

Week 8 (30 October): Families and work

Reading :

Hill, E. Jeffrey , Vjollca K. Märtinson, Maria Ferris and Robin Zenger Baker (2004). Beyond the Mommy Track: the influence of new-concept part-time work for professional women on work and family. *Journal of Family and Economic Issues*. Issue Volume 25, Number 1 / March, 2004. Pages 121-136

Walzer, Susan (1997). Contextualizing the employment decisions of new mothers; *Qualitative Sociology*, 20, 2: 211-227

Week 9 (6 November): Families and social capital

Reading:

Furstenberg, F.F. (2005). Banking on families: how families generate and distribute social capital, *Journal of Marriage and the Family*, 67, 4: 809—821.

Seaman, Peter and Helen Sweeting (2004). Assisting young people's access to social capital in contemporary families: a qualitative study; *Journal of Youth Studies*, 7, 2: 173 - 190

Teachman, J.D., K. Paasch, K. Carver (1996). Social capital and dropping out of school early. *Journal of Marriage and Family*. 58, 3: 773—83.

Week 10 (13 November): no class (work on term paper)

Week 11 (20 November): Families and social policies

Reading:

Estes, Sarah Beth (2005). Work-family arrangements and parenting: are "family-friendly" arrangements related to mothers' involvement in children's lives? . *Sociological Perspectives*, vol. 48, no. 3, pp. 293-317, fall 2005

Haas, L., K. Allard, P. Hwang (2002). The impact of organizational culture on men's use of parental leave in Sweden. *Community, Work & Family*. 5, 3: 319—42.

Week 12 (27 November): Families and social class

Reading:

Hill, Nancy E. (1997). Does parenting differ based on social class? African American women's perceived socialization for achievement; *American Journal of Community Psychology*. 25, 5: 675-697

Luster, T., Rhoades, K., Haas, B. (1989). The relation between parental values and parenting behavior: a test of the Kohn hypothesis. *Journal of Marriage and Family*. 51, 1: 139—47.

Week 13 (4 December): Students' presentations

Schedule to be determined

LIST OF BOOKS AVAILABLE FOR THE BOOK REVIEW

Blair-Loy, M. (2004). *Competing Devotions: Career and Family among Women Executives*. Harvard University Press.

Doucet, A. (2006). *Do Men Mother? Fatherhood, Care and Domestic Responsibility*. The University of Toronto Press.

Edin, Kathryn., Kefalas, M. (2005). *Promises I can Keep: Why Poor Women Put Motherhood before Marriage*. The University of California Press.

Elder, G.H. Jr. (2000). *Children of the Land: Adversity and Success in Rural America*. The University of Chicago Press.

Furstenberg, F.F. Jr. (2007). *Destinies of the Disadvantaged: the Politics of Teen Childbearing*. (Russell Sage Foundation).

Furstenberg, F.F., T. Cook, J. Eccles, G.H. Elder (1999). *Managing to Make it; Urban Families and Adolescent Success*. The Univ of Chicago Press.

Garey, A. I. (2000). *Weaving Work and Motherhood*. Temple University Press.

Hansen, Karen (2005). *Not-so-Nuclear Families: Class, Gender and Networks of Care* (Rutgers Univ Press).

Lareau, A. (2003). *Unequal Childhood: Class, Race and Family Life*. The University of California Press.

Leadbeater, Bonnie and Niobe Way (2001). *Growing up Fast: Transitions to Adulthood in the Inner City*. Lawrence Erlbaum Associates.

Lein, Laura and Kathryn Edin (1997). *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work*, Russell Sage Foundation.

Menjívar, Cecilia (2000). *Fragmented Ties: Salvadoran Immigrant Networks in America*. The University of California Press.

Schalet, Amy (2008). *Raging Hormones, Regulated Love*. (Univ of Chicago Press). [book about teenage sexuality in the USA and the Netherlands].