



# UNIVERSITY OF CALGARY

**Fall 2019**

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

<b>COURSE TITLE: SOCIOLOGY OF FAMILIES</b>			
<b>Course Number</b>	SOCI371		
<b>Pre/Co-Requisites</b>	SOCI201		
<b>Instructor Name</b>	Dr. Alyssa Jovanovic	<b>Email</b>	alyssajill.jovanovic@ucalgary.ca
<b>Instructor Email Policy</b>	<p>Feel free to contact me over email at any time. Please put your course number and section 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 to 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.</p>		
<b>Office Location</b>	SS912	<b>Office Hours</b>	Tues/Thurs 11:30-12:15 or by Appointment
<b>TA Name</b>	Sweta Ghosh	<b>TA Email</b>	sweta.ghosh1@ucalgary.ca
<b>TA Office Location</b>	SS 943	<b>TA Office Hours</b>	TBD
<b>Class Dates</b>	Tues/Thurs		
<b>Class Times</b>	15:30-16:45		
<b>Class Location</b>	EDC 179		

## Course Description

This course will help you to think critically about how ‘families’ are constructed and related to wider social structures. We will examine and debate taken-for-granted views of the families, utilize multiple socio-historic lenses to critically analyze diversities in family forms, and engage your sociological imaginations to evaluate post-modern families. We will utilize various conceptual and theoretical tools to explore topics such as life course events, sexuality, dating and family formations, parenting, work/family interface, refugee and indigenous families, intergenerational relations and family transitions. We will also explore issues that can negatively affect family members such as poverty, violence and divorce. Finally, we will evaluate family policies and explore possibilities for future families.

## Course Objectives/Learning Outcomes

On successful completion of this course, you are expected to be able to:

- Evaluate and compare different meanings of ‘family’; make connections between historical and modern families; and critically analyze the social and cultural forms of family life.
- Explain why the ‘family’ is such an important unit of analysis; and interpret family trends, forms and processes in modern society.
- Evaluate contemporary sociological explanations for family formation and change.
- Critically analyze policies, theoretical issues and debates on contemporary families.
- Exercise your social skills through involvement in group activities, cross debates, and active class participation.

## Required Textbooks, Readings, Materials, Electronic Resources

There is **one** required text for this course (Albanese, 2018) and **seven** required journal articles (see Supplemental Reading list).

Albanese, Patrizia. 2018. *Canadian Families Today: New Perspectives*. 4<sup>th</sup> Canadian Edition. Don Mills: Oxford University Press.

Hard copy available at the bookstore. E-book access for rent or purchase is available at:

<https://www.redshelf.com/book/829570/canadian-families-today-829570-9780199025770-patrizia-albanese> (Please note prices listed are in US\$)

## Supplemental Readings

Below are the seven supplemental readings, listed in the order we will discuss them. I have chosen these because they enhance, strengthen or exemplify the concepts in the text and are therefore mandatory readings. It is expected that you will use the school library to gain access to the journal articles on your own.

1. Monto, M. A., & Carey, A. G. (2014). A new standard of sexual behavior? Are claims associated with the “hookup culture” supported by General Social Survey data? *Journal of Sex Research*, 51(6), 605-615.

2. Levin, I. (2004) Living Apart Together: A New Family Form. *Current Sociology*, 52(2), 223–240.
3. Voyandoff, P. (1988). Work role characteristics, family structure demands, and work/family conflict. *Journal of Marriage and the Family*, 50, 749-762.
4. Glass and Fujimoto. (1994). Housework, Paid Work, and Depression Among Husbands and Wives. *Journal of Health and Social Behavior*, 35, 179-191.
5. Cuddy, A.J.C., Fiske, S.T., and Glick, P. (2004). When Professionals Become Mothers, Warmth Doesn't Cut the Ice. *Journal of Social Issues*, 59, 701-718.
6. Sutor, J.J., D. Melcom, and I.S. Feld (2001). Gender, Household Labor, and Scholarly Productivity Among University Professors. *Gender Issues*, 19, 50-67.
7. Becker, P.E. and P. Moen (1999). Scaling Back: Dual Earner Couples' Work-Family Strategies. *Journal of Marriage and the Family*, 61, 995-1007.

### Schedule of Lectures and Readings

The expected lecture dates and assigned readings are listed below, although unexpected circumstances may require some changes. Power Point outlines will be available on D2L prior to the relevant class.

	<b>Introduction</b>	<b>Reading</b>
September 5	Course Introduction	
	<b>1. Conceptualizing Canadian Families</b>	
September 10	Introduction	Albanese, Chap. 1
September 12	Historical and Contemporary Variations	Albanese, Chap. 2
September 17	Same-Sex Marriage	Albanese, Chap. 3
September 19	Same-Sex Marriage Continued	
	<b>2. The Life Course</b>	
September 24	Intimacy, Commitment, and Family Formation	Albanese, Chap. 4
September 26	Intimacy, Commitment, and Family Formation	Monto & Carey (2014) Levin (2004)

October 1	Parenting Young Children	Albanese, Chap. 5
October 3	Parenting Young Children Continued	
October 8	Families In Middle and Later Life	Albanese, Chap. 7
October 10	Catch Up and Midterm Prep	
<b>October 15</b>	<b>MIDTERM EXAM #1</b>	
	<b>3. Family Issues</b>	
October 17	Separation and Divorce	Albanese, Chap. 6
October 22	Separation and Divorce Continued	
October 24	Marriage and Death Rituals	Albanese, Chap. 8
October 29	Paid/Unpaid Work	Albanese, Chap. 9
October 31	Work/Family Conflict	Voyandoff, P. (1988) Glass and Fujimoto (1994)
November 5	Role Stereotypes and Role Meaning  Coping Strategies	Cuddy, Fiske and Glick (2004) Sutor, Melcom and Feld (2001) Becker & Moen (1999)
November 7	Family Poverty	Albanese, Chap. 10
<b>November 19</b>	<b>MIDTERM EXAM #2</b>	
November 21	Violence in Families	Albanese, Chap. 14
November 26	Refugee Families  Indigenous Families	Albanese, Chap. 11  Albanese, Chap. 12
November 28	Lack of Support	Albanese, Chap. 13
	<b>4. Problems, Policies and Predictions</b>	
December 3	Investing in Families and Children	Albanese, Chap. 15
December 5	Future of the Family	Albanese, Chap. 16

## Methods of Assessment and Grading Weights

You will be responsible for completing all readings specified in the course outline, as well as all lecture materials (including films, etc.). Exams will cover both readings and class material, and will involve a variety of question types. These may include multiple-choice, true/false, “fill-in-the-blank” and short essay. **The final exam will be cumulative.**

The course grade will be determined as follows:

<b>1st mid-term exam (October 15)</b> . . . . .	<b>25 %</b>
<b>2nd mid-term exam (November 19)</b> . . . . .	<b>25 %</b>
<b>Registrar-Scheduled Final Exam (TBA)</b> . . . . .	<b>35 %</b>
<b>In-Class Activities</b> . . . . .	<b>15 %</b>

### In Class Activities

Throughout the semester we will take part in in 6-8 (2.5% each to a maximum of 15%) in- class activities that will include (but are not limited to) debates, discussions and group work. Each in-class activity will have a written portion to be handed in. ***There will be no notice ahead of time for these in-class activities and they cannot be made up.***

### Final Exam Information

A Registrar scheduled final exam will be booked for this course. Date of the exam is still to be determined.

## Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

## Passing Grades

ALL tests must be completed to obtain a passing grade in this course. Please note 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.**

## 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 the instructor explaining the basis for reconsideration of one's mark. The instructor 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

Please note that cell phones, pagers, Internet surfing, watching videos, playing computer games, checking email, text-messaging, and listening to music are disruptive to the class. **Please be courteous to your classmates and professor and turn off all such devices before the start of class.** Laptop computers are to be used exclusively for the purposes of taking notes during the class. Students violating this policy will be asked to cease doing so and may be disallowed from using a

laptop in future classes. Recording devices may be used only if you have permission from the professor and documentation from the Student Accessibility Office.

### Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
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 can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary
3. Final grades are not posted by the Sociology Department. They are only available online.

### Research Ethics

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.

### Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### 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.html>

### Absences and Deferrals

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is

acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

**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 can be found at:

**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://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/deferred\\_termwork15\\_0.pdf](https://live-ucalgary.ucalgary.ca/sites/default/files/teams/1/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).

### Academic Accommodation

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

### Student Success

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

### Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.