



# UNIVERSITY OF CALGARY

Fall 2020

FACULTY OF ARTS

Department of Sociology

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

COURSE TITLE: SOCIOLOGY OF FAMILIES			
<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>	Feel free to contact me over email at any time. Please put the 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. Emails violating customary email conventions may 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. <i>Questions that can be answered by consulting the course outline will not be answered.</i>		
<b>Office Location</b>	Virtual	<b>Office Hours</b>	As needed – Please email to set up a time to meet virtually.
<b>TA Name</b>	Erik Mohns	<b>TA Email</b>	erik.mohns@ucalgary.ca
<b>TA Office Location</b>	Virtual	<b>TA Office Hours</b>	TBD
<b>Class Dates</b>	September 8, 2020 – December 9, 2020		
<b>Class Times</b>	Asynchronous Course Delivery – Weekly lectures loaded onto D2L every Monday morning		
<b>Class Location</b>	Online		

## Course Description

This course will help you to think critically about how 'families' are constructed and related to wider social structures. We will examine 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.
- Discuss and apply course material to your own family experiences.

### Course Format

This course will be delivered in an asynchronous format. By 9:00 am every Monday I will post the week’s lectures onto D2L in the “Content” section. We will also be utilizing D2L’s discussion boards. Here I will post weekly topics for you to discuss the week’s content amongst your peers. These discussions are not part of your grade; however, they can be a valuable asset to your understanding of the course material.

### Learning Resources

There is **one** required text for this course and **five** required journal articles. Here is the text we will be using:

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

Hard copies can be ordered from the University bookstore or from Amazon. E-book access for rent or purchase is also available at: <https://www.redshelf.com/book/829570/canadian-families-today-829570-9780199025770-patrizia-albanese> (Please note prices listed are in US\$)

Below are the five 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 website to gain access to the journal articles on your own. Please see our Schedule of Lecture/Readings below for the exact dates we will cover these articles.

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. 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.
4. Sutor, J.J., D. Melcom, and I.S. Feld (2001). Gender, Household Labor, and Scholarly Productivity Among University Professors. *Gender Issues*, 19, 50-67.

5. Becker, P.E. and P. Moen (1999). Scaling Back: Dual Earner Couples' Work-Family Strategies. *Journal of Marriage and the Family*, 61, 995-1007.

### Learning Technologies and Requirements

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

**\*\*IMPORTANT\*\* It is expected that you will log in and check your email and D2L News Items on a regular basis (i.e. every other day at a minimum).**

### Schedule of Lectures and Readings

Date	Topic	Reading
Week 1 – Sept. 8	Course Introduction	
	Introduction	Albanese, Chap. 1
Week 2 – Sept. 14	Historical and Contemporary Variations	Albanese, Chap. 2
	Same-Sex Marriage	Albanese, Chap. 3
Week 3 – Sept. 21	Intimacy, Commitment, and Family Formation	Albanese, Chap. 4
	Intimacy, Commitment, and Family Formation	Monto & Carey (2014) Levin (2004)
<b>WEEK 4 – Sept. 28</b>	<b>TERM TEST #1 (Available for 24 Hours)</b>	<b>CHAPTERS 1-4 (+ Articles)</b>
Week 4 – Sept. 28	Parenting Young Children	Albanese, Chap. 5
Week 5 – Oct. 5	Families In Middle and Later Life	Albanese, Chap. 7

	Marriage and Death Rituals	Albanese, Chap. 8
Week 6 – Oct.12*	Separation and Divorce	Albanese, Chap. 6
<b>WEEK 7 – Oct. 19</b>	<b>TERM TEST #2 (Available for 24 Hours)</b>	<b>CHAPTERS 5-8</b>
Week 7 – Oct. 19	Paid/Unpaid Work	Albanese, Chap. 9
Week 8 – Oct. 26	Role Stereotypes and Role Meaning  Coping Strategies	Cuddy, Fiske and Glick (2004)  Sutor, Melcom and Feld (2001)  Becker & Moen (1999)
Week 9 – Nov. 2	Family Poverty	Albanese, Chap. 10
	Violence in Families	Albanese, Chap. 14
<b>WEEK 10 – Nov. 9-13 TERM BREAK</b>		
<b>WEEK 11 – Nov. 16</b>	<b>TERM TEST #3 (Available for 24 Hours)</b>	<b>CHAPTERS 9 (+ Articles), 10,14</b>
Week 11 – Nov. 16	Refugee Families	Albanese, Chap. 11
	Lack of Support	Albanese, Chap. 13
Week 12 – Nov. 23	Indigenous Families	Albanese, Chap. 12
	Investing in Families and Children	Albanese, Chap. 15
Week 13 – Nov. 30	Future of the Family	Albanese, Chap. 16
<b>Week 14 – Dec. 7</b>	<b>TERM TEST #4 (Available for 24 Hours)</b>	<b>CHAPTERS 11-13, 15-16</b>

\*October 12 is Thanksgiving holiday; I will upload the lecture material on Sunday October 11.

### 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 Powerpoint slides, films, etc.).

The course grade will be determined as follows:

<b>Term Test #1 (Sept. 28 Written online via D2L Quizzes)</b>	<b>25%</b>
<b>Term Test #2 (Oct. 19 Written online via D2L Quizzes)</b>	<b>25%</b>
<b>Term Test #3 (Nov. 16 Written online via D2L Quizzes)</b>	<b>25%</b>
<b>Term Test #4 (Dec. 7 Written online via D2L Quizzes)</b>	<b>15%</b>
<b>Short Answer Assignment</b>	<b>5%</b>
<b>Reflection Writing</b>	<b>5%</b>

**Term Tests**

Tests will cover all material (textbook, slides, videos) and will include multiple-choice and true/false questions. You will have a 24-hour window in which to start the exam. Exams will be available starting at 9:00 am on the day of the exam and will end at 9:00 am the following day. Normally these exams will be 60 minutes, but an additional 50% time will be allowed. Therefore, students will have 90 minutes to complete these Term Tests once they begin.

**Short Answer Assignments**

You will be required to complete 1 (out of 3 offered) Short Answer assignment. In this assignment you will answer questions related to the lecture topics/readings presented that week. These questions will require you to watch a video, engage with the textbook/slide material, and provide evidence based on your own personal family experiences. You will have approximately one week to complete the assignment and submit via D2L Dropbox. Refer to the handout on these assignments posted on D2L for more details and due dates. I will not accept late submissions via email. This assignment is worth 5% of your grade.

**Reflection Writing**

To help us reflect more deeply on readings in this course, we will use reading reflections. This type of reflection writing is designed to help you engage with the material in a deeper way, and to construct new meaning from it. Each week that we do not have other graded content (i.e. Term Test/Short Answer Assignment) you will have the ability to reflect on the reading(s) for the week. There will be a total of 6 reflections offered and you must complete 5 ( $5 \times 1\% = 5\%$ ). These assignments will only be available for a 24 hour period at the start of each week where you will be asked to reflect on the reading content from the week prior. Refer to the handout on these assignments posted on D2L for more details and due dates.

**Final Exam Information**

There is no Registrar scheduled final exam for this course.

## 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.

## 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.

**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:

<https://www.ucalgary.ca/registrar/exams/deferred-exams>

**Deferred Term Work Form:** Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre ([ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)) for approval by the Associate Dean.

## 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.

### 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-policy.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.

## Recording of Lectures

Note that the audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

## Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

## 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>

## 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.pdf>

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

## Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

## 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 Centre

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:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## 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.