



# 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

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|---------------|-------------------------------|--------------------------|
| • Winter 2018 | • Tue /Thu: 11:00 am-12:15 pm | • Lecture Hall — EDC 179 |
|---------------|-------------------------------|--------------------------|

**Instructor:** Dr. Pallavi Banerjee  
**Office:** SS 926  
**E-mail:** [pallavi.banerjee@ucalgary.ca](mailto:pallavi.banerjee@ucalgary.ca)  
**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>

**Teaching Assistant:** Mohana Mukherjee; **Email:** mohana.mukherjee@ucalgary.ca

**Office Hours for TA:** 30 minutes per week

### 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:**

**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), which will be posted as links or pdf files on D2L. These are mandatory readings. They are called supplementary because they bolster, strengthen or exemplify the concepts in the textbook.

### **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 <sup>st</sup> mid-term exam (Jan 30) . . . . .	25 %
2 <sup>nd</sup> mid-term exam (Mar 8) . . . . .	30 %
Final Exam (TBA) . . . . .	30 %
Daily Experts' Contribution . . . . .	13 %
In-class group work . . . . .	2%

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.***

**Class Participation:** Class participation has two components: a) actively engaging in class discussions and the course materials; b) in-class group work.

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 activities (2%) :** The class will include group work and some quizzes. We will do regular group work and quizzes. You will receive the full 2% if you have complete all group work and quizzes. If you miss more than 50% of these, you will lose the 2% entirely. The goal of these 2% is to reward regular class attendees. You will have to register your participation in both the group work and the quizzes through TopHat. Quizzes that will be one to two multiple-choice questions about the reading during the class session are also meant to acquaint you with exam questions. 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. *There is no way of making up for quizzes and group activities you have missed. I will not entertain any excuse for missing this assignment. No exceptions.*

**Three Exams (85 %):** These tests will cover both readings and class materials, and will involve a variety of question types. These may include multiple-choice, true/false, short answers and “fill-in-the-blanks”. Exams will **not be** cumulative except in concepts.

**Daily Expert Contribution (13%):** 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 sign in at the beginning of class each day. They will also sit up front - in the first two rows as a group. 3)

**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. (The rules for in-class participation apply for all students and not just the daily experts. But, daily experts must keep them in mind when they are doing in-class group-work and presentations).

The daily experts will have THREE main responsibilities for each class:

1. Each of you will be posting a short write-up (not more than one and a half pages) in the Daily Expert Dropbox folder at least ONE HOUR before the class you are the daily expert for. The write-up should include the following:
  - What is the main idea of today's readings?
  - How does the reading for the day support, change and or challenge your views of how you understand family/families and or society?
  - If you were able to ask two questions to the author, what two questions from all the questions you have as a group, ask the author of the reading. In other words, pick two questions from all of the questions from your group to ask the class.

You are also expected to write a couple of sentences about how these readings either relate to your life, OR how can you use them to understand some phenomenon in our society.

The write-ups are 8% of the 13% of the daily expert assignment.

2. You will need to do a short presentation on #1, so come prepared. I will have everyone in the class, to work in groups to discuss the questions in #1 with the group, as daily experts discuss this in their group. The daily experts will then present their thoughts with the class first. Daily experts are **NOT expected** to coordinate with their group members before class. All discussions will take place in class. Everyone just needs to do the individual pieces of writing before coming to class. The point of the presentation is so that you can introduce the day's reading to the class as my experts for the day.
3. Take 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.

In-class presentations and participation is 5% of the 13% points for daily experts.

Each member of the daily expert group will upload their two questions and a short write-up (at the most two paragraph). You won't get the full points for your contributions if you do not upload these documents at least **ONE HOUR BEFORE** class begins. 8 % of the marks for this assignment will be on your write up and the other 5 % for in-class participation.

**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 13% 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.

## **OTHER ADMINISTRATIVE INFORMATION:**

### **Attendance Policy**

All students are expected to be present in every class. 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) in your email's subject line, **and include a proper salutation (Dear/Hello, Dr/Professor Banerjee)**, your full name, student ID, and a **proper closing** to the 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. Please read to know how to write professional emails. :** <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 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 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-5.html>

### **Deferrals**

When possible, 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, the instructor 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 the instructor schedules 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](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 2017-18 Students' Union VP Academic is Tina Miller ([suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)).

For more information, and to contact other elected officials with the Student's Union, please visit this link: <https://www.su.ucalgary.ca/about/who-we-are/elected-officials/>

You may also wish to contact the Student Ombudsperson for help with a variety of University-related matters: <http://www.ucalgary.ca/ombuds/contact>

## **Emergency Evacuations**

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at Scurfield Hall - Atrium. 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**

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.

## 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.

<u><i>Week beginning</i></u>	<u><i>Topic</i></u>	<u><i>Readings</i></u>	<u><i>Assignments/Daily Experts</i></u>
Jan 9	What is Sociology of the “family”?	Ch. 2 and Reading A	No Daily Expert
Jan 11	Family Theories and Intersectionality Families	Reading B	Read Course Outline carefully & ask any questions you might have in class. (Group Activity) No Daily Expert
Jan 16	Life Course Perspective Intimacy	Ch. 3	Daily Experts:
Jan 18	Marriage and Unions	Reading C	Daily Experts:
Jan 23	Family Formation/Becoming Parents or Not	Ch. 4 pgs. 66-74 Reading D	Daily Experts:
Jan 25	Poverty and Families	Ch. 10	Daily Experts:
Jan 30	<b>MID TERM EXAM 1</b>		
Feb 1	Class and Parenting	Ch. 10 Reading E	Daily Experts:
Feb 6	Sibling Relationship	Reading F	Daily Experts:
Feb 8	Parenting, Medicalization & Gender	Reading G	Daily Experts:
Feb 13	Fragmentation/Divorce	Ch 5 and Reading H	Daily Experts:
Feb 15	Midlife Crises	Ch. 6	Daily Experts:
Feb 19 - 23	<i>No Class – Reading Week</i>		
Feb 27	Work and Family Conflict	Ch. 9	Daily Experts:
Mar 1	Sharing Carework	Reading I	Daily Experts:
Mar 6	<b>Review Day</b>		
Mar 8	<b>MID TERM EXAM 2</b>		
Mar 13	Household division of labor – Immigrant Families	Reading J	Daily Experts:
Mar 15	Household division of labor – Alternate Families	Reading K	Daily Experts:
Mar 20	Same-sex Relationships	Ch. 11	Daily Experts:
Mar 22	Siblings and GLBQ relationships	Reading L	Daily Experts:
Mar 27	Intergenerational relationship	Reading M	Daily Experts:



Mar 29	Aboriginal families	Reading N	Daily Experts:
Apr 3	Reading Reflection and Thought Day		
Apr 5	Violence in Families	Ch. 14, Reading O	Daily Experts:
Apr 10	Families of the Future	Ch. 16	Daily Experts:
Apr 12	LAST DAY OF CLASS – WRAP UP – RECAP		

**Sociology 371.01**

**Winter 2018**

*Additional readings*

*Please note a copyright approved version of this will be uploaded as pdf on D2L with links to readings. For easier access to the links below please download from campus.*

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) <b>Copyright approved link posted on D2L</b>
C.	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). <b>Copyright approved link posted on D2L</b>
D.	Gillespie, Rosemary. (2003). "Childfree and feminine: Understanding the gender identity of voluntarily childless women", <i>Gender &amp; Society</i> , 17(1): 122-136. <b>Copyright approved link posted on D2L</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 <b>Copyright approved link posted on D2L</b>
F	Ray Ranita: 2015. Exchange and Intimacy in the Inner City: Rethinking Kinship Ties of the Urban Poor in <i>Journal of Contemporary Ethnography</i> 45 (3). <b>Copyright approved link posted on D2L</b>
G	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>
H.	Coontz, Stephanie. "How to Stay Married" <i>The Times of London</i> , November 30, 2006 <b>Copyright approved link posted on D2L</b>
I.	Ranson, Gillian. (2010). "'Shift-workers' and 'dual-dividers': sharing earning, sharing caring". <b>Ch. 4</b> 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>
J.	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>Posted on D2L</b> <b>Text on reserve at the TFD Library</b> <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> (link only)

K.	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 <b>Copyright approved link posted on D2L</b>
L.	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 Posted on D2L</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>  Suggested (not required – will discuss in class) 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 <b>Copyright approved link posted on D2L</b>
N.	Anderson, Kim. 2000, "Marriage, Divorce and Family Life" in Aboriginal Families in, <i>A Recognition of Being: Reconstructing Native Womanhood</i> . Shumac Press <b>PDF posted on D2L</b>
O.	Violence in the Lives of Aboriginal Women and Girls: Fact Sheet - <i>Connaissances</i> – no 6, January 2011 <b>Copyright approved link posted on D2L</b>