



UNIVERSITY OF CALGARY

Faculty of Arts
Department of Sociology

Sociology Department Home Page: <http://www.soci.ucalgary.ca>

Sociology 371 Sociology of Families

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| • Winter 2019 | • M/W/F 10:00-10:50 | • CHC119 |
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Instructor: Dr. Alyssa Jovanovic

Office: SS 1004

Email: alysajill.jovanovic@ucalgary.ca

Phone: (403) 220-3298

Office Hours: Monday 11:00-12:00; After Class or By Appointment

Teaching Assistant: Isabel Fandino

TA Email: isabel.fandino@ucalgary.ca

TA Office Hours: TBD

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

There is **one** required text for this course (Albanese, 2018) and **seven** required journal articles (see below)

Albanese, Patrizia. 2018. *Canadian Families Today: New Perspectives*. 4th 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, 263-274.

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.

Methods of Evaluation

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:

1st mid-term exam (February 8)	25 %
2nd mid-term exam (March 13)	25 %
Registrar-Scheduled Final Exam (TBA)	35 %
In-Class Activities and Participation	15 %

In Class Activities and Participation

Throughout the semester we will take part in 5 (3% each) in- class activities, debates, discussions and group work. There will be no notice ahead of time for these in class activities. If you are in attendance and take part in the activity you will receive full marks.

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-superior performance
A-	85 – 89.99%	3.7	
B+	80 – 84.99%	3.3	
B	75 – 79.99%	3.0	Good – clearly above average performance
B-	70 – 74.99%	2.7	
C+	67 – 69.99%	2.3	
C	63 – 66.99%	2.0	Satisfactory - basic understanding
C-	59 – 62.99%	1.7	
D+	55 – 58.99%	1.3	
D	50 – 54.99%	1.0	Minimal pass - marginal performance
F	<50%	0	unsatisfactory performance

The grades for a course component may be scaled to maintain equity among sections and to conform to departmental norms.

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. The supplemental readings are listed below.

	Introduction	Reading
January 11	Course Introduction	
	1. Conceptualizing Canadian Families	
January 14	Introduction	Albanese, Chap. 1
January 16	Historical and Contemporary Variations	Albanese, Chap. 2
January 18	Same-Sex Marriage	Albanese, Chap. 3
January 21	Same-Sex Marriage	
	2. The Life Course	

January 23	Intimacy, Commitment, and Family Formation	Albanese, Chap. 4
January 25	Intimacy, Commitment, and Family Formation	Monto & Carey (2014)
January 28	Intimacy, Commitment, and Family Formation	Levin (2004)
January 30	Parenting Young Children	Albanese, Chap. 5
February 1	Parenting Young Children	
February 4	Families In Middle and Later Life	Albanese, Chap. 7
February 6	Catch Up and Midterm Prep	
February 8	MIDTERM EXAM #1	
	3.Family Issues	
February 11	Separation and Divorce	Albanese, Chap. 6
February 13	Separation and Divorce	
February 15	Marriage and Death Rituals	Albanese, Chap. 8
February 25	Paid/Unpaid Work	Albanese, Chap. 9
February 27	Work/Family Conflict	Voyandoff, P. (1988) Glass and Fujimoto (1994)
March 1	Role Stereotypes and Role Meaning	Cuddy, Fiske and Glick (2004) Suitor, Melcom and Feld (2001)
March 4	Coping Strategies	Becker & Moen (1999)
March 6	Family Poverty	Albanese, Chap. 10
March 8	Family Poverty	
March 11	Catch Up and Midterm Prep	
March 13	MIDTERM EXAM #2	
March 15	Violence in Families	Albanese, Chap. 14
March 18	Violence In Families	

March 20	Refugee Families	Albanese, Chap. 11
March 22	Indigenous Families	Albanese, Chap. 12
March 25	Lack of Support	Albanese, Chap. 13
March 27	Lack of Support	
	3. Problems, Policies and Predictions	
March 29	Investing in Families and Children	Albanese, Chap. 15
April 1	Investing in Families and Children	
April 3	Future of the Family	Albanese, Chap. 16
April 5	Future of the Family	
April 8	Future of the Family	
April 10	Catch Up and Exam Prep	
April 12	Catch Up and Exam Prep	

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.

Email

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 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 during my office hours.

Emergency Evacuations

In the case of fire or other emergency evacuation of this classroom, please proceed to the assembly point at The Professional Faculties Food Court.

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.

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.

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>

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/n-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:

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

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 2018-19 Students' Union VP Academic is Jessica Revington (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>

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.

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.

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

Student Resources

[SU Wellness Centre](#)

[Campus Mental Health Strategy](#)