



Winter 2020
 FACULTY OF ARTS
 Department of Sociology
 Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Families			
Course Number	Soci371 L01		
Pre-Requisites	Soci201		
Class Dates	January 13-April 15, 2020		
Class Times	MWF 10:00-10:50		
Class Location	EDC179 (Education Classroom Block)		
Instructor	Dr. Annette Tézli (she/her)	Email	atezli@ucalgary.ca
Office Location	SS950		
Office Hours (virtually via Zoom)	M 11:30-13:30; R 9:30-11:30 (except on statutory holidays) Please book your appointment here: https://appoint.ly/t/atezli		
Telephone No.	I will not be available over the phone for the rest of the term		

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Course Description

Who or what is “family”? Why do people get married? How do people choose intimate partners and what role do social factors play in that selection? Why is the traditional homemaker-breadwinner model of the family still presented by some as an ideal family form? How do family members decide who does what kind of labour in the home? Why are fewer people getting married and why do they have fewer children than previous generations?

This course challenges taken-for-granted assumptions about “family” and examines families and family relations as dynamic social practices, living arrangements, and a social institution from a sociological perspective, focusing on the Canadian context. While some consider family a private matter and deem family structure and practices the outcome of individual choices, this course will explore how social contexts shape family structures, forms, practices, choices, and constraints. We will begin with an introductory discussion of changing and persistent patterns in family forms and practices in Canada, and consider socially constructed definitions of “family” and their material consequences. Then we will shift our attention to the theoretical approaches and social research methods sociologists use to analyze families, critically discussing the benefits and limitations of various approaches. Next, we will examine families over the life course, touching on dating, family formation, parenting, division of paid and unpaid labour, family dissolution and reconstitution, and family violence. Here our explorations will focus on the roles the dominant culture, pertinent ideologies, and relevant social institutions play in shaping individual choices at each of these stages. This discussion will be followed by a closer examination of the diverse lived and living experiences of marginalized families, focusing on social class, Indigeneity, race and ethnicity, citizenship, gender, and sexual orientation. Here we will emphasize how family structures and practices are shaped by intersecting dimensions of social inequality at the personal, interactional, institutional, and cultural levels. We will further discuss how marginalized families comply with and challenge normative expectations of “family,” show resilience when facing adversity, and resist forms of interpersonal and systemic oppressions. We will conclude this course by examining social policies relevant to families and discuss their role in securing or undermining family welfare.

Course Objectives/Learning Outcomes

By the end of this course, successful students will be able to:

- summarize, compare, and apply analytic frameworks and theories to studying families.
- differentiate and compare methodological approaches commonly used by sociologists to study families.
- critically discuss various definitions of “family” and the material implications of various suggestions of who does and does not constitute “family.”
- identify diversity and commonalities in historical and contemporary family patterns in Canada and explain how various social factors bring about complexity in family life.
- critically discuss contemporary family issues taking into account their historical and social context.
- critically reflect on the relationship between social forces and individual family experiences and choices using examples from their own lives.
- analyze how intersecting dimensions of social inequality in Canadian society shape family forms, structures, practices, and experiences.
- read efficiently, take lecture notes effectively, and study for exams proficiently.
- communicate effectively in writing.

Required Textbook

(available at the UofC Bookstore, Bound and Copied, and Taylor Family Digital Library-TFDL reserve)

Albanese, Patrizia, ed. 2018. *Canadian Families Today: New Perspectives*. 4th Ed. Don Mills: Oxford University Press.

- Please do not purchase an earlier edition of the text. It will inadequately prepare you for the assessments.
- You can rent an e-copy of the textbook for about \$35 here:
<https://redshelf.com/book/829570/canadian-families-today-829570-9780199025770-patrizia-albanese>

Lectures

For the remainder of the semester, I will pre-record lectures and post the video as well as relevant material and resources on D2L. Lecture material will be available by the beginning of our scheduled class time on Mondays (10am on Monday mornings). Make sure to regularly check the schedule at the end of this course outline and to keep up with online lectures.

Methods of Assessment and Grading Weights

	Date	% of final grade	Material covered
10 Online reading quizzes	see D2L	15	See D2L
3 Family reflections	varies	15	See D2L
Assessment #1	January 31	15	Section 1 (weeks 1&2)
Assessment #2	March 16	25	Section 2 (weeks 3-7)
Final Exam	TBD	30	Sections 3 & 4 (weeks 8-14)

Required Assessments

Due to the unforeseeable suspension of in-class instruction and face-to-face exams, as well as the level of confusion this change caused, the assessments for the course have to be modified slightly as follows:

- All scheduled exams will take place on the previously scheduled date at the scheduled time.
- All scheduled exams will be written online via D2L Quizzes.
- All absence from exams will be treated as excused absences. However,
 - There will be no makeup or deferred exams. All department-facilitated midterm makeup exams as well as register-approved deferrals of final exams have been cancelled until further notice. If you miss an exam, the weight of the assessment you missed will automatically be distributed evenly among the remaining assessments
 - When you complete an assessment, the grade will count toward your final grade.
 - You have to complete the reading quizzes and family reflections, as well as at least 2 of the 3 exams to receive a final grade in this course. The latter could be accomplished through a combination of any of the following:
 - Completed Assessment #1, Assessment #2, and Final exam

- Completed Assessment #1 and Final Exam
- Completed Assessment #2 and the Final Exam

Assessment #1 (15% of final grade)

The first assessment will be a 45-minute in-class exam which might include multiple-choice and true/false questions, as well as fill-in-the-blanks. The exact exam format will be announced in class prior to the exam. Questions will come from the assigned readings (irrespective of whether they were discussed in lecture), lecture material, in-class exercises, class discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills. Study tips will be discussed in class and provided on D2L.

Assessment #2 (25% of final grade)

For this assessment you can choose between an in-class exam or a take-home assignment. Please indicate which form of assessment you choose no later than Friday, February 28, 10:00 through the survey provided on D2L. Anyone who has not selected an option at that point, will automatically be assigned the in-class exam.

1. In-class exam

This 45-minute in-class exam might include multiple-choice, and true/false questions as well as fill-in-the-blanks. The exact exam format will be announced in class prior to each exam. Questions will cover the assigned readings (irrespective of whether they were discussed in lecture), lecture material, in-class exercises, class discussions, and films. Questions are designed to test your comprehensive understanding of course material rather than your memorization skills.

2. Take-home assignment

The take-home assignment provides you with the opportunity to show your understanding of course material in non-standardized form. 14 days prior to the submission deadline (Monday, March 2, 10:50), I will post 3 different assignment options on D2L, and you will pick 1. Please refer to detailed assignment guidelines and writing resources posted on D2L when completing your assignment. Feel free to stop by during my office hours to discuss assignment ideas, but I will not review and comment on drafts. Assignments must be submitted via D2L Dropbox by 10:00 on Monday, March 16, 2020.

Final Exam (30% of final grade)

The final exam for this course was scheduled by the Office of the Registrar for **Saturday, April 25 at 8:30 am**. To avoid further confusion, we will write the exam on the scheduled date and time, but we will write it **on D2L** rather than in the gym as planned. The exact length and format of the exam will be announced on D2L on the last day of classes. The exam will consist of multiple-choice questions which are designed to test your comprehensive understanding of course material rather than your memorization skills. Questions will cover the assigned readings (irrespective of whether they were discussed in the online lecture), online lectures and films. The final exam is not cumulative. Please refer to the assignment schedule for material covered in the exam.

10 Online reading quizzes (15% of final grade)

The purpose of the reading quizzes is to encourage you do your assigned readings regularly and thereby refine your reading skills. Studies repeatedly show that students will not complete their readings unless there is some form of incentive attached. However, completing the assigned readings prior to class will greatly facilitate your learning of the material and reduce preparation time prior to assignments. Completing the assigned readings also allows you to process some of the material prior to class and contribute meaningfully to group discussions and in-class exercises.

Note: Since the reading quizzes test your reading comprehension, you will be quizzed on the assigned readings BEFORE we expand on the readings in class.

I will make 2 ungraded practice quizzes, covering chapters 2 and 1 of your textbook, available during the first 2 weeks of classes. Subsequently, each quiz will be made available on D2L 1 week before the corresponding chapter is covered in class and must be completed before the beginning of the respective class. For example, the first graded reading quiz will cover assigned readings for week 3 (January 27-31), namely chapter 4 of your textbook and a podcast posted in the week 3 folder on D2L. The quiz will be posted on Monday, January 20 after class (10:50) and must be completed before class starts the following Monday, January 27 (10:00). Each quiz has 15 questions and you will have 1 20-minute attempt to complete the quiz. Students with academic accommodations will receive extra time for the reading quizzes as indicated in their academic accommodation letters.

There will be 10 graded quizzes in total. If you do not complete a quiz without due cause (as outlined in the assignment policies below), you will receive an automatic grade of 0. If you missed a quiz for legitimate reasons, please contact the instructor to discuss makeup options. More information and a quiz schedule are provided on D2L.

3 Family reflections (15% of final grade)

One of the most important skills you can acquire in university is to express yourself in written form. The best way to develop your writing skills is to practice as much as possible. The 3 short reflection papers will give you an opportunity to refine your writing skills and think about specific issues pertaining to families on a more personal, in-depth level. We are all part of families in some form or another and thinking about family forms, relations, practices, and expectations from a sociological perspective can be challenging. It requires that we critically challenge ideas and practices that at first glance appear commonsensical, natural, self-evident and therefore remain largely invisible when left unquestioned. Written reflections will assist you in analyzing how larger social forces shape your own family practices and experiences. While the starting point of your reflections are your personal experiences, the goal of a sociological analysis is to examine how those personal experiences are shaped by various social forces rather than just personal choices and decisions. Your reflections will start with a description of a family practice or experience, followed by a sociological analysis of that experience, an analysis which should be informed by course material (lectures, films, assigned readings, etc.).

Fridays after class (10:50), I will post reflection questions pertaining to the week's topic of discussion on D2L. Over the course of the semester, you will select 3 of those questions (must be 3 separate weeks) and write a short response (500 word minimum). You have one week (until the following Friday, beginning of class at 10:00) to submit your assignment before the dropbox becomes unavailable. For example, the first dropbox, with questions focusing on defining "family" and recent changes in family life, will open after class on Friday, January 17 at 10:50am and closes on Friday, January 24 at 10:00am. Each reflection is worth a maximum of 20 points. Reflections should pertain to the topics covered in class that week and should be illustrative of concepts, debates, ideas, controversies, etc. discussed in class and in the assigned readings. If you do not submit a reflection for any reason other than those considered valid as per course outline, you will receive an automatic grade of 0. Please note: since you have to complete only 3 reflections over the course of the term, there will be no extensions of individual dropbox submission deadlines. You will find detailed instructions, an example, the grading rubric, writing resources, and due dates on D2L → CONTENT → Family Reflections and on D2L → Dropbox.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale. To maintain consistency in grade assignments, final grades will not be rounded up, not matter how close they are to the cut-off to the next better letter grade.

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	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.

Grade Reappraisal

If you chose to seek reappraisal of examinations or assignments, you must submit a written response to the instructor explaining the basis for reconsideration of your assessment within 10 business days of receiving your grade. Please note that the re-evaluation of course work can lead to the grade being raised, lowered, or it might remain the same. For more information, see: <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>.

Course Policies

Topics discussed and material included in this course will be explicit at times (deviance, violence, sexuality, profanity, etc.). You might find yourself reacting to that content with discomfort or distress, either because of personal experiences you had or because it conflicts with your personal convictions. While discomfort is part of any learning process, please do not hesitate to reach out to me should you need support/resources beyond what is provided on D2L under “Course Resources.”

Attendance, Participation, and Classroom Etiquette

Regular attendance and reading the assigned material, an open mind, as well as your active and meaningful participation is required for this class to reach its fullest potential and to make it a rewarding experience for you and me. Lectures will build on, but not necessarily summarize the assigned reading. I expect you to have critically read the assigned texts, that you are an active participant in class discussions, and that your contributions are informed by the assigned reading. I expect you to be on time so that other students in the class are not interrupted by your late arrival. During lectures, please make sure not to distract your fellow students in any way. If you have to arrive late or need to leave class early, please sit in the designated sections identified at

the beginning of the semester so you can settle down or leave without disrupting others. If you miss a class due to unexpected circumstances, make sure to obtain notes from a class mate.

Please keep in mind that all participants in this class are diverse in terms of their positions in complex social hierarchies organized around social class, race, ethnicity, gender identities and expressions, sexual orientation, age, disabilities, etc. Material discussed in class will at times reflect, at times challenge or even contradict your own life experiences. In an effort to make this course welcoming and safe for all, please interact with all participants (fellow students, instructor, TA, and guest speakers) professionally and respectfully.

Recording of Lectures

Note that the audio or video recording of online lectures and taking pictures/screen shots of PowerPoint slides during the online lecture are not permitted without explicit authorization. To do so without the instructor's authorization constitutes academic misconduct, according to the University of Calgary Calendar. For more information click here:

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>.

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, 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:

http://ucalgary.ca/policies/files/policies/non-academic-misconduct-policy_1.pdf.

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.

E-mail

Please send emails only from your ucalgary account. Please put your course and section number in your email's subject line. It is courteous to include a proper salutation, your full name, student ID, and a proper closing in the body of your email. All emails will be answered within one business day. I tend to not check or answer emails on weekends. Please e-mail me for administrative purposes only. Questions about the course content, concerns about grades, or personal issues should be discussed in person during my office hours. If you have a specific course-related question, please check the course outline first.

Office Hours

I will hold office hours on Mondays from 11:30-13:30 and Thursdays from 9:30-11:30 virtually using Zoom. If you would like to meet during regularly scheduled office hours, please book your appointment here: <https://appoint.ly/t/atezli>. Please provide a brief description of the purpose of our meeting when you make your appointment so I can prepare for our meeting in advance.

Note that the video function is not required; I personally prefer audio over video conversations. Some classes might be facilitated through Zoom, so this is a good time to set up an account and learn how to use it: <http://elearn.ucalgary.ca/zoom/>.

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 involving 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, you must not undertake any human subjects research without discussing your plans with me, 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.

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

Missed exams:

If you have missed an exam for a legitimate reason the weight of the missed exam will be evenly distributed among the remaining assessments.

NOTE: To receive a final grade in this course you must meet the requirements outlined in the Required Assessments section above.

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/. 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.

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. Their 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/ or email ombuds@ucalgary.ca.

Students' Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or 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.

Thrive Priority Support Network

Your academic success and personal well-being are important to me. Please feel free to contact me at any time you need academic or personal support and I will help you identify the appropriate resources. Please note that I am working closely with the Thrive Priority Support Network, which seeks to identify students who are facing academic challenges and provide appropriate support services early. This tool monitors this course's D2L gradebook for sudden changes in a student's academic performance and alerts academic development specialists, who will then reach out to the student to touch base. Engagement with the academic development specialist is entirely voluntary and all information is confidential. More information is provided here:

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

Student Support

Links to available on-campus supports as well as course-specific learning resources are available on D2L under CONTENT → CAMPUS RESOURCES, and CONTENT → COURSE RESOURCES.

Schedule of Lectures and Readings

Subject to change. Changes will be announced and discussed in class.

Week	Date	Topic	Reading
1. Foundations			
1	January 13-17	1.1. Ever-changing Families	Ch.2 D2L Video
2	January 20-24	1.2. Theoretical and Methodological Approaches	Ch.1
2. Families and the Life Course			
3	January 27-29 January 31	2.1. Forming Intimate Relations Assessment #1	Ch.4 D2L Podcast
4	February 3-7	2.2. Weddings, Marriages, and Family Dissolution	Ch. 6 D2L Podcast
5	February 10-14	2.3. Child-bearing and Parenting	Ch.5 D2L Podcast
6	February 17-21	TERM BREAK – NO CLASS	
7	February 24-28	2.4. The Gendered Division of Paid and Unpaid Labour	Ch.9 D2L Video
3. Social Constraints and Personal Choices			
8	March 2-6	3.1. Indigenous Families	Ch.12 D2L Video
9	March 9-13	3.2. Immigrant Families	Ch.11 D2L Video
10	March 16 March 18-20	Assessment #2 3.3. LGBTQ2S+ People in Family Contexts	Ch.3 D2L Video
11	March 23-27	3.4. Families Living in Poverty	Ch.10 D2L Podcast
12	March 30-April 3	3.5. Family Violence	Ch.14
4. Social Institutions			
13	April 6-8 April 10	4.1. Family Policies GOOD FRIDAY – NO CLASS	Ch.15
14	April 13 April 15	EASTER MONDAY – NO CLASS BSD – NO CLASS	
Final Exam Period: April 18-29			
Please note that travel arrangements are NOT a valid reason to miss the final exam. Please DO NOT make travel arrangements until you know your final exam schedule.			