

SOCI 200 201 / Sociology of the Family

Flexible Learning Format:

- Weekly assessed online activities to be completed by Wednesday 12 pm (noon) each week
- Weekly in-class activities completed within class time: Thu 15.30 - 17.00 in GEOG 147

Lecturer: neil.armitage@ubc.ca **Office Hours:** Wednesday 2 -4 pm @ Learning Lounge in IKB

An introduction to contemporary family forms and relations; exploring the continuity, change and diversity in intimate relationships and family life. Drawing on sociological perspectives the course encourages an understanding of families in transition, both in Canada and abroad, and in relation to other sociological areas. It will prepare you for upper level Sociology and Family Studies courses.

IN CLASS WE WILL DISCUSS A RANGE OF ISSUES RELATING TO FAMILIES AND RELATIONSHIPS. IF YOU FEEL THE NATURE OF THESE DISCUSSIONS IMPACTS YOUR ABILITY TO SUCCEED ON THE COURSE THEN PLEASE BRING IT TO THE ATTENTION OF THE LECTURER.

Learning Outcomes; by the end of the course students should be able to:

1. Demonstrate a developing critical awareness of sociological perspectives of the family;
2. Appreciate the diversity of family living and the contested definitions of 'family';
3. Evaluate contemporary sociological explanations for family formation and change;
4. Discuss, debate and evaluate academic readings
5. Produce a critical reflection in response to the readings.

Course Materials

There is no course textbook. Required readings are in the form of book chapters and journal articles collated in a compendium / course pack available at the UBC Bookstore:

Soci 200 Ccm Armitage, Robinson, Bartolic / 201, 202, 203

The readings in section 201 of the course from this compendium are listed in the week by week schedule (see below) All lecture slides and all other materials required to succeed on the course will be posted on Canvas. Regular correspondence will occur via Piazza. Enrol here piazza.com/ubc.ca/winterterm22018/soci200201

Course Structure

The class uses a flexible learning approach. This means that you will be reviewing content online prior to engaging in group activities in-class. You will be assessed weekly in modules through quizzes, writing and small group activities.

After covering historical perspectives in module 1, and family theory in module 2, the course is then organised into **two blocks** of five modules titled **Family Organisation and Change**, and **Family Life and Practice**. For each Block you will produce a critical reflection based on the required readings. A final exam will enable you to demonstrate your learning and ability to synthesize material from across the entire course.

Course Assessment

Weekly Modules:	50%
Online Assistance	5%
Two Critical Reflections:	20%
Final Exam:	25%

Weekly Modules (10 x 5% / week = 50%)

The course is based on continuous assessment of learning through weekly modules. Each module is worth 5% and consists of an online and an in-class component. There are twelve weekly modules in total.

Online prior to 12 pm Wednesday you will:

- Take a multiple choice quiz based on the online lecture material **(1%)**
- Answer 2 to 3 short answer questions (max 100 words each) on the week's required reading **(2%)**

During class in groups you will:

- Produce, present, debate and submit work building on the online component **(2%)**.

Students must complete a minimum of 10 modules. Your overall grade for the modules will be based on the 10 modules you performed strongest on. Hence if you complete all 12 modules, the weakest 2 module grades will be dropped. Think of the weekly modules as replacing mid-terms and a group project in a conventional class.

Piazza online Peer-to-Peer Assistance (5%)

Through the Piazza platform you are encouraged to pose and assist each other answer questions in relation to the course content and to troubleshoot any technical or course issues that you may be having.

Critical Reflections: (20%)

For both Blocks 1 and 2 you will produce a 500 – 750 word critical reflection that draws on the at least three required readings from the block. This is an opportunity for you to demonstrate critical thinking and make connections between different sources. You must draw on themes/concepts/issues within and across the readings from each block to produce an independent piece of work. You may draw on the readings from Module 2 and 3 in both submissions.

As a reflection, you are able and encouraged to analyse your own family life, organization, and practices. I want to read your own words and arguments. Hence do not rely on quotes from the readings or from the lecture slides. You will receive feedback on your Block 1 submission in the expectation that you take on that feedback to improve for Block 2. Your final grade will be determined once you have submitted your second critical reflection. You are welcome to use office hours to discuss your ideas for the critical reflections.

Final Exam (25%)

This will test your knowledge on material from the entire course. It will consist of a choice of short answer questions and an essay question.

Late Submission penalty is 5% per day. Please approach Neil in person for extension requests unless you are very ill (see Accommodations).

COURSE SCHEDULE

3 rd Jan	Introductions & Syllabus How to succeed on this course	Syllabus	
Module 1 10 th Jan	Historical Perspectives We explore historical and current perspectives and definitions of the family.	Comacchino, C. (2018). Canadian Families: Historical and Contemporary Variations. In P. Albanese (ed.). <i>Canadian Families Today: New Perspectives</i> (p. 25-50). Toronto: Oxford.	Complete quiz/questions by 12pm 9 th Jan
Module 2 17 th Jan	Family Theory We explore different sociological perspectives of the family.	Mitchell, B. A. (2017). Family theory and methods: Windows on families and family research. In <i>Family Matters: An Introduction to Family Sociology in Canada</i> (pp. 29-56). Toronto: Canadian Scholars Press.	Complete quiz/questions by 12pm 16 th Jan
Block 1: Family Organisation and Change			
Module 3 24 th Jan	The Politics of Family How the institution of family has been shaped by the state.	Eleanor B. Leacock (2014) Women in an Egalitarian Society: The Montagnais-Naskapi of Canada. In Fox, B. (ed) <i>Family Patterns, Gender Relations</i> (4 th Edition) Toronto: Oxford	Complete quiz/questions by 12pm 23 rd Jan
Module 4 31 st Jan	Welfare and Family To understand how family life is organised we need to see how social welfare policy and culture intersect to form differing family norms and values in Canada and beyond.	Tremblay D-G (2014) Quebec's Policies for Work-Family Balance: A Model for Canada? In Fox, B. (ed) <i>Family Patterns, Gender Relations</i> (4 th Edition) Toronto: Oxford	Complete quiz/questions by 12pm 30 rd Jan
Module 5 7 th Feb	Work and Family How do families manage social reproduction?	Baker, M. (2014) Household Work and Money. In <i>Choices and Constraints in Family Life</i> . Toronto: Oxford	Complete quiz/questions by 12pm 6 th Feb
Module 6 14 th Feb	Intimacy, Globalisation and Migration How globalization create new multidimensional and transnational family structures.	Wilding, R. (2018) Transnational Parents and Global Care Chains. In <i>Families, Intimacy and Globalization</i> . London: Palgrave	Complete quiz/questions by 12pm 13 th Feb

READING WEEK			
<p>Module 7 28th Feb</p>	<p>Diversity in Families: Types of families Changing family formations, from 'living apart together', same-sex families to 'families of choice' and friendship networks.</p>	<p>Statistics Canada. (2018). <i>Families, households and marital status: Key results from the 2016 Census</i>. Ottawa: Statistics Canada. Retrieved from https://www150.statcan.gc.ca/n1/daily-quotidien/170802/dq170802a-eng.htm</p> <p>Levin, I. (2004). Living apart together: A new family form. <i>Current sociology</i>, 52(2), 223-240.</p>	<p>Complete quiz/questions by 12pm 27th Feb</p> <p>Block 1 Critical Reflection 3rd March</p>
Block 2: Family Life and Practice			
<p>Module 8 7th March</p>	<p>Dating and Mate Selection</p>	<p>Belanger, M., & Ward, M. (2019). The couple relationship: Merging differences. In <i>The Family Dynamic: Canadian Perspectives</i> (7th edition.) (pp. 57-84). Toronto: Nelson.</p>	<p>Complete quiz/questions by 12pm 6th March</p>
<p>Module 9 14th March</p>	<p>Happy & Healthy Relationships</p>	<p>McDaniel, S., Tepperman, L., Colavecchia, S. (2019). Happy & Healthy Relationships (p.145 - 180) In <i>Close Relations: An Introduction to the Sociology of Families</i> (6th edition). Toronto: Pearson.</p>	<p>Complete quiz/questions by 12pm 13th March</p>
<p>Module 10 21st March</p>	<p>Cohabitation & Marriage</p>	<p>Belanger, M., & Ward, M. (2019). Wedding bells...or not. In <i>The Family Dynamic: Canadian Perspectives</i> (7th edition.) (pp. 85-123). Toronto: Nelson</p>	<p>Complete quiz/questions by 12pm 20th March</p>
<p>Module 11 28th March</p>	<p>Divorce & Re-partnering</p>	<p>Mitchell, B. A. (2017). Family dissolution and the Brady bunch: Separation, divorce, and remarriage. In <i>Family Matters: An Introduction to Family Sociology in Canada</i> (pp.249-274). Toronto: Canadian Scholars Press.</p>	<p>Complete quiz/questions by 12pm 27th March</p>
<p>Module 12 4th April</p>	<p>Childhood</p>	<p>Smart, C. (2011) 'Children's Personal Lives' in May, V. (ed) <i>Sociology of Personal Life</i> (New York: Palgrave Macmillan)</p>	<p>Complete quiz/questions by 12pm 3rd April</p> <p>Block 2 Critical Reflection 9th April</p>

Office hours Weds 2-4 pm @ *The Learning Lounge in the Chapman Learning Commons in IKB*

Please make use of my office hours to discuss assignments, course material, future academic and career goals, or on simply how best to thrive at UBC. Also attend if you have [a legitimate grade query](#).

Academic Concessions and Accommodations

If for accentuating circumstances you are unable to fulfil course requirements you may seek [academic concession](#). The University accommodates students [with disabilities](#) registered with Access and Diversity in Brock Hall on East Mall. UBC recognises the religious diversity of the UBC community, if class or assignments conflict with holy days then please inform the instructor in writing at least two weeks in advance.

Things that don't qualify for extensions include very mild health problems (a minor headache), poor time management (you have a lot of assignments and you ran out of time), going on holiday or other recreational travel during term time, or minor technical problems (please remember to back up your work regularly!). In these cases, you will need to accept the late penalty that the professor has set out in their syllabus.

If you are unsure whether your issue is serious enough, you may still ask your professors. The worst that can happen is that they politely say no, and even if they say no, they may offer you advice on how to get the assignment in on time (or as soon as possible). Please note it is only the lecturer and not the TA who has the power to grant extensions.

Classroom Etiquette & Engagement

Please arrive on time. If you arrive late do not disrupt the class. Sociology is dependent on debate and reflection, thus focus on understanding your own as well as others perspectives. Sometimes students (and the lecturer) will express ideas which aren't necessarily their opinion, but a reflection of thinking through a concept, or even playing devil's advocate. Don't assume what someone says is their opinion or judge them for expressing an idea. Students should feel safe to express and explore ideas without fear of being judged or reprimanded. **During large class discussions, when a peer is talking, listen respectfully.** If something is expressed that upsets you, then raise this with the lecturer/TA so we can follow up appropriately. **Use of digital devices;** at all times respect that what you do in class impacts on others learning environment.

Professional Communication

I am happy to be referred to as Neil in class and by email, i.e. Dear Neil or Hello Neil. Most answers to questions you have will be in the syllabus, or on Canvas. Check to see if the information you require is already available before sending an email. If not, be clear and concise in terms of the information you require. **Please include your full name and student number in correspondence with Neil.** I generally do not respond to emails on evenings or weekends, and I don't expect you to either!

Academic Integrity

One can think of there being two sides to Academic Integrity, the **Why** and the **How**.

Why – the core purpose of any university is to question, challenge and produce knowledge, and as a scholar you are at university to learn the scientific method through which this purpose is achieved. The scientific method is collaborative by nature, hence we cite and reference to show the academic community from where our questions arise, and elaborate on the challenges we are making, which in turn legitimates the knowledge we produce. This is so that other scholars may take up the gauntlet and continue to further knowledge.

How – therefore think of citing and referencing as a language through which scholars communicate their process of questioning, challenging and producing knowledge. Learning any new language requires practice, and at times you are going to make mistakes. However, you need to demonstrate a willingness to use and learn this language, otherwise you are undermining the core purpose of the university. This is why academic integrity is important and why plagiarism is taken seriously. There are numerous resources on campus and [online via the Chapman Learning Commons to help you cite and reference correctly.](#)

Copying material from other students is considered plagiarism and comes under UBC's Academic Misconduct policy.

Frequently Asked Questions

Required Readings:

1. Journal articles are really hard to read—they are long for one thing and I don't find them particularly clear, compared to a text book.

Answer: Journal articles are a lot harder to follow compared to textbooks—they aren't targeted at beginner audiences but it is often where we find the use of key abstract terms applied to 'real' situations, so it is important to gain confidence in reading these articles. In upper level courses, you will be expected to engage with this type of literature a lot so it is worth figuring all this out now! A good place to start is by understanding the structure of academic journal articles—visit the following website to learn more <http://www.sagepub.com/ballantine2study/read.htm> or have a look at the '4 step approach' at <http://gsi.berkeley.edu/teachingguide/reading/social-sciences.html#overview>

Critical Reflections:

2. I don't really understand what you mean by writing in an 'academic manner'.

Answer: This is often tricky to teach and it is something that improves a) with time and practice and b) with reading a lot of academic work to get a sense of what an 'academic style of writing' looks like. You will be exposed to this in other courses but here are some more resources that I think provide some useful, practical guidance. <http://libguides.usc.edu/content.php?pid=83009&sid=645284> and <http://writingcenter.unc.edu/handouts/style/>

One term that we all find tricky (even your profs) is when we get feedback that our arguments don't 'flow'. What does this mean? It is something that is both hard to explain and difficult to teach. Here is a link to an article that might be worth a read if you start to get feedback on your work that says 'this doesn't flow well'. <http://waldenwritingcenter.blogspot.ca/2013/12/five-ways-to-create-flow-in-your-writing.html>. Remember, good writing is a technical skill but also requires a bit of artistry and this will come with time and experience (if you keep it in the back of your head as an important skill to develop).

3. I really don't understand what I am supposed to do—I have consulted all of the resources you have listed and am still unsure if I have done this right. Can you proofread my work?

Answer: If you are having problems with any of your assignments you should approach Neil in class or during office hours to discuss the problem. It is very difficult for us to offer detailed advice over email. It is always more productive to discuss problems like this face to face. You can go to any of your

professors or TAs with questions. Never be afraid to ask for help—but don't leave things to the last minute. As soon as you have a problem or question you should go see the TA or Professor.

However, it is not the job of your professors or TAs to proofread your assignments before you submit them. We can provide advice on drafts and answer specific queries, but we cannot read over full drafts prior to submission. I also do not recommend that you hire tutors/professional proof-readers outside of the university for this—there are many good tutors and professional proof-readers out there, but this can be very expensive and they might not always be aware of the subject matter or the specifics of university level writing. What I DO encourage however, is for you to form reading groups and study groups with your colleagues and that you proofread each other's work. Your colleagues are familiar with the assignment and have likely read some of the same material. Their fresh set of eyes will pick up typos and some problems with your argument that you might not have seen. Editing other people's work is also a great way to improve your own language skills and writing.