## Acknowledgement

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

## Course Information

|  |  |  |
| --- | --- | --- |
| **Course Title** | **Course Code Number** | **Credit Value** |
| Sociology of Family | SOCI 200-203 | 3 credits |

### Prerequisites

None

### Corequisites

None

## Contacts

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Instructor(s)** | **Contact Details** | **Office Location** | **Office Hours** |
| Dr. Silvia Bartolic | **Office Phone**: 604-827-0684  **Email address**:  For course related questions, please use Canvas mail. | ANSO 1315;  Canvas course site - [canvas.ubc.ca](file:///C:\Users\Silvia%20Bartolic\Documents\Documents%20-%20Copy\Documents\FMST%20314\2019-2020\canvas.ubc.ca);  iPeer site -<https://ipeer.elearning.ubc.ca/> | **Office Hours**: Thursday 3:30-4:30 or by appointment |

## Course Instructor Biographical Statement

I earned a Bachelor of Arts degree in Psychology and French and a Master of Arts degree in Family Studies from the University of British Columbia (UBC). I then worked as a Researcher in Distance Education and Psychiatry as well as a Sessional Instructor in Family Studies at UBC. After several rewarding years in these positions, I decided to go back to graduate school to earn a PhD. I completed a degree in Human Development and Family Sciences from the University of Texas at Austin (partially at a distance) and once again returned to UBC. I currently hold a Senior Instructor position in the Department of Sociology.

The three goals that drive my instructional practice—to position students as co-creators of their learning; to develop their transferable skills for life after the BA; and, to promote an interest in lifelong learning—are marshalled in support of my overarching aim to create lasting change in students’ knowledge, beliefs, behaviors and attitudes, even when they face exceptional challenges.

I very much enjoy the knowledge and diversity my students bring to the learning environment. Often student comments and questions have either sparked a research idea or have made me find a new/better way of explaining a concept or theory. I am very happy to answer your questions so please don’t hesitate to contact me!

## Other Instructional Staff

**Teaching Assistant**: Harriet Moore

**Office location**: NA

**Office hours**: By appointment – please email to set up a time and place to meet OFF CAMPUS

**Email address**: [hmoore@mail.ubc.ca](https://www.mail.ubc.ca/owa/redir.aspx?REF=LMpFS7i9yjKuQ27I7zipwyi5k6Nh0_eC2iyDpfuIiAcTuPH1fJHXCAFtYWlsdG86aG1vb3JlQG1haWwudWJjLmNh)

## Course Structure

**Year/Term**: Winter 2019-2020, Term 2

**Course Schedule**: FLEXIBLE LEARNING: R 2:00-3:15pm and online time requirement weekly

**Location**: ANSO 207

**Course Description:** An introduction to contemporary family forms and relations focusing on individual development in families, internal dynamics of family life, and the place of the family in North American society.

**Format of the course**: This course will be taught in a FLEXIBLE LEARNING format (also known as a blended or hybrid course format). Students will meet face to face once a week for mini lectures, class discussion and group exercises. In addition students are **required to complete self-study components in the online modules once a week at the time of their choosing but before noon on Wednesdays.** I strongly believe students learn in a variety of ways and that students can learn as much from each other as from the instructor through the exchange of ideas and by building on those ideas through collaboration. My role is to help you learn new information and to help you learn to apply that information in various contexts. Classess therefore, will have interactive components in them to facilitate your learning of the materials. Classroom discussion is an important part of this course and you will be expected to share your ideas and opinions. Regular attendance is expected. I urge you to make the most of your learning experience!

## Schedule of Topics

**Any changes to the schedule will be announced on Canvas**. Please be sure you are receiving Canvas announcments for this course.

|  |  |  |  |
| --- | --- | --- | --- |
| **Class Schedule and Assigned Readings**  **Please note you are required to complete a weekly online course module by noon Wednesday before our class day on Thursday.** | | | |
|  | | | |
| **Schedule** | | **Topic** | **Required Readings:**  **Refer to coursepack readings/headings** |
| Jan 9 | | Introduction, team building and project planning |  |
| Jan 16 | | Defining Family | Types of Families:  Statistics Canada. (2018*);*  Levin (2004). |
| Jan 23 | | Historical Perspectives | Historical Perspectives:  Comacchino (2018);  Leacock (2014). |
| Jan 30 | | Family Theory | Family Theory:  Mitchell (2017). |
| Feb 6 | | Dating and Mate Selection | Dating and Mate Selection:  Belanger & Ward (2019). |
| Feb 13 | | Cohabitation and Marriage | Cohabitation and Marriage:  Belanger & (2019). |
| Feb 20 | | **READING BREAK** | Writing and peer review  workshops (online) –these will help with your assignment. |
| Feb 27 | | I am away at a conference this week. There will be **no face to face class Feb 27th.**  Fertility and Having a Child  **Paper – Draft due Feb 28** | Parenting:  Walker (2014);  Wilding (2018). |
| Mar 5 | | Childhood | Childhood:  Smart (2011) |
| Mar 12 | | Work and Family  **Paper – Peer feedback Due Mar 13** | Work and Family:  Baker. M. (2014  Tremblay D-G (2014) |
| Mar 19 | | Divorce and Re-partnering | Divorce and Repartnering:  Mitchell, B. A. (2017). |
| Mar 26 | | Aging Families  **Paper – Final due Mar 27** | Aging:  Belanger, M., & Ward, M. (2019). |
| Apr 2 | | Stress, Conflict, Abuse | Stress and Violence:  Morton, M. (2011). |
| Online only | | Relationship and Family Success | Happy and Healthy Relationships:  McDaniel, S., Tepperman, L., Colavecchia, S. (2019 |
|  | | **FINAL EXAM (Scheduled by the Registrar April 14-29)** | |

## Learning Outcomes

**Course Aim and Objectives:**

Aim: The purpose of this course is to prepare students to be critically reflective and analytical in evaluating and applying theories and current literature involved in the demographic and social trends associated with contemporary North American family life.

Course Objectives: At the end of this course it is expected that successful students will be able to:

1. appreciate the diversity of family life and definitions of ‘family’,
2. compare, contrast and apply theoretical orientations of family,
3. summarize, discuss, debate and evaluate current research and explain controversial issues in the sociology of family, and family populations in North America,
4. critically reflect on the methodology and findings of a ‘self help’ book, and
5. develop and practice teamwork, research, and writing skills.

## Learning Materials

**Teaching Technology:**

The UBC Canvas learning management system will be used throughout the course for course communication, assignment submission, grading etc.. Please see [here](https://faculty.canvas.ubc.ca/for-students/) for a student guide to using Canvas and for Canvas related technical support.

iPeer will be used for self and team member evaluation. iPeer can be accessed [here](https://ipeer.elearning.ubc.ca/login). The support email for iPeer is also located on this page.

Please do not email the instructor or the TA for technical support issues. We cannot solve these issues and this will only further delay your efforts. Please DO let us know if something is missing or not working properly on the Canvas/iPeer course sites – this may be something we can fix and will help us resolve the issue for all class members.

**Required text and readings**:

**Text:**

Soci 200 course reading package – available at the UBC bookstore. See below for reading list.

Hardcopy available at the UBC bookstore for $51.95 – you can order [here](https://shop.bookstore.ubc.ca/courselistbuilder.aspx).

**Additional reading:**

Selected with your team mates, one ‘self-help’ type book based on family life/a family issue. Cost will depend on the book selected and wheather or not it is shared amoung group members (ALL MUST READ it).

**SOCI 200: Sociology of Family W2019-2020 Readings**

**Historical Perspectives**

Comacchino, C. (2018). Canadian Families: Historical and Contemporary Variations. In P. Albanese (ed.,). *Canadian Families Today: New Perspectives* (p. 25-50). Toronto: Oxford.

**Gender Relations/Politics in Family**

Eleanor B. Leacock (2014) Women in an Egalitarian Society: The Montagnasis-Naskapi of Canada. In Fox, B. (ed) *Family Patterns, Gender Relations* (4th Edition) Toronto: Oxford

**Types of families**

Statistics Canada. (2018*). Families, households and marital status: Key results from the 2016 Census*. Ottawa: Statistics Canada. Retrieved from <https://www150.statcan.gc.ca/n1/daily-quotidien/170802/dq170802a-eng.htm>

Levin, I. (2004). Living apart together: A new family form. *Current sociology*, 52(2), 223-240.

**Family Theory**

Mitchell, B. A. (2017). Family theory and methods: Windows on families and family research. In *Family Matters: An Introduction to Family Sociology in Canada* (pp. 29-56). Toronto: Canadian Scholars Press.

**Dating and Mate Selection**

Belanger, M., & Ward, M. (2019). The couple relationship: Merging differences. In *The Family Dynamic: Canadian Perspectives* (7th edition.) (pp. 57-84). Toronto: Nelson.

**Cohabitation and Marriage**

Belanger, M., & Ward, M. (2019). Wedding bells…or not. In *The Family Dynamic: Canadian Perspectives* (7th edition.) (pp. 85-123). Toronto: Nelson

**Happy and Healthy Relationships**

McDaniel, S., Tepperman, L., Colavecchia, S. (2019). Happy & Healthy Relationships (p.145-180) In *Close Relations: An Introduction to the Sociology of Families* (6th edition). Toronto: Pearson.

**Parenting**

Walker, J. (2014). The Transition into parenting: Choices and Responsibilities. In A. Abela and J. Walker (Eds.,), *Contemporary Issues in Family Studies: Global Perspectives on Partnerships, Parenting and support in a changing world* (p. 119-135). London: John, Wiley & Sons Ltd.

Wilding, R. (2018) Transnational Parents and Global Care Chains. In *Families, Intimacy and Globalization.* London: Palgrave

**Childhood**

Smart, C. (2011) Children’s Personal Lives. In May, V. (ed) *Sociology of Personal Life.* New York: Palgrave Macmillan

**Divorce and Re-partnering**

Mitchell, B. A. (2017). Family dissolution and the Brady bunch: Separation, divorce, and remarriage. In *Family Matters: An Introduction to Family Sociology in Canada* (pp. 249-274). Toronto: Canadian Scholars Press.

**Work and Family**

Baker. M. (2014) Household Work and Money. In *Choices and Constraints in Family Life.* Toronto: Oxford

Tremblay D-G (2014) Quebec's Policies for Work-Family Balance: A Model for Canada? In Fox, B. (ed) *Family Patterns, Gender Relations* (4th Edition)Toronto: Oxford

**Aging**

Belanger, M., & Ward, M. (2019). Grey power and the sunset years. In *The Family Dynamic: Canadian Perspectives* (7th edition.) (pp. 216-246). Toronto: Nelson

**Stress and Violence**

Morton, M. (2011). Violence in Canadian Families Across the Life Course. In N. Mandell and A. Duffy (Eds.,). *Canadian Families: Diversity, Conflict and Change* (p. 277-313*)*. Toronto: Nelson Education.

## Learning Activities and assessment of learning

**Course Assignments, Due Dates and Grading:**

1. **Weekly Modules (50% of the course grade):**

You are required to complete an online module each week (from week 2 to 13) **due no later than noon Wednesday** before class for the week. Online modules will vary from week to week but each will be comprised of an online lesson (e.g. video lesson), assigned readings, quiz and reflection assignment. There may be additional weblinks of interest provided – meant to prompt further learning/extension of the course content. These additional links are not required be will enhance your learning in this course and in family sociology in general. You are encouraged to explore these additional materials.

Assessment of the weekly modules will include:

1. **Online quiz – due by noon Wednesday** before the weekly face to face class. This quiz will be posted in Canvas at the beginning of each week and is based on the online lecture and readings. **The quiz is timed and you will only have one attempt to complete the quiz. Each quiz is worth 1.5% of your final grade.**
2. **Reading reflection – due by noon Wednesday**. You will complete a 300-500 word reflection of the course readings for the week. These are to be submitted on Canvas by noon Wednesday each week. **Each reflection is worth 1.5% of your final grade.**
3. **In Class Assignment - due by 11:59pm Thursday**. In addition to the online module, you will also be expected to submit in-class group work you conduct that builds upon the online component. **Each in-class component is worth 2% of your final grade.**

Evaluation of the weekly modules is based on 13 weekly assessments. You will be graded on your best 10 of 13 modules. Therefore, you cannot make up missed work. I would recommend you do your best to try to complete each module in case a life emergency occurs where you need to miss class or are unable to complete the work. Learning objectives 1, 2, 3 and 5.

1. **Peer feedback (10% of course grade):**

You will be asked to provide feedback to your classmates on two (2) project drafts – due dates discussed in the section below. Guidelines will be discussed and distributed in class as well as posted online. There will also be a writing and **peer review workshop – posted online for viewing over the reading break**. Quality of peer evaluations will be assessed. Learning objectives 1, 2, 3, 4 and 5.

1. **Collaborative paper (20% of the course grade):**

This assignment will be done in groups of four and will be developed in stages. For this assignment, you will critically assess and reflect on the methodology and findings/advice provided in one ‘self-help’ type book related to family life/ a family issue (chosen by your group). Please see assignment guidelines for details.

* **Draft due by 11:59pm February 28 2020. (5% of grade)**
* **Peer feedback due 11:59pm March 13, 2020. (10% of grade as stated in #2 above)**
* **Final paper with team member assessment due 11:59pm March 27, 2020.** **(15% of grade)**

All parts of this project (except team member assessments) are to be submitted online in the Canvas course site (under assignments tab). Team member assessments are to be submitted in iPeer. Please go to: <https://ipeer.elearning.ubc.ca/>,log in with your CWL and find SOCI 200-203. **Scores** from the team member assessments **will be shared** with your team mates. **Comments will not be shared** and will only be read by the instructor. This is so that students can both receive some feedback on their performance as a team member and at the same time they can be honest about how the group was functioning, how the work was shared etc... Learning objectives 1, 2, 3, 4 and 5.

1. **Final exam (20%) of your grade** (scheduled by the registrar):

The final will largely be based on materials covered in the course and will **include a cumulative essay. As per in-class vote on January 9, 2020, the final will be: closed book/open book** (we will choose one format as a class). Learning objectives 1, 2, 3, and 5.

**Grading Guidelines: (see** [**http://www.arts.ubc.ca/Grading\_Guidelines.81.0.html**](http://www.arts.ubc.ca/Grading_Guidelines.81.0.html)**)**

**90-100% = A+ 64-67% = C+**

**85-89% = A 60-63% = C**

**80-84% = A- 55-59% = C-**

**76-79% = B+ 50-54% = D**

**72-75% = B 00-49% = F**

**68-71% = B-**

**Retention of Assignments:** Students should **retain a copy of all submitted assignments** (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have a right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

**Submission of assignments**: Assignments are to be submitted **online in Canvas** **by 11:59pm on the due date.** Assignments submitted by e-mail attachment will not be accepted. Do not put assignments under my door as they will not be accepted. **If your file does not open I will consider the assignment as not submitted.**

**Late assignments**: Because we are working in groups, failure to submit a **group assignment** **by the due date/time will result in a** **grade of 0 (zero)** for the assignment. If you are having trouble meeting the deadline, please let me and your team mates know as soon as possible so that the group can move forward with their work. I can work with you and the advising office to come up with a plan to fulfill course requirements should you have a medical or other such excused absence. **Online module work will not be accepted after the due date – noon on Wednesdays.**

**Exams:** The module tests will consist of multiple choice questions and/or short answer. The final exam will be cumulative and include short answer and essay questions. Exams will cover the readings, online modules and inclass materials. Lectures and the text will partially overlap (but not completely). The final exam will deal with the overarching theories/patterns of the course.

Beyond learning specific facts presented in the text and lectures, you should strive to see a broader picture of family in the North American context. As you work through the course, you should be developing your critical, analytical, and methodological skills; noting similarities and differences in viewpoints, etc.. In the exams, questions will be designed to assess your critical thinking and application of the principles discussed. The final exam will include essay questions designed to have you reflect on the main ideas presented throughout the term.

**Missed Final Exam**: If you miss the final exam, contact the appropriate administrative officer in your faculty (e.g. Arts advising office if you are an Arts student) to request academic concessions. Note that make-up exams are costly to administer and lead to concerns about fairness in grading. These exams will have their form altered.

## University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are availableon[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

Arts Students must contact Arts Advising as soon as you are aware you may need an [in-term concession](https://www.mail.ubc.ca/owa/redir.aspx?C=S8dM-V9GBuYw292v9uCgfkzmPZWs7HUYv4vSmNXhoHaLMr87MS_XCA..&URL=http%3a%2f%2fwww.calendar.ubc.ca%2fvancouver%2findex.cfm%3ftree%3d3%2c329%2c0%2c0%2326592). Please review [their website](https://www.mail.ubc.ca/owa/redir.aspx?C=NUxadtd9sitdfoMtbRpVx8IxprhpOu64XhQfJ6AkI6uLMr87MS_XCA..&URL=https%3a%2f%2fstudents.arts.ubc.ca%2fadvising%2facademic-performance%2fhelp-academic-concession%2f) for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

## Other Course Policies

**Attendance**:

The calendar says: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). … Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes”. **Regardless of the reason for your absence, you are responsible for finding someone in class that is willing to share missed lecture notes with you.** Please be willing to share your notes with other classmates if needed. All of our learning will be elevated if we work together in collaboration!

**Technology in the Classroom:**

Laptops are to be used for course related purposes only during class time. Cell phones must be placed on silent and put away during class. Any disruptive computer/technology use is prohibited. Please respect your classmates and use class time wisely (for learning purposes) and refrain from non-course related use during class time. I will ask students to put away their electronics if I find them to be disruptive to learning.

**Academic** **Integrity:**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0). Please come and speak with me if you are unsure about these policies so that I can clarify them for you.

**Academic Support**:

Visit <https://students.ubc.ca/enrolment/academic-learning-resources> (UBC) or <http://students.arts.ubc.ca/student-support/academic-support/> (Faculty of Arts) for links to tutoring, resources and other academic supports to assist you with your studies.

**Early Alert:**

During the term, I will do my best to reach out and offer support If I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track.

The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

### Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: [Canvas and iPeer]. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

* View overall class progress
* Track your progress in order to provide you with personalized feedback
* Review statistics on course content being accessed to support improvements in the course
* Assess your participation in the course.

### Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

**I do not permit students to record my classes without prior approval.**

*Version: January 4, 2020*