## 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** |
| Theories of Family and Kinship | SOCI 415-201 | 3 credits |

### Prerequisites

One of SOCI 100, SOCI 101, SOCI 102, SOCI 200.

### 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**: Tuesday 10:00-11:00am 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). She 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**: N/A

**Office location**:

**Office hours**:

**Email address**:

## Course Structure

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

**Course Schedule**: T/R 12:30-1:45pm

**Location**: Buch D301

**Course Description:** This course explores theoretical approaches to the study of the family and family forms.

**Format of the course**: This course is a seminar course thus the majority of the class will include class discussion, activities and student presentation of materials. I will spend some time lecturing but this is not the basis of the course. 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. Classes 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, Assigned Readings and Due Dates** | | |
|  | | |
| **Schedule** | | **Topic** | **Required Readings** | |
| Jan 7, 9 | | Course introduction; Discussion of paper assignment, team formation and planning |  | |
| Jan 14, 16 | | What is a Theory?  Theoretical Assumptions | Smith & Hamon Introduction | |
| Jan 21, 23 | | Social Exchange framework  **Test - Introduction – Jan 23** | Smith & Hamon Ch. 8; exchange theory readings | |
| Jan 28, 30 | | SE continued;  **Test – SE – Jan 30** |  | |
| Feb 4, 6 | | Symbolic Interaction framework | Smith & Hamon Ch. 1;  symbolic interaction theory readings | |
| Feb 11, 13 | | SI continued; Peer review workshop  **Test SI – Feb 13** |  | |
| Feb 18, 20 | | **READING BREAK** |  | |
| Feb 25, 27 | | Life Course Developmental framework;  some online work  **I am away at a conference this week – no face to face class on Feb 27**  **February 25 – draft due** | Smith & Hamon Ch. 3; life course theory readings | |
| Mar 3, 5 | | Family Stress Theory  **Test – LCD – Mar 5** | Smith & Hamon Ch. 4 | |
| Mar 10, 12 | | Systems framework  **Test – Stress – Mar 12**  **March 10 – peer evaluations due** | Smith & Hamon Ch. 5; systems theory readings | |
| Mar 17, 19 | | Conflict and Critical Theories framework  **Test – Systems – Mar 19** | Smith & Hamon Ch. 7; conflict theory readings | |
| Mar 24, 26 | | Feminist framework  **Test – Conflict – Mar 26** | Smith & Hamon Ch. 9; feminist theory readings | |
| Mar 31, Apr 2 | | Ecological framework  **Test - Feminist – April 2**  **March 31 – final papers due with iPeer evaluations** | Smith & Hamon Ch. 6; ecological theory readings | |
| April 7 | | Future of family theory  **Test – Ecological – Apr 7**  **April 7 – Extra credit due (optional)** | Smith & Hamon Epilogue | |
|  | | **FINAL EXAM (due April 14, 11:59pm on Canvas)** |  | |

## 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 involved in the field of family sociology.

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

1. apply a basic understanding of the logic of theory in the field of family sociology,
2. compare and contrast theoretical orientations in family sociology,
3. suggest specific policy implications of research and theories in family sociology,
4. develop the basic skills necessary to design successful and theoretically sound research projects,
5. become a responsible consumer of social scientific research. Students are expected to identify and evaluate the quality of research articles from a theoretical standpoint and their contribution to the body of scientific knowledge in the area of family sociology and
6. reflect on and further develop teamwork, communication, 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:**

Smith, S. R., & Hamon, R. R. (2017). *Exploring family theories*. 4th Edition. New York, NY: Oxford University Press.

Can be rented for $25.37 USD [here](https://www.amazon.com/Exploring-Family-Theories-Suzanne-Smith/dp/0190297263) (1 semester rental). See [here](https://www.amazon.ca/Exploring-Family-Theories-Suzanne-Smith/dp/0190297263/ref=sr_1_1?keywords=exploring+family+theories&qid=1578265598&sr=8-1) for purchase options from amazon.ca. Hardcopy available at the UBC bookstore – you can order [here](https://shop.bookstore.ubc.ca/courselistbuilder.aspx) (rental $49.85/text $90.60CAN).

Free download can be found [here](https://journalistesdebout.com/get/ebook.php?id=O54vvgAACAAJ) (but requires an account set up**:**

**Readings (available FREE through UBC e-journals or online open source documents):**

These readings are all linked and should be accessible **if you are logged into the UBC library**. You will be responsible to present/discuss one article per week but all will be useful for the final exam.

Exchange Theory:

Nomaguchi, K. M. & Milkie, M. A. (2003). The costs and rewards of children: The

effect of becoming a parent on adults’ lives. *Journal of Marriage and Family*, *65* (2), 356-374. link: <http://www.jstor.org/stable/3600082?pq-origsite=summon>

Sprecher, S. (2001). Equity and social exchange in dating couples: Associations with

satisfaction, commitment, and stability. *Journal of Marriage and Family*, *63* (3), 599-613 Link: <http://www.jstor.org/stable/3654636?pq-origsite=summon>

Wu, K., Chen, C., & Greenberger, E. (2015). The sweetness of forbidden fruit:

Interracial daters are more attractive than intraracial daters. *Journal of Social and Personal Relationships*, *32*(5) 650-666. Link: <http://journals.sagepub.com/doi/full/10.1177/0265407514541074>

Symbolic Interactionism:

Hopper, J. (2001). The symbolic origins of conflict in divorce. *Journal of Marriage and*

*Family*, *63*(2), 430-445. Link:

<http://www.jstor.org/stable/pdf/3654603.pdf?refreqid=excelsior%3A00f2855222457bfdcd943831ba1092a5>

Glass, V. Q. (2014). “We are with family”: Black lesbian couples negotiate rituals with

extended families, *Journal of GLBT Family Studies*, *10*(1-2), 79-100. Link: <http://www.tandfonline.com/doi/pdf/10.1080/1550428X.2014.857242?needAccess=true>

Marsiglio, W. & Hinojosa, R. (2007). Managing the multifather family: Stepfathers as

father allies. *Journal of Marriage and Family*, *69*, 845-862. Link: <http://www.jstor.org/stable/pdf/4622484.pdf?refreqid=excelsior%3A122ee5534aedd0f5eebe7bb78890fb45>

Life Course Developmental Framework:

Donnelly, D., Burgess, E., Anderson, S., Davis, R. & Dillard, J. (2001). Involuntary

celibacy: A life course analysis. *The Journal of Sex Research*, *38*(2), 159-169. Link: <http://www.jstor.org/stable/pdf/3813706.pdf?refreqid=excelsior%3Ae233ea9a78bbb83b2ba2c63487bf4e6f>

Crosnoe, R. & Elder, G. H. Jr. (2002). Life course transitions, the generational stake,

and grandparent-grandchild relationships. *Journal of Marriage and Family*, *64*(4), 1089-1096. Link: <http://www.jstor.org/stable/pdf/3600007.pdf?refreqid=excelsior%3A2d9073799e60fead8db270d2951fa4c6>

Sharp, E. A. & Ganong, L. (2007). Living in the gray: Women’s experiences of missing

the marital transition. *Journal of Marriage and Family*, *69*, 831-844. Link: <http://www.jstor.org.ezproxy.library.ubc.ca/stable/pdf/4622483.pdf?refreqid=excelsior%3A451c2135fd91a857f4cb6059169fedc0>

Family Systems Theory:

Mullis, R.L., Brailsford, J.C., & Mullis, A.K. (2003). Relations between identity formation

and family characteristics among young adults. *Journal of Family Issues*, *24*(8), 966-980. Link: <http://journals.sagepub.com/doi/pdf/10.1177/0192513X03256156>

Vetere, A. (2001). Structural family therapy. *Child Psychology & Psychiatry Review*,

*6*(3), 133-139. Link: <http://onlinelibrary.wiley.com/doi/10.1111/1475-3588.00336/epdf>

King, V., Boyd, L. M., & Thorsen, M. L. (2015). Adolescents’ perceptions of family

belonging in stepfamilies, *Journal of Marriage and Family*, *77*(3), 761-774. Link: <https://search.proquest.com/docview/1678728377/fulltext/C2DD7B7F32DB4730PQ/1?accountid=14656>

Social Conflict Theory:

Witt, D. D. (1987). A conflict theory of family violence. *Journal of Family Violence*, *2*(4),

291-301. Link: <https://link.springer.com/content/pdf/10.1007%2FBF00993296.pdf>

Jaris Tichenor, V. (1999). Status and income as gendered resources: The case for

marital power. *Journal of Marriage and Family*, *61*(3), 638-650. Link: <http://www.jstor.org/stable/pdf/353566.pdf?refreqid=excelsior%3Aa64e1d3c17c82179ed5abced5581e356>

Boelk, A. Z., Kramer, B. J. (2012). Advancing theory of family conflict at the end of life:

A hospice case study. *Journal of Pain and Symptom Management*, *44*(5), 655-670. <https://www-sciencedirect-com.ezproxy.library.ubc.ca/science/article/pii/S0885392412001510>

Feminist Theories:

Kaufman, G. (2000). Do gender role attitudes matter? Family formation and dissolution

among traditional and egalitarian men and women. *Journal of Family Issues*, *21*(1), 128-144.

Link: <http://journals.sagepub.com/doi/pdf/10.1177/019251300021001006>

Jaramillo-Sierra, A. L. & Allen, K. R. (2013). Who pays for the first date? Young men’s

discourses of the male provider role. *Psychology of Men and Masculinity*, *14*, 389-399. Link: <http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=fedb5fe4-8be1-4c3c-b9e4-8cfb576f4b1a%40sessionmgr103>

Goldberg, A. E. (2013). ‘Doing’ and ‘undoing’ gender: The meaning and division of

housework in same-sex couples. *Journal of Family Theory and Review*, *5*, 85-104. Link: <https://onlinelibrary.wiley.com/doi/epdf/10.1111/jftr.12009>

Ecological Theory:

Meyer Rao, J. & Berry, J. O. (1997). Balancing employment and fatherhood: A

systems perspective. *Journal of Family Issues*, *18*(4), 386-402. Link: <http://journals.sagepub.com/doi/pdf/10.1177/019251397018004002>

Samuels, G. M. (2009). ‘Being raised by White people’: Navigating racial difference

among adopted multiracial adults. *Journal of Marriage and Family*, *71*, 80-94. Link: <http://www.jstor.org/stable/pdf/40262860.pdf?refreqid=excelsior%3A014f7b9dd66b16f1a85eec477b3f8d09>

Song, J., Mailick, M. R., & Greenberg, J. S. (2014). Work and health of parents of adult

children with serious mental illness. *Family Relations, 63*, 122-134. Link: <https://onlinelibrary.wiley.com/doi/epdf/10.1111/fare.12043>

## Learning Activities and assessment of learning

**Overview:**

Participation (opportunities include: in-class/online discussion;

in-class assignments; homework): 10%

Peer Evaluation (**due Mar 10**) 10%

Tests (**almost weekly – best 8 or 9**) 20%

Theory paper (group assignment): 35%

* draft – 10% (**due Feb 25**)
* final project with team member assessment – 25% (**due Mar 31**)

Final exam (**take home - due no later than 11:59pm April 14**) 25%

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

1. **Class participation (10% of course grade)**:

There will be several ways class participation will be assessed. Students will be asked to submit, on occasion, assignments completed in class or as homework. Student in-class and online participation will also be recorded (quality is more important than quantity). At the end of term, students will be asked to reflect upon their participation and submit a participation self-assessment.

Part of your participation grade will include work on a theoretical reading. Students will be assigned one reading per theory (as arranged in class). Students will provide a brief summary and limitations of the reading and respond to a set of questions to be shared with the class via Canvas discussions. Learning objectives 1, 2, 3, 5 and 6.

1. **Peer evaluation (10% of course grade)**

You will be asked to provide feedback to your classmates on two (2) draft projects – **due 11:59pm March 10**. Guidelines will be discussed and distributed in class/posted online. Quality of peer evaluations will be assessed. Learning objectives 1, 2, 4, 5 and 6.

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

Tests will occur in the first 5-10 minutes of class most Thursdays (see schedule for dates) and will be based on the text chapter assigned for the prior week. Missed tests cannot be made up and you will not get additional time if you are late so please plan accordingly. Your best 8 of 9 test grades will be used in the final calculation of your test grade. Learning objectives 1, 2, 3 and 5.

1. **Draft project (10% of the course grade) and final paper (25% of the course grade)**:

This assignment will be done in groups of two or three. The project will require you to compare two or more theories through application of an issue related to family sociology. Project guidelines and grading guide will be posted in Canvas and discussed in class. Drafts due no later than **11:59pm February 25th**. Final papers due no later than **11:59 March 31st**. Peer feedback due no later than 11:59pm March 10th (submitted in Canvas). You will be asked to evaluate the performance of your teammates via iPeer due 11:59pm April 1st . Please go to: <https://ipeer.elearning.ubc.ca/>,log in with your CWL and find Soci 415a-201. **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, 5 and 6.

4. **Final exam (25%) of your grade**: The exam will be a cumulative take home exam due at 11:59pm on April 14th (on Canvas) and will consist of 3-4 short answer/essay questions. You will receive the exam questions on the last day of class. Learning objectives 1, 2, 3, and 4.

1. **Extra credit**

You have the opportunity to earn a maximum of 2% extra credit points in this class by completing a theoretical critique. To be eligible for this extra credit, your evaluation must be turned in no later than **11:59pm April 7th**. You may select to critique any empirical study published in a scientific journal (preferably in sociology) which has a theoretical basis. Further details on the extra credit assignment are provided at the end of the syllabus. This assignment is completely optional. Learning objectives 1, 5 and 6.

**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. **Individual assignments will have a 5% per day (including weekend days) late penalty.**

**Exams:** The tests will consist of multiple choice and short answer questions. The final exam will be cumulative and essay based. You will be given the final exam questions on the last day of class. Exams will cover the text and lecture 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 concepts presented in the text and classes, you should strive to see a broader picture of family theory and its use. 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 quizzes, some of the questions will be designed to assess your critical thinking and application of the principles studied in class. The final exam is designed to have you reflect on the main ideas presented throughout the term.

**Missed Exams**: Your best 8 our of 9 tests will be used toward your grade. Therefore if you miss a test, you will receive a **grade of 0 (zero)** and this grade can be used towards the test score not included in the calculation of your final test grade. Make-up tests will not be given. 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 a ‘standing deferred’.

## 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 5, 2020*