**University of British Columbia**



**SOCI 200 –204**

**SOCIOLOGY OF FAMILIES**

**Winter 2021 Term II**

Instructor: Oral Robinson Day & Time: MWF 3:00pm to 4:00pm

Office: ANSO 2202 Location: Online

Office Hours: Mon. 4-5pm or by appointment Teaching Assistant: Ryan Stillwagon

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Email: [oral.robinson@ubc.ca](mailto:oral.robinson@ubc.ca) TA Office hours: TBA or By appointment

**Overview**

The course undertakes a sociological analysis of families, with emphasis on their structures, diversities, transitions, challenges and relationship with the wider social system. It also examines solutions to family problems based on current research and cross-national examples.

**Course Description**

The aim of this course is help you to think critically about ‘families’ and their relationship to wider social structures. The course will expose you to ideas that challenge taken-for-granted views of the families by offering multiple perspectives from which to view families. Topics covered include: life course, sexuality, dating, reproduction, Indigenous and Black families, parenting, work, immigration, intergenerational relations and family transitions. We will also explore issues that can negatively affect family members such as poverty, abuse, violence, and divorce. Finally, you will evaluate family policies and explore possibilities for future families.

**Prerequisites:** None

# Learning Outcomes

On successful completion of this course, you are expected to be able to:

* Evaluate and compare different meanings of ‘family’; make connections between historical and modern families; and critically analyze the social and cultural forms of family life.
* Explain why the ‘family’ is such an important unit of analysis; and interpret family trends, forms and processes in modern society.
* Critically analyze policies, theoretical issues and debates on contemporary families.
* Demonstrate critical thinking and academic writing skills through the documentation of your thoughts/reflections on family issues.
* Exercise your social skills through active class participation.

**COURSE TEXT**

McDaniel, S., Tepperman, L. & Colavecchia, C. (2018). *Close Relations: An Introduction to the Sociology of Families (*6th edition*)*. Ontario: Pearson Education Canada. (REQUIRED).

All other required readings are available at UBC Library. A link is available in Canvas linking you to all the items. On the left menu bar, click on “Library Online Course Reserves” to access all the reading materials in the course.

# Teaching Methods

The class is primarily organized around lectures, reflections, discussions, case studies analyses, group activities and audiovisual presentations. The course is entirely online, so do not enroll in the course if you do not have access to reliable internet service or if you do not have access to a personal electronic device with internet connectivity. The course is delivered through both synchronous and asynchronous modalities. Pre-recorded lectures and slides are posted on Fridays for the next week. Please try to watch the lessons before attending live lectures on Mondays and Wednesdays. There will be no live lectures on Fridays.

* Asynchronous delivery: Most lessons (partial or in full) will be pre-recorded and uploaded under Modules on Canvas for your viewing on Fridays (for the next week). These will be posted on the weekends. You will also be able to view them at any time. Live lectures will be recorded and available for viewing anytime as well. The links for these will be posted on the Discussion board.
* Synchronous delivery: We will also have live lessons each week (Mondays and Wednesdays) to provide facilitate further engagement with the pre-recorded lectures. Live lectures will be conducted via ***Zoom,*** which has been integrated in Canvas. On the left menu bar in Canvas, please click on the “Zoom” link. Live lectures are activity driven and will be recorded and posted on the discussion board for subsequent viewing if you miss classes. Please remember that you are graded on participation, so please endeavour to be present at as many classes as possible.
* I also utilize news and entertainment clips from popular media to create experiential learning opportunities and make connections between academic content and everyday social life. I also encourage you to submit materials that you think might be useful to the class either to me or on the course’s discussion board on Canvas. My aim is to create an environment where everyone engages in class activities and contributes to problem solving.
* I will be utilizing some Liberating structures[[1]](#footnote-1) activities to facilitate engagement, challenge your critical thinking, encourage reflections, self-evaluation of personal practices and develop communal solutions to a range of social problems.

**Important Note for International Students**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. See the course schedule below for an outline of the topics covered in this course. Please note that this course covers non-traditional family types such as LGBT families, issues of sexuality and gender. For further information and support, please visit: <http://academic.ubc.ca/supportresources/freedom-expression>

**Get to know us**: Both Ryan and I will try to get to know you because as this will contribute to a positive learning environment. However, this is a large class, so we expect you to help us to get to know you by reaching out to us. In addition to in-class interaction, please feel free to set up an appointment to introduce yourself or to discuss issues relating to the course. Alternatively, feel free to stay back and chat with us after class or send us an email.

**Class Slides**: Slides are posted at the beginning of each week. Posted slides are summaries of the required readings and supplementary materials to enhance your learning. You must still complete the required readings. Please note that I do no lecture from the posted class slides. The presentation slides I use in class are more succinct versions of the posted slides with additional graphics, images and activities. My presentation slides will not be posted. This is done to enhance your engagement and note-taking skills. You are responsible for taking notes of any new information you see on presentation slides that are not covered in the posted slides. This means that you are expected to read your slides before coming to class.

# Course Expectations

* **Be informed**: You should check the course site frequently to view announcements, lecture notes, assignments, additional readings, videos, and related links.
* **Reading Expectations**: You are expected to read the assigned material prior to each class. You will not be able to contribute meaningfully to discussions and other activities without an understanding of the readings.
* **Attendance Expectations**: You are expected to attend all classes. It is important to do so because much of the material in this course is structured around class discussions and activities. If you are absent, it is your responsibility to obtain missed lecture notes and other information from a course mate. Please do not email to ask me what was covered in class or if you missed any important information. Activities are meant to help you build a sense of community with other students who can be additional resources for you.
* **Participation Expectations**: A satisfactory and consistent level of participation is expected, including within groups and in general class discussions. In addition to fostering a community in the classroom, your contribution to the virtual classroom is expected, which will be established through Canvas. We will also use Canvas to facilitate online group discussion, blogs and gather feedback. Feel free to contribute by posting issues related to the course that you come across in your everyday activities. Be sure to also comment on your classmates’ posts

**Summary of Evaluation Components**

|  |  |  |
| --- | --- | --- |
| **Evaluation Component** | **Weight** | **Due date** |
| Midterm I | 30 | February 12, 2021 |
| Midterm II | 30 | March 19, 2021 |
| Participation | 5 | Ongoing |
| Final Exam | 35 | TBA |
| **Total 100%** | | |

**Details of Evaluation Components**

## Midterm Exam I (Online, on Canvas)

**Value**: 30% of final grade

**Date**: February 12, 2021 (online)

**Description**: The midterm exam will comprise multiple choice and short answer questions, covering materials from the required reading and lectures (Lessons 1-4). The duration of the mid-term is 1 hour and 30 minutes. Further details will be discussed in class.

* Please note that it is your responsibility to find a quiet place to write the exam. Make sure your check your internet connection and the device on which you will be writing the exam to ensure that they are eligible.
* Students who need additional accommodations or who have any issues are asked to contact the professor before the start of the exam period.
* A practice online exam will be made available on Canvas. You are encouraged to take the practice exam to familiarize you with online exams conditions. You are encouraged to remove all distractions when writing your exam

## Midterm Exam II (Online, on Canvas)

**Value**: 30% of final grade

**Date**: March 19, 2021 (online)

**Description**: The midterm exam will comprise multiple choice and short answer questions, covering materials from the required reading and lectures (Lessons 5-8). The duration of the mid-term II and further details will be discussed in class.

* Please note that it is your responsibility to find a quiet place to write the exam. Make sure your check your internet connection and the device on which you will be writing the exam to ensure that they are eligible.
* Students who need additional accommodations or who have any issues are asked to contact the professor before the start of the exam period.
* A practice online exam will be made available on Canvas. You are encouraged to take the practice exam to familiarize you with online exams conditions. You are encouraged to remove all distractions when writing your exam.

Participation

**Value**: 5% of final grade

**Date**: Ongoing

**Description**: Active participation in the course is important for the building of a critical learning community which is the objective of this course. Participation will be graded in two ways:

1. Discussion Board: Each student is expected to make a minimum of two posts on the discussion board. In at least one post, you should raise a family to initiate a discussion and at least one should be a response to someone’s post. Posts are expected to demonstrate critical thinking. You must also demonstrate understanding of concepts and contents in the course. Students will earn up to 2.5 points toward their final grade for participation on the discussion board.
2. Live Participation: Each student must respond to a question, respond to a fellow student or share something from their critical reflection journal at least one time in live lesson. Students will earn up to 2.5 points toward their final grade for live class participation. We will also be keeping a record of your class participation.

Final Exam (Online, on Canvas)

**Value**: 35% of final grade

**Date**: TBD.

**Description**: The final exam will cover from Lesson 9-12 and will follow the format of short-answer and multiple-choice questions. Please note that in order to adequately answer some questions, you will need to draw on insights gained from the beginning of the course.

* Please note that it is your responsibility to find a quiet place to write the exam. Make sure your check your internet connection and the device on which you will be writing the exam to ensure that they are eligible.
* Students who need additional accommodations or who have any issues are asked to contact the professor before the start of the exam period.
* A practice online exam will be made available on Canvas. You are encouraged to take the practice exam to familiarize you with online exams conditions. You are encouraged to remove all distractions when writing your exam.

**Midterm and Final Examination Scheduling:** Midterm and final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the specified examination period; students should therefore avoid making prior travel, employment, or other commitments for this period.  If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.  Students are encouraged to review all examination policies and procedures at: <http://students.ubc.ca/success/academics-ubc#final-exams>

**IMPORTANT INFORMATION ABOUT YOUR WRITTEN ASSIGNMENTS**

**Submission**:  Unless I indicate otherwise, assignments must be submitted electronically via the course webpage by midnight of the due date. If you have questions about this, please feel free to consult with me in advance of the due date.

**Referencing**:  Several sociological academic sources should be used to explore the topic/question outside of the textbooks (usually, a minimum of 5 sources).  Sources for ALL ideas and quotations used are to be properly referenced using the APA format.  Penalties will result if this referencing is not undertaken.  No more than 50% of sources can be internet sources (unless the source is from an online academic database). A guideline for how to cite different types of texts using the APA format will be uploaded to the course page.

**Late Assignment**:  All assignments must be turned in by the assigned due dates unless extenuating circumstances arise or if you have made prior arrangements with me. A new due date may be negotiated depending on the situation. Otherwise, late work may be penalized by a 5% deduction of your grade for each day that the assignment is late.

**Integrity Defined:** The University is committed to the highest standards of academic integrity and honesty.  Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Please review the UBC calendar on Academic regulations” for the university policy on cheating, plagiarism and other forms of academic dishonesty. Please visit the student services website for tips and resources to help you stay compliant to the university regulations at<http://students.ubc.ca/success/academics-ubc>

# Plagiarism (taken from UBC Course Calendar): The university defines plagiarism is the act of submitting the intellectual property of another person as your own. It is one of the most serious of academic offences. Penalties for plagiarism may range from a failing grade in a course to suspension from the University. Acts of plagiarism include:

* Copying all or a part of another person’s work and presenting it as your own
* Purchasing a paper from someone (or a website) and presenting it as your own
* Re-submit your work from one course to fulfill a requirement in another course

***Citation****:* Intellectual property includes ideas, arguments, phrases, sentences, paragraphs, or results of research.  When you use excerpts from someone else’s work in your essay, paper, or presentation, you must acknowledge the original author in a footnote or another accepted manner of citation. The UBC Library can help you with proper citation.

***University Regulations****:* It is your responsibility to be aware of University regulations. A complete listing of academic regulations that apply to every student at UBC can be found in the “Policies and Regulations” chapter of the UBC Calendar at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0>

**OTHER COURSE INFORMATION**

**Early Alert:** If at any time, I become concerned about your academic performance or wellbeing, I will do my best to reach out to you. I also encourage you to speak to me if you need assistance. I may also report my concerns using Early Alert, a program which 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 and support to help you. The information is treated confidentially and is sent out of my concern for your academic success ad wellbeing. Please visit earlyalert.ubc.ca for more information.

**Access & Diversity:** The University accommodates students with disabilities or ongoing medical condition or challenges that may affect their academic success. Some examples of accommodations are: alternate format for print materials; extended time on exams; classroom captioning. The university also accommodates students whose religious obligation conflict with that course, including attendance, submission of assignments or the completion of tests and examinations on specific dates. It is your obligation to inform me in advance of any accommodations that you may require. For more information on accommodations offered by the university, please visit the Access and Diversity Centre on campus or their website at: <http://students.ubc.ca/success/student-supports/academic-accommodations>

University Academic Courses Policy: Students must submit all their assignments and must achieve a minimum of 50% overall to pass this course. The following grading system will apply in this course as adapted from the Faculty of Arts “Grading Guidelines”:

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| --- | --- | --- |
| **Grade** | **Comment** | **Detailed Description** |
| A+ (90 - 100%)  A (85 – 89%)  A- (80 – 84%) | Exceptional | Exceptional student performance. Strong evidence of original thinking and sound critical evaluation. Very good organization and capacity to analyze and synthesize information. Superior grasp of the literature and/or subject matter. |
| B+ (76 - 79%)  B (72 - 75 %)  B- (68 – 71%) | Very Competent | Very competent student performance. Evidence of original thinking and critical evaluation. Good organization, analytic ability and synthesis of information. Very reasonable understanding of the literature and/or subject matter. |
| C+ (64 - 67%)  C (60 - 63%)  C- (55 - 59%) | Adequate | Adequate student performance. Able to provide simple solutions to critical and analytical problems. Adequate organization, analysis and synthesis of information. Some understanding of the literature and/or subject matter. |
| 50% - 54% (D) | Pass | Passing student performance. Serious weaknesses in organization, critical, and analytic skills. Little evidence of understanding of the literature and/or subject matter. |
| 0% - 49% (F) | Fail | Failing student performance. Severe weaknesses in organization, critical and analytic skills. No evidence of understanding the literature and/or subject matter. |

**Scaling of Grades**: Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conform to university, faculty, department or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student’s academic record.

**Returned Assignments and Marks:** Aside from computational or other minor errors on our part, all marks assigned are final. We will not discuss assignments in the first 24 hours after they are returned so that students can spend that time considering the comments or going over the

assignments themselves. After 24 hours, you may make an appointment for additional feedback on your paper.

**Student Feedback:** I value your feedback so from time to time, I will solicit your opinion on how things are working for you. Please feel free to be honest and open with your opinion on my teaching and your experience in the course. The course will also be evaluated at the end of the term.

**Syllabus Modification**: I have tried to outline the course to the best of my ability in this syllabus prior to the beginning of the term. That said, I reserve the right to modify the syllabus if the need arises. If I do so, I will notify you immediately of any changes with the goal of maintaining clear expectations about course requirements and policies

**CALENDAR OF TOPICS & READINGS**

**Lesson 1: Introduction & Conceptualizing Families (January 11-15, 2021)**

* McDaniel Chapter 1

**Lesson 2: Canadian Families: Historical and Current Perspectives (January 18-22, 2021)**

* McDaniel Chapter 2
* Adams, M. L. (2016). Sexuality and the Post-War Domestic “Revival”. In Fox, B. (ed.) *Family Patterns, Gender Relations*, pp. 116-135. Oxford: Oxford University Press.

**Lesson 3: How Families Begin: Dating and Mating (Jan. 25-29, 2021)**

* McDaniel Chapter 3
* Monto, M. A., & Carey, A. G. (2014). A new standard of sexual behavior? Are claims associated with the “hookup culture” supported by general social survey data? *The Journal of Sex Research*, 51(6), 605-615.

**Lesson 4: Types of Intimate Relationships (Feb. 1-5 2021)**

* McDaniel Chapter 4

**Lesson 5: Sexuality, Happy & Healthy Relationships (Feb. 8-12, 2021)**

* McDaniel Chapter 5
* Peplau, L. A., & Fingerhut, A. W. (2007). The close relationships of lesbians and gay men. *Annual. Review of Psychology*, *58*, 405-424.

Midterm I Online (Covering Lessons 1-4)—Feb 12, 2021 (Online)

**READING WEEK (Feb. 15-19 2021)**

* No classes

**Lesson 6: Parenting (Feb. 22-26, 2021)**

* McDaniel Chapter 6
* Doucet, A. (2016). “Chapter 16: Fatherhood and Emotional Responsibility”. In Fox, B. (ed) *Family Patterns, Gender Relations*, pp. 293-314. Oxford: Oxford University Press.

**Lesson 7: Family Life & Work (Mar. 1-5, 2021)**

* McDaniel Chapter 7
* Power, K. (2020). The COVID-19 pandemic has increased the care burden of women and families. *Sustainability: Science, Practice and Policy*, 16(1), 67-73.

**Lesson 8: Stress & Violence (Mar. 8-12, 2021)**

* McDaniel Chapter 8
* Usher, K., Bhullar, N., Durkin, J., Gyamfi, N., & Jackson, D. (2020). Family violence and COVID‐19: Increased vulnerability and reduced options for support. *International journal of mental health nursing*, 29(11), 549-552.

**Lesson 9: Divorce & Ending Relationships (Mar. 15 –19, 2021)**

* McDaniel Chapter 9

Midterm II Online (Covering Lessons 5-8)—Mar. 19, 2021 (Online)

**Lesson 10: Family Transitions & Innovations (Mar. 22—26, 2021)**

* McDaniel Chapter 10

**Lesson 11: Social Policy & the Family (Mar. 29 –Apr. 1, 2021)**

* Tremblay, D. (2016). Quebec’s Policies for Work-Family Balance: A Model for Canada? In Fox, B. (ed) *Family Patterns, Gender Relations*, pp. 541-554. Oxford: Oxford University Press
* Maynard, R. (2017). Destroying Black Families: Slavery’s afterlife in the child welfare system (Chapter 7) In Policing Black Lives: State Violence in Canada from Slavery to the Present. Halifax & Winnipeg: Fernwood Publishing.

**Lesson 12: The Future of Families & REVISION (Apr. 5 –9, 2021)**

* McDaniel Chapter 11
* Costa, R. P. (2013). Family Rituals: Mapping the postmodern family through time, space and emotion; we are what we celebrate. *Journal of Comparative Studies*, 269-289.

**Lesson 13: Types Revision (Apr. 12-14, 2021)**

* Revision

**\*\*\*\*\*The End\*\*\*\***

1. <http://www.liberatingstructures.com/> [↑](#footnote-ref-1)